

Cover Sheet: Request 13789

MAR2410 Sales Seminar

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Erica Studer-Byrnes erica.byrnes@warrington.ufl.edu
Created	3/22/2019 12:44:57 PM
Updated	5/7/2019 12:25:11 PM
Description of request	We are requesting the creation of a new course, that has previously been piloted under a special topics course number.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CBA - Marketing 011708000	Richard Lutz		3/22/2019
No document changes					
College	Approved	CBA - College of Business Administration, Warrington	Renee Mathis		3/22/2019
No document changes					
University Curriculum Committee	Recycled	PV - University Curriculum Committee (UCC)	Casey Griffith	Recycled at request of College (R. Mathis)	3/26/2019
No document changes					
College	Approved	CBA - College of Business Administration, Warrington	Renee Mathis	Approved by the WCB Faculty 4/3/19.	4/4/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			4/4/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 13789

Info

Request: MAR2410 Sales Seminar

Description of request: We are requesting the creation of a new course, that has previously been piloted under a special topics course number.

Submitter: Erica Studer-Byrnes erica.byrnes@warrington.ufl.edu

Created: 5/7/2019 12:21:33 PM

Form version: 3

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
MAR

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
2

Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
410

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Introductory

- 1000 and 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate

4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

Enter the title of the course as it should appear in the Academic Catalog.

Response:
Sales Seminar

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:
Sales Seminar

Degree Type

Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Co-Listing Explanation

Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format.

Response:
NA, course will not be co-listed

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
Yes

If repeatable, # total repeatable credit allowed

Indicate the maximum number of total repeatable credits allowed per student.

Response:
2

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
1

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the

UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:

Yes

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- *Regularly Scheduled [base hr]*
- *Thesis/Dissertation Supervision [1.0 headcount hr]*
- *Directed Individual Studies [0.5 headcount hr]*
- *Supervision of Student Interns [0.8 headcount hr]*
- *Supervision of Teaching/Research [0.5 headcount hr]*
- *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

1 hour per week

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:

Overview of selling and managing the sales function to achieve the growth targets of a business. The course highlights the importance of the sales function in a firm and how it contributes to the achievement of the firm's strategic objectives.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Response:

NA

Completing Prerequisites on UCC forms:

- *Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.*
- *Use parentheses to specify groupings in multiple requirements.*

- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

*Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:
HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))*

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system.

Response:
NA

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

The primary purpose of this course is to provide a broad overview of sales and sales management issues that will be applicable in a business career. Students graduating with sales skills are likely to be differentiated from others favorably thus accelerating their career advancement. A sales-oriented job role early in the career of a college graduate provides a unique opportunity to let the graduate's own personal actions and skills be directly recognized through the generation of measurable results. Additionally, selling skills are invaluable in a wider range of contexts, whether it be in a job search, selling your own ideas, or simply being more persuasive in personal interactions. This course serves as a relevant elective for business and accounting majors, or is a gateway to a career in sales or pursuit of the minor in professional selling.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

The objectives of this course are to:

1. Provide a basic understanding of the role of the sales function.
2. Create a deeper appreciation for the importance of building customer relationships and creating customer value through proper selling techniques.
3. Develop an understanding of the importance of the sales function to the overall growth of a firm.
4. Learn how professional selling skills and effective sales management strategies will fuel business growth.
5. Gain a broad perspective of the interaction of the sales function with other functions within a firm.

Course Textbook(s) and/or Other Assigned Reading

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course.

Response:

No textbook is required. Any required reading material will be distributed. Students will also need a laptop computer with a camera and access to Canvas, Skype, Word, Excel, PowerPoint or equivalent plus interactive software to be determined.

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Week	Date	Topic and Guests	Pre-Class Preparation	Due
1	1/11	Introduction, Goal Setting, The Sales Role, Speakers – DiPasquale/Tufts	Syllabus	
2	1/18	AXA – Your “Why” and Your Passion	Questions 1	Brief 1
3	1/25	Gallo/TBD – Myths About Selling	Questions 2	Brief 2
4	2/1	Invivo/ Dr. Brent Berthy – Entrepreneurial Selling	Questions 3	Brief 3
5	2/8	P&G – Consultative Selling	Questions 4	Brief 4
6	2/15	Gartner/April Doktor and Associates - Interviewing Techniques and Other Tips	Questions 5	Brief 5
7	2/22	Keller Williams Realty/Sarah Rocco – Commission Selling, Doing it on your Own	Questions 6	Brief 6
8	3/1	Special Session/Dr. D and Dr. T		
9	3/8	Spring Break – No Class		
10	3/15	TBA	Questions 7	Brief 7
11	3/22	3 Daughters Brewing/Marty Aho – The Selling Spectrum	Questions 8	Brief 8
12	3/29	Bank of England Mortgage/Alex Stewart – Relationship Selling	Questions 9	Brief 9
13	4/5	MAR4403 Preview/Dr. D – Emotional Intelligence	Questions 10	Brief 10
14	4/12	MAR3400 Preview/Dr. T – Adaptive Leadership	Questions 11	Brief 11
15	4/19	Comprehensive Review	Questions 12	Brief 12
16	4/26-5/3	No Class – Reading Days and Finals Week		

The syllabus contains this information in a table format, which is easier to read. It can be found as an attachment, and the table is located on page 7.

Links and Policies

Consult the syllabus policy page for a list of required and recommended links to add to the syllabus. Please list the links and any additional policies that will be added to the course syllabus.

Please see: syllabus.ufl.edu for more information

Response:

TEACHING PHILOSOPHY

If things go as expected, you will likely graduate from one of the best universities in the country with a degree that will help you achieve your career and life goals. By encouraging you to perform at the highest possible level, we are improving the probability that you will become one of UF's high achieving alumni. Additionally, we are preserving the reputation of the University of Florida and the Warrington College of Business. Being proud UF and Warrington Alumni ourselves, anything less is unacceptable.

High achievers are typically committed to a lifetime of continual learning. Our teaching philosophy is that if students plan to be a high achiever in life, learning is YOUR choice, YOUR responsibility and a critical component of YOUR future success. Our role in your learning is to provide the content as well as challenge you through relevant exercises and insightful discussion of real-life issues. Meaningful and relevant content will allow you to learn and improve your skills. Regular exercises will assist you in the learning process and move you toward mastery of key knowledge

and skills. Challenging and insightful discussion of real world issues will teach you how to think and gain a sense of the reality of a sales role. The rest will be up to you. There are no quizzes or exams. If you participate cheerfully, energetically and thoughtfully in the exercises, you will begin the process of understanding the sales function and should have little difficulty making an acceptable grade in the class.

A Note about Effort and Honor

Although we encourage collaboration during the learning process, we will assume that all submitted assignments will be a result of your own original work and not the work of another student. How you perform here will be an indicator of how you will perform later in a real-world situation. If you cut corners or act dishonestly here, you will have a higher likelihood of substandard performance later. If you work hard here, you will likely be a high performer later. Either way, you will be discovered eventually and rewarded accordingly. We sincerely hope that you will be honorable, expend sufficient effort to earn the grade you desire, and submit only your own original work.

The UF Academic Honor System

The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Pledge: On all work submitted for credit by students of the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Please note that violations of this Academic Honor System will not be tolerated. Specifically, I will rigorously pursue incidents of academic dishonesty of any type. Before submitting any work, please read the policies about academic honesty and if needed, ask for clarification of its expectations (<http://www.dso.ufl.edu/judicial>).

ADA Policy

The University of Florida provides high-quality services to students with disabilities, and I encourage you to take advantage of them. Students with disabilities needing academic accommodations should:

- 1) Register with and provide documentation to Disability Resources (<http://www.dso.ufl.edu/drp/>), and
- 2) Submit an email to the instructor from this office indicating that you need academic accommodations. Please do this within the first week.

Attendance Policy

Attendance in the live class is mandatory. Regular engagement is expected. Requirements for participation and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Students are responsible for satisfying all academic objectives and completing assignments as defined by the instructor. Make-up assignments or late submission will only be allowed for those students who provide appropriate evidence of legitimate obstacles. In general, acceptable reasons for not remaining current with class work includes illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, jury duty, subpoenas and participation in official university activities such as music performances, athletic competition or debate.

You cannot participate in classes unless you are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.

Counseling and Mental Health Services

In the event a student needs access to university counseling services and mental health services, they may contact: 392-1575, or <http://www.counseling.ufl.edu/cwc/Default.aspx>. For any additional emergencies, students may contact University Police Department: 392-1111 or 9-1-1 for emergencies.

Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be notified when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

Getting Help

For issues with technical difficulties for E-learning in Canvas, please contact one of the following the UF Help Desk resources at: Learning-support@ufl.edu, (352) 392-HELP (select option 2) or <https://lss.at.ufl.edu/help.shtml>.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for counseling and wellness resources, disability resources, library help support and resources for handling student concerns and complaints. Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

Illness Policy

If you are absent from classes or examinations because of illness you should contact the professor via email PRIOR to class. You should contact your college by the deadline to drop a course for medical reasons. After the college petition deadline, you can petition the University Committee on Student Petitions to drop a course for medical reasons. The university's policy regarding medical excuse from classes is maintained by the Student Health Care Center.

Religious Holidays

The Florida Board of Education and state law govern university policy regarding observance of religious holidays. The following guidelines apply:

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

Twelve Day Rule

Although it is highly unlikely for an online class, students who participate in athletic or extracurricular activities are allowed some flexibility in assignment or exam due dates, limited to 12 scholastic days per semester without penalty. (A scholastic day is any day on which regular class work is scheduled.) Instructors must be flexible when scheduling exams or other class assignments. The 12-day rule applies to individual students participating on athletic or scholastic teams. Consequently, a group's schedule that requires accommodating more than 12 days should be adjusted so that no student is unable to complete their assignments more than 12 scholastic days. It is the student's responsibility to maintain satisfactory academic performance and attendance.

Wellness - U Matter, We Care

Your well-being is important to your Faculty and to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect

students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength.

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.

Response:

Grading Scale:

The grading scale will be S/U. In order to receive a Satisfactory grade, students must attend at least 75% of the classes, participate in course discussions and complete exercises/briefs accumulating at least 75% of the points assigned. Information on UF grading policies can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Classes will cover a wide range of topics including but not limited to the following:

- Goal Setting and Forecasting
- Marketing/Sales Strategies for Growth
- Success Factors for Salespeople
- Issues in Rapid Growth Scenarios
- Hiring and Training the Sales Force
- Compensation
- Incentives and Recognition Programs
- Sales Management Systems
- Ethical Issues in Sales
- Industry Specific Challenges in Sales

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Dennis DiPasquale and Steven Tufts

*“Nothing happens in business until somebody sells something.”
-Thomas J. Watson, among others*

Course: MARXXXX – Sales Seminar - Spring 2019
Professors: Dennis DiPasquale, STZ100C and Steven D. Tufts, STZ 100D (in the Retail Center)
Email: professional.selling@warrington.ufl.edu
Office Hours: TBA per semester and BY APPOINTMENT ONLY VIA EMAIL
Section: 3B04
Time: Fridays, Period 6, 12:50pm-1:40pm
Location: HVNR 250

COURSE DESCRIPTION

This is an overview/gateway course in selling and managing the sales function to achieve the growth targets of a business. It is designed to teach students the importance and diversity of the selling role and discipline in a firm and how the sales function contributes to the achievement of the firm’s strategic objectives. Through the use of interactive and participative methods of learning, students will gain an overview of the sales function in a firm and gain a sense of the reality of business situations, all of which will aid them in succeeding in virtually any sales-oriented career assignment.

PREREQUISITE KNOWLEDGE AND SKILLS

Students must have attained Sophomore status or have the advance written permission of the instructor prior to enrolling in this course.

PURPOSE OF THE COURSE

The primary purpose of this course is to provide a broad overview of sales and sales management issues that will be applicable in a business career. Students graduating with sales skills are likely to be differentiated from others favorably thus accelerating their career advancement. A sales-oriented job role early in the career of a college graduate provides a unique opportunity to let the graduate’s own personal actions and skills be directly recognized through the generation of measurable results. Additionally, selling skills are invaluable in a wider range of contexts, whether it be in a job search, selling your own ideas, or simply being more persuasive in personal interactions.

COURSE OBJECTIVES:

The objectives of this course are to:

1. Provide a basic understanding of the role of the sales function.
2. Create a deeper appreciation for the importance of building customer relationships and creating customer value through proper selling techniques.
3. Develop an understanding of the importance of the sales function to the overall growth of a firm.
4. Learn how professional selling skills and effective sales management strategies will fuel business growth.
5. Gain a broad perspective of the interaction of the sales function with other functions within a firm.

COURSE REQUIREMENTS:

This is a live class with mandatory attendance. It will be graded on a S/U scale. As an interactive class, attendance and active participation is a critical component of the learning and the grading. Sales is an interactive process and therefore students will be required to remain engaged through discussions as well as through submission of occasional exercises. If students are not engaged and present, the value of the course will be minimized and reflected in the student’s final grade.

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TEACHING PHILOSOPHY

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REQUIRED TEXTBOOK AND OTHER COURSE MATERIALS

No textbook is required. Any required reading material will be distributed. Students will also need a laptop computer with a camera and access to Canvas, Skype, Word, Excel, PowerPoint or equivalent plus interactive software to be determined.

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ASSURANCE OF LEARNING OBJECTIVES

Each program at the Warrington College of Business Administration has developed goals and objectives that express the most valued skills and knowledge that students should be able to demonstrate upon completion of the total learning experiences in that program. The following goals and objectives are specifically mapped onto GEB4933:

Goal 1: Demonstrate competency in and across business disciplines.

1A. Demonstrate knowledge and understanding of elements of economics, finance, accounting, marketing, operations management, organizational behavior, business law, information technology, and business statistics.

Goal 2: Apply appropriate problem-solving and decision-making skills.

2B. Assess the outcomes of a course of action and make appropriate adjustments.

Goal 3: Possess effective communications skills.

3A. Write business documents clearly, concisely and analytically.

3B. Speak in groups and in public clearly, concisely, and analytically, with appropriate use of visual aids.

STUDENT LEARNING OUTCOMES (SLO) IN THE MARKETING (SALES) AREA

The Academic Learning Compact for the undergraduate business major defines the skills and knowledge necessary to master that discipline. Each course within the major plays a particular role, specified by the Student Learning Outcomes for that course. The SLOs for MAR4933 have been defined as shown below. The course content is broader than these SLOs, which set a minimum standard.

Consumer Behavior: Students will develop an understanding of consumer motivation and decision processes at the buyer-seller interface.

Market/Customer Segmentation: Students will gain an understanding of how the market and customer segmentation matches the product offering through the application of needs analysis and feature/benefit selling strategies.

Distribution: Students will learn the importance of the value chain by their direct interaction with customers throughout the sales cycle.

Marketing Strategy: Students will learn to match the selling strategy with the marketing strategy of the firm.

Classes will cover a wide range of topics including but not limited to the following:

- Descriptions of the requirements of various Sales roles
- Marketing/Sales Strategies for Growth
- Success Factors for Salespeople
- Issues in Rapid Growth Scenarios
- Hiring, Training and Goal Setting for the Sales Force
- Compensation, Incentives and Recognition Programs
- Sales Management Systems
- Ethical Issues and Industry Specific Challenges

ADDITIONAL INFORMATION AND RESOURCES**ADA Policy**

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Other resources are available at <http://www.distance.ufl.edu/getting-help> for counseling and wellness resources, disability resources, library help support and resources for handling student concerns and complaints. Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

Illness Policy

If you are absent from classes or examinations because of illness you should contact the professor via email PRIOR to class. You should contact your college by the deadline to drop a course for medical reasons. After the college petition deadline, you can petition the University Committee on Student Petitions to drop a course for medical reasons. The university's policy regarding medical excuse from classes is maintained by the Student Health Care Center.

Religious Holidays

The Florida Board of Education and state law govern university policy regarding observance of religious holidays. The following guidelines apply:

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

Twelve Day Rule

Although it is highly unlikely for an online class, students who participate in athletic or extracurricular activities are allowed some flexibility in assignment or exam due dates, limited to 12 scholastic days per semester without penalty. (A scholastic day is any day on which regular class work is scheduled.) Instructors must be flexible when scheduling exams or other class assignments. The 12-day rule applies to individual students participating on athletic or scholastic teams. Consequently, a group's schedule that requires accommodating more than 12 days should be adjusted so that no student is unable to complete their assignments more than 12 scholastic days. It is the student's responsibility to maintain satisfactory academic performance and attendance.

Wellness - U Matter, We Care

Your well-being is important to your Faculty and to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength.

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ASSIGNMENTS, PERFORMANCE EVALUATION AND CLASS SCHEDULE:

Grading Scale:

The grading scale will be S/U. In order to receive a Satisfactory grade, students must accumulate at least 75% of the points assigned. Points will be assigned for attending classes, participating in course discussions and completing exercises and briefs. Information on UF grading policies can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>. Points are as follows:

Participation:	4 points per speaker x 12 speakers = 48 points possible
Attendance:	4 points per speaker x 12 speakers = 48 points possible
Briefs:	4 points per speaker x 12 speakers = 48 points possible
TOTAL POINTS = 144	

Participation

We will have guest speakers and discussions on relevant topics. We will discuss issues openly in class and evaluate outcomes. Students will be required to submit questions in advance and participate in discussions that are relevant to the speaker and the topic. Your grade each week will be based upon the quality of your questions and your classroom participation. Each set of questions assigned will be worth 4 points. In general, to receive full credit for participation, your questions and participation must be specific to the speaker in terms of their personal background, their company or their topic. Generic questions not reflecting any forethought or research (i.e. "How did you decide to pursue a sales career?") will not receive full credit.

Attendance and Written Briefs

You will be asked to submit a brief (approximately 500-600 words) synopsis each week summarizing the material discussed in class. Each Brief assigned will be worth 4 points. In order to receive full credit for your brief, you must attend the class and demonstrate your understanding of the speaker's topic and the ensuing classroom discussion. Your brief should include the following:

- A statement regarding the speaker's background and current position.
- A few statements about the speaker's company and products sold.
- A statement about their topic and how it is applicable to their job performance or your future.
- A summary of the discussion and learning points including your most relevant "takeaway".

Note, you must be in attendance to receive full credit on the Brief. If you are not in attendance, you may receive partial credit by submitting a Brief based upon independent research of the speaker and their topic.

DISCLAIMER/RESERVATION OF RIGHT TO MAKE CHANGES

This syllabus represents the current plans and objectives. As we go through the semester, those plans may need to change to enhance the learning opportunity or accommodate Guest schedules. Changes to exercises or assignments are not unusual and will be communicated in writing via Canvas.

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EXAMPLE COURSE SCHEDULE

Week	Date	Topic and Guests	Pre-Class Preparation	Due
1	-	Introduction, Goal Setting, The Sales Role, Speakers – DiPasquale/Tufts	Syllabus	
2	-	AXA Advisors– Your “Why” and Your Passion	Questions 1	Brief 1
3	-	E&J Gallo – Myths About Selling	Questions 2	Brief 2
4	-	Invivo/ Dr. Brent Berthy – Entrepreneurial Selling	Questions 3	Brief 3
5	-	P&G – C onsultative Selling	Questions 4	Brief 4
6	-	Gartner/April Doktor and Associates - Interviewing Techniques and Other Tips	Questions 5	Brief 5
7	-	Keller Williams Realty/Sarah Rocco – Commission Selling, Doing it on your Own	Questions 6	Brief 6
8	-	Student Lead Session (Prior Sales Students) Sales in Cinema & Pop Culture	Questions 7	Brief 7
9	-	Spring Break – No Class		
10	-	Altria/Stefania Fernandez - Clock Speed & Consultative Sales	Questions 8	Brief 8
11	-	3 Daughters Brewing/Marty Aho – The Selling Spectrum	Questions 9	Brief 9
12	-	Bank of England Mortgage/Alex Stewart – Relationship Selling	Questions 10	Brief 10
13	-	MAR4403 Preview/Dr. DiPasquale – Emotional Intelligence	Questions 11	Brief 11
14	-	MAR3400 Preview/Dr. Tufts – Adaptive Leadership	Questions 12	Brief 12
15	-	Comprehensive Review & Discussion	Questions 13	Brief 13
16	-	No Class – Reading Days and Finals Week		