Syllabus

Course Title: Sales Management
Course Number: MKTG311, Section 001
Course Description: Sales Management familiarizes students with marketing-sales interfaces including sales force role and capabilities, personal selling strategies, organizational relationships, and responsibilities of sales managers, including training, motivating, and evaluating sales force.

Class Location: Innovation Hall Room 206
Class Meeting Time: Wednesdays, 4:30 P.M. until 7:10 P.M.
Final Exam: Wednesday, December 11, 2011, 4:30 P.M. to 7:15 P.M.
Instructor: Betsy Tretola, Ph.D.
I usually return email and phone mail messages the same day I receive them.
University office: Room 149A, Enterprise Hall
Telephones (leave a message at any of these numbers):
Office: 703-993-1769
Cell: 571-215-8754
E-mail addresses:
University: btretola@gmu.edu
Course Website: Use Blackboard
Office hours: Wednesdays, 3:00 P.M. to 4:00 P.M., or by appointment.

Course Prerequisites
Prior to beginning the course, students must have completed Marketing 301 and have attained degree status.

Course Materials

In addition we will study business cases both from Harvard and Darden Business Schools. These cases can be ordered from the following URLs:
I will provide you with additional materials from other sources during class. The classroom discussions, role plays and presentations will be the basis for insights and deep understanding of key concepts. These materials will be the basis for examination questions.

From time to time, class work and the text will be supplemented by suggestions for outside reading. These suggested materials will be for the interest and development of the student, and they will not be the basis for examinations. If you are interested in a specific topic or section, please let me know.

**Course overview**

The course presents marketing principles, concepts, strategies, and analytical tools used by sales force managers and marketers to incorporate personal selling into an overall marketing strategy. Sales forces often represent the single largest marketing expense, and sales and sales management represents the most common occupation in the U.S. Sales forces are generally the most immediate form of contact between a firm and its customers. The emphasis is on how to organize a sales force, direct sales force operations, plan operations and evaluate results. Personal selling, especially in a business-to-business context, will be developed.

Sales forces deal directly with the external environment of a business. As such, selling and marketing practices demonstrate a company’s behaviors and beliefs to consumers, suppliers, shareholders and other stakeholders. It is critical that marketers act ethically and assume a leadership role in business ethics. Ethics in business – particularly ethics in marketing – will be an emphasis.
Upon the successful conclusion of the course, you will be able to:

- Grasp the essential elements of personal selling
- Describe the interfaces between marketing and sales
- Understand how sales forces are organized, recruited and developed
- Describe how territories are developed, sales forces are organized, sized and compensated, and how sales forces are managed
- Use tools to analyze and evaluate sales performance
- Understand the ethical challenges marketers face and develop a framework for making personal, ethical choices.

In addition, you will practice the kinds of skills necessary in marketing through the assignments and class work including:

- Working in small groups to address marketing issues
- Problem solving, individually and in small groups
- Business writing
- Thinking critically and making decisions with imperfect information
- Research capabilities as they pertain to marketing.

NOTE: Marketing 333, Business-to-Business Marketing is a good companion course to Sales Management. It focuses on marketing issues that are closely related to many of the issues in this course. The course is generally offered in the Spring and Summer semesters.

Course learning objectives
Please see the Appendix for a description of how this course addresses the Undergraduate Learning Goals.

The discipline-specific goal will be emphasized, and your learning will be measured in the project and in examinations:

1. Our students will be competent in their discipline.
   - You will understand how the marketing mix is used. This course provides a foundation for marketing and other courses within the School of Management.
   - These will help you create an acceptable marketing plan.

Class structure
The course incorporates three basic elements or approaches – introduction of concepts through reading and lectures, application of these concepts through class case studies and homework, and integration of the concepts into the group-project case study and interview project. You will also develop your critical thinking skills as a foundation for the integration of the specific marketing and management concepts.

During the first weeks, the emphasis will be on the introduction of selling skills and concepts. The middle section will emphasize application of concepts. The end will
emphasize integration of the concepts. Work in classes will focus on small-group exercises. You are responsible, however, for the primary learning.

The quality of your learning will increase dramatically if you are well prepared for class. You will be provided with Reading Assignments to help you focus on the main concepts in the textbook chapters.

Your learning will be evaluated in four different ways:

- Examinations. The exams will follow the textbook sections.
- Class participation. How you contribute to the class will be a part of the overall evaluation.
- Group assignments. You will work with a group to develop case studies, and you will be evaluated on the written report. You will be evaluated as part of the group. The group will also evaluate the work of others in the group.
- Individual course project. This is a writing project.

Grades
You may earn up to 1,000 points during the course of the class. Your grade will be determined by the number of points that you earn.

Excellent demonstrations of understanding, application, integration and clear understanding will distinguish efforts that receive the highest points in assignments. Concise, insightful responses and presentations are preferred over rambling, unfocused responses.

Points may be earned as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations:</td>
<td></td>
</tr>
<tr>
<td>Midterm</td>
<td>150</td>
</tr>
<tr>
<td>Final exam</td>
<td>150</td>
</tr>
<tr>
<td>Points from Examinations</td>
<td>300</td>
</tr>
<tr>
<td>Eight (8) team case study assignments (25 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Sales role play assignment(s)</td>
<td>100</td>
</tr>
<tr>
<td>Interview Sales Managers and Write Up Project</td>
<td></td>
</tr>
<tr>
<td>Deliverable #2</td>
<td>50</td>
</tr>
<tr>
<td>Deliverable #3</td>
<td>50</td>
</tr>
<tr>
<td>Final report</td>
<td>200</td>
</tr>
<tr>
<td>Total interview project 2</td>
<td>300</td>
</tr>
<tr>
<td>Class participation discussion</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL POINTS TO BE EARNED</td>
<td>1,000</td>
</tr>
</tbody>
</table>

Grades
Grade scale

Your final grade for the course will depend on the total number of points you earn:

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>940 – 1,000 points</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>900 – 939 points</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>870 – 899 points</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>830 – 869 points</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>800 – 829 points</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>770 – 799 points</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>700 – 769 points</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>600 – 699 points</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>Below 600 points</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Individual assignments are not given letter grades – only the points earned.

Please note: The University considers a B to be a good grade. The School of Business considers a B to be a good grade. I consider a B to be a good grade. I hope there are many A’s in the class, but an A is a grade that is not earned automatically.

Examinations

You will take two closed-book, no-notes exams in the course and one comprehensive final. The exams will be a combination of short answer and multiple choice questions. As the schedule permits, the class will review major concepts before the exam.

The exams will cover the textbook materials, supplemental materials from the class and all in-class presentations.

Any use of electronic devices during the testing times will be interpreted as a violation of the University Honor Code. These devices include cellular phones, electronic translators, calculators and similar devices. Any student using such devices during an exam or any form of cheating during the exam will result in a grade of zero for the test.

Consistent with University policy, only provable, i.e., documented, absences due to personal illness or family emergencies constitute acceptable absences for missing exams. Preplanned weddings, vacations and deep-discount airfares are not acceptable excuses. There are no make-up exams or adjustments to satisfy the convenience of the students enrolled in this class.

If an examination is missed, you must make up the exam within one week. Unless you have made prior arrangements, a missed exam will result in a penalty of 10 percent of the total for the examination.

You must read the text. Lecture, notes and summaries will help you understand the text, but they cannot be considered an adequate substitute for reading the text.
Group project and evaluations
The class will be divided into small groups, and the groups will work together on a case
designed to integrate the materials presented in the course. You will receive a specific
assignment on the group project.

Group work is always a challenge, whether you are in school, at work or at play. The
diversity of opinions and backgrounds will enrich the learning experience, but it brings
additional challenges. Everyone needs to listen to and respect the thoughts of others.

Each member of a group is responsible for making the group work. As an incentive, each
member will privately evaluate all members of the group at the end of the semester. This
evaluation portion of the grading will be applied to the class participation points.

In extreme cases, and only with the instructor’s explicit and prior approval, a group may
dismiss another member of the group. No student may be dismissed until it is clear that he
or she will not work with the group. The group must first demonstrate attempts to resolve
outstanding conflict. Students who are asked to leave the group will receive a zero for the
assignment, and the remaining group members will receive a 5% penalty for the action. It is
everyone’s interest to work effectively.

Specific responsibilities
To meet the course objectives, you will use reading, assignments, projects, discussion, role
plays and research. Emphasis will be placed on learning and applying theories and techniques
to a variety of situations.

Participation is expected. Much of the material will be developed in class and in discussion.

If there are emergencies or unavoidable absences, you should contact me prior to the class.
You must arrange to get handouts and assignments from fellow students or Blackboard.

Detailed class and reading assignments will be made during the course. Cases for each
chapter will be identified prior to the class. Assignments will be posted on Blackboard and in
the syllabus.

Class participation
Marketing is enhanced by dialogue, and this class will be greatly enhanced when students
actively participate. Class participation is essential to develop communication skills and
explore topics in depth.

Students who make an effort to participate will be noticed. Students will be evaluated on
active participation including both speaking and listening, demonstrating the ability to
evaluate others’ comments constructively, demonstrating familiarity with assigned readings and working effectively with groups and the class as a whole. Class participation will be worth up to 50 points toward the course grade.

To earn the full points, the student should:

- Volunteer examples, insights and responses in class.
- Demonstrate having read assignments, thought about the questions and analyzed materials.
- Build on the comments of others—disagreeing where appropriate but also supporting the comments and integrating viewpoints.
- Share expertise and experiences relevant to the discussion.
- Comment on the substance and topic of the classes demonstrating integration of the materials.

Not everyone likes speaking up in a class situation. If, however, the student does not enter into the discussions, there is no way to tell if he or she is learning or understanding the concepts presented. Each student is expected to contribute. Those who do not like to speak up in class will find opportunities to participate in the small groups.

You will also be evaluated by the members of your group in a peer evaluation. This evaluation will extend beyond the case study presentation to the work in class exercises, which will also use the same group structure. Twenty points out of the 100 points possible for participation will be based on the peer evaluation.

**Written reports**

I look for internal validity (that the comment or recommendation is based on appropriate principles of marketing) and external validity (the comment or recommendation is reasonable given the environment in which the organization functions). Additionally, organization, understanding, originality, breadth, depth of coverage and clarity of expression are important evaluation criteria.

The quality of the final product will be enhanced by going to outside sources. The textbook provides you with basic concepts and explanations. Sales management and personal selling, however, are very broad topics. There is a wide range of supplemental material including academic texts, research, journals, popular books, internet-based sites, collections of anecdotes and more.

All work is due at the beginning of the class on the due date. Late work will not be accepted unless specific, prior arrangements have been made with the instructor. If accepted late, late work will receive a lower grade. All work must be completed by the final examination.

Written and oral reports should always be appropriate to the audience and demonstrate concise business prose.
All written reports should be neatly typed, legible and free of errors in grammar and spelling. Reports should have a title page showing a title for the report, course name and number, date due and the student’s name. Reports should be organized in business format and have headings throughout the report reflective of the questions and problems given in the assignment.

If writing is not one of your strengths, you should plan to work with the Writing Center.

Please provide both a hard copy and an electronic copy submitted on Blackboard.

**Community Standards of Behavior**

In keeping with the School of Management statement, the following standards of behavior will be an integral part of the course:

- Respect for the rights, differences and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior

**Special note on electronic communications:**

Please be sure that the e-mail address in Blackboard is correct, because I will use this e-mail address for communications with the class. When sending e-mails to me, please be sure to identify the class number/name and matter of the email in the subject line. And, please be aware that rules of grammar and spelling apply to emails; they are not text messages.

Please do not text me with important information.

**George Mason University Honor Code**

Students are reminded of their responsibilities under the George Mason University Honor Code. It is understood that the students will uphold the highest standards of academic work and keep their efforts free of the four areas the Honor Code addresses specifically—cheating and attempted cheating, plagiarism, lying and stealing.

The Honor System and Code adopted by George Mason University will be enforced for this class: [http://oai.gmu.edu/the-mason-honor-code/](http://oai.gmu.edu/the-mason-honor-code/)

In your work on all written assignments, keep in mind that you may not present as your own the words, the work, or the opinions of someone else without proper acknowledgement. You also may not borrow the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement. Please note: Faculty are obligated to submit any Honor Code violations or suspected violations to the Honor Committee without exception.
The August 2014 version of the School of Business “Recommendations for Honor Code Violations” are attached.

The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Students are also evaluated individually. While individuals may wish to consult, analyze and discuss their work with others, the student is responsible for ensuring he or she complies with the Honor Code.

The following paragraph is taken from the Honor Code:

Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

Students with Disabilities
If you are a student with a disability and you need academic accommodations, please see me and contact The Offices of Disability Services (ODS) at 993-2474. Please talk with me at your earliest convenience. All academic accommodations must be arranged through the ODS. Please take care of this during the first two weeks of the semester. More information about ODS is available at http://www.gmu.edu/student/drc

Other Useful Campus Resources
The Writing Center is a valuable resource for students. If you are unfamiliar with business writing, or if your writing skills are not as strong as you’d like, please plan a little extra time to get help with the Writing Center.

http://writingcenter.gmu.edu

University Libraries and Liaison
You are strongly encouraged to use the University Databases and Libraries. You may want to use the “Ask a Librarian” service: http://library.gmu.edu/mudge/IM/IMRef.html

Jo Ann J. Henson, MLIS Business and Economics Liaison Librarian
Fenwick Library Fairfax Campus: http://infoguides.gmu.edu/business
Counseling And Psychological Services (CAPS):
(703) 993-2380; http://caps.gmu.edu  George Mason University has a counseling center that can provide assistance if you find yourself overwhelmed by life, want training in academic or life skills, or the like. More information is available at http://www.gmu.edu/departments/csdc/

University Policies
The University Catalog, http://catalog.gmu.edu, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at http://universitypolicy.gmu.edu/. All members of the university community are responsible for knowing and following established policies.

Religion
Students who will miss class for religious reasons should inform me of their anticipated absences as soon as possible.

Weather and Campus Emergencies
Information regarding weather related changes in the University’s schedule (e.g. closing or late opening) will be provided on the GMU website and via MasonAlert. Students sign up for the Mason Alert system to provide emergency information of various sorts at https://alert.gmu.edu

Emergency
An emergency poster exists in each classroom explaining what to do in the event of a crisis and further information about emergency procedures exists on http://www.gmu.edu/service/cert.

I reserve the right to change the following schedule for the course from the matrix and calendar if needed. Any changes will be announced in class and in Blackboard.
## Matrix Showing Key Topics, Textbook Reading Schedule, Assignment Due Dates and Exam Schedule

Events that will be graded are in bold face.

<table>
<thead>
<tr>
<th>Class and date</th>
<th>Key Topics</th>
<th>Textbook Reading Schedule</th>
<th>Group Responsibilities, Project Milestones and Key Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1 Sept. 2</td>
<td>Introduction; syllabus review; expectations; marketing/sales context; sales management and sales managers; group dynamics; case study methodology</td>
<td>Chapter One: <em>Introduction to Sales Management in the Twenty-First Century</em></td>
<td>Select groups for case studies and role plays</td>
</tr>
<tr>
<td>Class 2 Sept. 9</td>
<td>Drivers in selling and sales management, best practices, historic basis of views of sales, customers, organizational buying center, stages in buyer decision making, different organizational buying situations.</td>
<td>Chapter Two: <em>The Process of Selling and Buying</em></td>
<td>Outline Team Role Plays In Class including list of objections and responses</td>
</tr>
<tr>
<td>Class 3 Sept. 16</td>
<td>Role of personal selling in marketing strategy, stages in developing strategic partnership relationships, and actions salespeople can take to ensure successful long term buyer-seller relationships.</td>
<td>Chapter Three: <em>Linking Strategies and the Sales Role in the Era of Customer Relationship Management</em></td>
<td>Present Team Role Plays with documents including list of objections and responses.</td>
</tr>
<tr>
<td>Class 4 Sept. 23</td>
<td>Deploy sales resources wisely, describe horizontal and vertical structures, metrics to optimize size of sales force, and issues in starting a new sales force.</td>
<td>Chapter: Four: <em>Organizing the Sales Force</em></td>
<td>Interview Project Deliverable #1 Company and names of persons for interviews Team Case Study 1: 1.1 The Valley Winery due</td>
</tr>
<tr>
<td>Class 5 Sept. 30</td>
<td>Forecasting and relation to operational planning; forecasting approaches; budgeting, sales potential, sales forecasting market potential and quotas. Sales analysis for managerial decision-making</td>
<td>Chapter Five: <em>Strategic Role of Information in Sales Management</em></td>
<td>Team Case Study 2: 1.2 Effective Law Office Solutions due</td>
</tr>
<tr>
<td>Class 6 Oct. 7</td>
<td>Model of salesperson performance, components that make up the model, role definition, role conflict, and issues</td>
<td>Chapter Six: <em>Salesperson Performance: Behavior, Role Perceptions and Satisfaction</em></td>
<td>Team Case Study 3: 2.2 On Time Package Delivery</td>
</tr>
<tr>
<td>Class</td>
<td>Date</td>
<td>Topic</td>
<td>Chapter/Case Study</td>
</tr>
<tr>
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</tr>
<tr>
<td>Class</td>
<td>7</td>
<td>Establishing and revising sales territories; time management and routing</td>
<td>Chapter Seven: <em>Salesperson Performance: Motivating the Sales Force</em></td>
</tr>
<tr>
<td>Oct. 14</td>
<td></td>
<td></td>
<td>Team Case Study # 4 Stockholm Sales and Sales Manager Project Deliverable #2 due</td>
</tr>
</tbody>
</table>
| Class  | 8          | Importance of recruitment; sources; recruiting; making the selection  | Chapter Eight: *Personal Characteristics and Sales Aptitude Criteria for Selecting Sales People*  
| Oct. 21|            |                                                                      | Chapter Nine: *Recruitment and Selection*                                            |
| Class  | 9          | Leadership; power; leadership theories; communications                | Chapter Ten: *Sales Training: Objectives, Techniques and Evaluation*                  |
| Oct. 28|            |                                                                      | Midterm Exam                                                                        |
| Class  | 10         | Sales compensation plans; developing the plans; elements and trends in sales compensation | Chapter Eleven: *Sales Force Compensation and Incentives*                           |
| Nov. 4 |            |                                                                      | Team Case Study #6 due: Biomed Co. Ltd: Designing a New Sales Compensation Plan      |
| Class  | 11         | Motivation theories; rewards and incentives                           | Chapters Twelve: *Cost Analysis*                                                   |
| Nov. 11|            |                                                                      | Interview Project Deliverable #3 due                                                |
| Class  | 12         | Sales training; delivery; instructional methods; evaluation          | Team Case Study # 7: 3.1 Wentworth Industrial Cleaning Supplies                      |
| Nov. 18|            | Sales force analyses; improving profitability                        |                                                                                     |
|        |            |                                                                      |                                                                                     |
| Thanksgiving Break |             |                                                                      |                                                                                     |
| Nov. 25|            |                                                                      |                                                                                     |
| Class  | 13         | Performance appraisals; feedback; emerging perspectives              | Chapter Thirteen: *Evaluating Salesperson Performance*                               |
| Dec. 2 |            |                                                                      | Interview Project Report due                                                        |
| Class  | 14         |                                                                      | Concept review for final exam                                                       |
| Dec. 9 |            |                                                                      |                                                                                     |
| Dec. 16|            | **Comprehensive Final Examination  4:30-7:15 PM**                     |                                                                                     |

Classes meet from 4:30 p.m. to 7:10 p.m. The Final Exam will be from 4:30 p.m. to 7:15 p.m.
Appendix: SOM Undergraduate Learning Goals and the Course

This course addresses the following Learning Goals of the School of Management (SOM):

1. **Our students will be competent in their discipline.**
   Discipline competence will be measured in this course using exams, role plays, the case study project, the course-long, interview project, and participation in the areas of textbook chapter exercises and discussions.

2. **Our students will be aware of the uses of technology in business.**
   This course requires students to send and receive e-mails, access and navigate the Blackboard learning system, conduct online research, and create MS Word and PowerPoint project documents.

3. **Our students will be effective communicators.**
   This course requires all students to demonstrate their writing and speaking skills by composing and presenting a class project using Word and PowerPoint. Students also will be graded on their oral and written class participation.

4. **Our students will have an interdisciplinary perspective.**
   Sales management and marketing draws upon many sister disciplines, including psychology, sociology, economics, public policy and regulation, law, accounting, finance, information systems, management and statistics.

5. **Our students will be knowledgeable about global business and trade.**
   While the focus of the course is domestic sales management, the reality of international competition demands attention to global business and trade issues.

6. **Our students will recognize the importance of ethical decisions.**
   The textbook for this course weaves marketing ethics though the entire course in separate exercises and as a critical dimension in all areas. Students also pursue ethics in the interview project.

7. **Our students will be knowledgeable about the legal environment of business.**
   Legal dimensions occur throughout the course.

8. **Our students will be knowledgeable about team dynamics and the characteristics of effective teams.**
   Students in this class will be part of a team working on the class project that requires some research and make recommendations. That project requires communication, cooperation, leadership, decision making and group consensus finding.

9. **Our students will understand the value of diversity and the importance of managing diversity in the context of business.**
Assignments include market analysis that underscores group and individual differences based on age, geography, ethnicity, gender and income.

10.  Our students will be critical thinkers. Examinations and the projects require students to understand, apply and synthesize a variety of marketing issues, concepts, approaches and principles in a comprehensive, strategic approach. The interview project requires students to prepare hypotheses and analyses to support critical thinking.
## School of Business Recommendations for Honor Code Violations

*Adopted by the faculty May 2012*

### UG-Non Freshman Students (including transfer students)

<table>
<thead>
<tr>
<th>Type of Violation</th>
<th>First Offense</th>
<th>Second Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarism—failure to cite/attribute sources</td>
<td>An F in the class; multiple visits to the Writing Center required; and Academic Integrity Seminar Attendance</td>
<td>An F in the class; multiple visits to the Writing Center required; Academic Integrity Seminar Attendance; dismissal from the program; and possible suspension or expulsion</td>
</tr>
<tr>
<td>Plagiarism—representing someone else’s work as the student’s own</td>
<td>An F in the class; multiple visits to the Writing Center required; and Academic Integrity Seminar Attendance</td>
<td>An F in the class; multiple visits to the Writing Center required; Academic Integrity Seminar Attendance (at times of hearing and reenrollment if relevant); dismissal from the program; and possible suspension or expulsion</td>
</tr>
<tr>
<td>Cheating on an assignment, homework, class participation, or minor project</td>
<td>An F in the class; and Academic Integrity Seminar Attendance</td>
<td>Expulsion</td>
</tr>
<tr>
<td>Cheating on a major project, test, or exam</td>
<td>An F in the class; Academic Integrity Seminar Attendance; and at least one semester suspension</td>
<td>Expulsion</td>
</tr>
<tr>
<td>Egregious Violation [e.g., stealing an exam; submitting coursework from another class as original work; lying to an employer about academic performance]</td>
<td>Dismissal from the program; at least one year suspension; and attendance at Academic Integrity Seminar at the time of hearing and just prior to reenrollment</td>
<td>Expulsion</td>
</tr>
</tbody>
</table>