



Course **MKT4360.502.23S**
Course Title **Social Impact Marketing**
Professor **Neil Farquharson**
Term **Spring 2023**
Meetings **Mondays, 7:00pm-9:45pm**

Professor's Contact Information

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Class Location JSOM 2.722
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Office Hours Teams or phone call: Please write requesting preferred time to meet.

Introduction

Even before COVID, our society was becoming more insular. Families and single people were tending to spend more time in their home, and relationships were tending to become more superficial as we communicated via (anti)social media. I've always believed in the concept of the servant leader: the idea that leaders focus on the growth and well-being of the people and the communities to which they belong. This course gives you the opportunity to do just that. We'll discuss the beneficial societal advantages of empathy. It's not just effective members of the community who have the soft skills to serve, but also people-managers in businesses. The old-fashioned concept of the *praise sandwich* does not work: folks see right through the façade. Likewise, appearing to be paying attention to someone by learning to look the other person in the eye, repeating back to the person what they just said, nodding and smiling to show you're paying attention is all nonsense. In the words of Celeste Headlee, "There is no reason to learn how to show you're paying attention if you are in fact paying attention."

I'll expect regular attendance and class participation. You need to be present both in mind and body to get the greatest benefit. I will be recording attendance.

Special Note: This is mainly an in-person class presented in JSOM 2.722. However, on a few Mondays we'll meet virtually on Teams. Upon request, I am willing to run hybrid classes – both on Teams and in the classroom – if for religious reasons you are unable to attend in person. Attendance in the classroom is **mandatory on April 24**.

General Course Information

Pre-requisites, Co-requisites & other restrictions
Course Description

Prerequisite: MKT 3300.

The course emphasizes hands-on learning so students can immediately apply the tools and techniques they've learned in the classroom and later apply these in their in their own organizations. It's intended to complement theory and give you a low-risk way of fulfilling a community partner's marketing needs. You will work in a team environment on a real project, analyzing a business problem and developing a suitable solutions or solutions. It is anticipated that faculty and industry advisors will be available to offer advice or as a sounding board for your ideas.

Learning Outcomes

1. Demonstrate critical thinking, research techniques and project management skills
2. Analyze data, develop meaningful reports and visualizations while providing recommendations for a real-world problem

3. Work with creative tools, write and provide effective presentations of plans
4. Deliver and receive feedback and work effectively in teams while communicating effectively
5. Record and produce managerial reports and results

Required Text

None.

Useful Links

EduSourced training: <https://edusourced.zendesk.com/hc/en-us>

EduSourced, companies submit projects to JSOM:

<https://utdsolv.edusourcedapp.com/submit>

UTDsolv Support: utdsolv@utdallas.edu

UTD Library database tutorials:

<https://libguides.utdallas.edu/jsom-video-tutorials>

Assignments &
Academic Calendar

Dates	Topics	Assignment
Jan 23	Faculty <ul style="list-style-type: none"> • Introduction to our Clients Students Meet your team and discuss potential projects	Come alert and prepared for a lively, interactive discussion. I will assign everyone to teams.
Jan 30	Faculty <ul style="list-style-type: none"> • Introduction to our Clients • Course introduction and syllabus walkthrough. • Serflection: Why Community Engagement is Important • Overview of Workbook (Serflection), EduSourced platform and templates. • Organize and assign teams to projects. • Introduce structure for team, discuss student team meeting, frequency, and reporting. • Discuss kickoff meeting, professionalism, questions to ask clients, and set up a kickoff meeting. • Discuss the team charter, its components, and how to complete Students <ul style="list-style-type: none"> • Review three video modules on eLearning (project management, communication, and ethics) • Students work with faculty on project progress and deliverable. 	Create and submit your Team Charter. Read Serflection, first two chapters
Feb 6	Faculty <ul style="list-style-type: none"> • Serflection: Getting Started – Who Needs Your Help and the Impact on You • Understand how studies in your community might be able to be used as a backdrop to your research - KERA: One Crisis Away Introduction • Discuss the project and its primary components and critical success factors. • Discuss the project charter, its components, and how to complete it. • Work on project charter and provide guidance. • Kickoff meetings with the clients • Discuss with the sponsor about the scope and gather information about deliverables as input for the project charter. • Discuss the project and its primary components, critical success factors • Work on team and project charter and provide guidance. • Initial discussions with the sponsor about the scope and gather information about deliverables as input for the project charter. Student <ul style="list-style-type: none"> • Review three video modules on eLearning (innovation, global mindset, and risk assessment) • Students work with faculty on project progress and deliverable. • Track and manage project actions/issue 	

Feb 13	<p>Faculty</p> <ul style="list-style-type: none"> • Discuss the project plan to ensure it is ready to be delivered. • Address students' issues and possible issues related to the client. • Discuss the project plan to ensure it is ready to be delivered. • Discuss Team Activity/Game • Address students' issues and possible issues related to the client. <p>Students</p> <ul style="list-style-type: none"> • Track and manage project action items, discuss project issues (if any) with faculty, and get guidance. • Provide a status report of their projects, data gathering activities, and outcomes of weekly meetings with sponsors (if permitted previously). • Identify weekly activities and plan accordingly. • Review all milestones and deliverables with the faculty. • Review and sign off project plan by faculty and sponsor company. 	Submit the Project Charter
Feb 20	<p>Faculty</p> <ul style="list-style-type: none"> • Serflection: Uncovering Community Need Insights • Sign off on project charter by faculty and sponsor company. • Discuss how to identify the project's major activities and deliverables, set expectations, and identify possible risks. • Discuss how to break a complex task into small and manageable tasks. • Develop preliminary WBS and project schedule. • Start weekly meetings with sponsor companies to obtain data and necessary information for the project. • Discuss scope management, project plan, and how to complete and deliver the results. • Discuss Project Plan and its components and how to complete and deliver the results <p>Students</p> <ul style="list-style-type: none"> • Work with faculty on how to set up and manage the project. • Provide a status report of their projects, data gathering activities, and outcomes of weekly meetings with sponsors (if permitted previously). • Identify weekly activities and plan accordingly. • Assess and refine project plan documents. • Review preliminary milestones and deliverables with faculty. 	

Feb 27	<p>Faculty</p> <ul style="list-style-type: none"> • Serflection: Managing the Project • Discuss business ethics, its importance, and impact (facilitate discussion). • Discuss methodologies and approaches in resolving any challenges. • Students provide project status updates, track action items/issues, and work with faculty on what needs to be done. <p>Students</p> <ul style="list-style-type: none"> • Track and manage project action items, discuss project issues (if any) with faculty, and get guidance. • Teams provide project status updates and work with faculty on the latest interactions with the client (if permitted previously). • Identify weekly activities and plan accordingly. 	Project Plan Due
Mar 6	<p>Faculty</p> <ul style="list-style-type: none"> • Serflection: Completing Project Deliverables While Picking Up Some New Skills and Understanding • Guide students on project progress and deliverable. • Clients to discuss project plan • Discuss management topics of customers, competitors, and capabilities. • Relate lecture material to specific project applications. • Guide students on project progress and deliverable. <p>Students</p> <ul style="list-style-type: none"> • Track and manage project action items, discuss project issues (if any) with faculty, and get guidance. • Teams provide project status updates and work with faculty on the latest interactions with the client (if permitted previously). • Identify weekly activities and plan accordingly. • Provide client with an update (MS Teams/email) on midterm project status. 	
Mar 13	No class this evening	Spring Break
Mar 20	<p>Faculty</p> <ul style="list-style-type: none"> • Serflection: Telling Your Story Through a Written Report and Live or Virtual presentation • Review Past Marketing Plans • Guide students on project progress and deliverable. • Discuss innovation and technology to improve business performance. • Relate lecture materials to specific project applications. • Guide students on project progress and deliverable. <p>Students</p> <ul style="list-style-type: none"> • Track and manage project action items, discuss project issues (if any) with faculty, and get guidance. • Provide project status updates and work with faculty on the latest interactions with the client (if permitted previously). • Identify weekly activities and plan accordingly. • Provide a presentation regarding work completed, work remaining, and progress to plan and resolve any issues impacting successful completion. any issues that can impact successful completion. 	

Mar 27	<p>Faculty</p> <p>Midterm Project Report Discussed</p> <ul style="list-style-type: none"> • Provide formal updates on midterm status with faculty and sponsors. • Discuss project audit to ensure things are going according to plan. • Provide formal updates on midterm status with student teams and sponsors. • Discuss project audit to ensure things are going according to plan. <p>Students</p> <ul style="list-style-type: none"> • Track and manage project action items, discuss project issues (if any) with faculty, and get guidance. • Provide project status updates and work with faculty on the latest interactions with the client (if permitted previously). • Identify weekly activities and plan accordingly. 	Provide First Draft of Marketing Plans/Final Report
Apr 3	<p>Faculty</p> <ul style="list-style-type: none"> • Discuss how to manage disruption and risk. • Relate disruption and risk topics as applicable to specific projects. • Guide students on project progress and deliverable. <p>Students</p> <ul style="list-style-type: none"> • Track and manage project action items, discuss project issues (if any) with faculty, and get guidance. • Provide project status updates and work with faculty on the latest interactions with the client (if permitted previously). • Identify weekly activities and plan accordingly. 	
Apr10	<p>Faculty</p> <ul style="list-style-type: none"> • Discuss how to analyze collected data from the client and complete the analysis. • Assess projects and provide feedback to students. <p>Students</p> <ul style="list-style-type: none"> • Students organize “dry run” final presentations with faculty. • Track and manage project action items, discuss project issues (if any) with faculty, and get guidance. • Provide project status updates and work with faculty on the latest interactions with the client (if permitted previously). • Identify weekly activities and plan accordingly. • Develop preliminary findings and review the recommendations with the faculty 	
Apr 17	<p>Faculty</p> <ul style="list-style-type: none"> • Assess “dry run” presentations and provide feedback to students. <p>Students</p> <ul style="list-style-type: none"> • Complete the final presentation and recommendations and review them with the faculty. • Present the final presentation and recommendations to the client. • Review all documents with faculty to ensure completeness. • Students recognize team member’s performance and celebrate • Complete the peer evaluation survey before the deadline. 	

Apr 24	<ul style="list-style-type: none"> Team Presentations to Clients 	PowerPoints due by midnight April 22 Final report due by midnight May 5 Final infographic due by midnight May 5

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

Grading Policy

The overall course grades reflect performance in all aspects of the course (see below) and are more than just measuring project outcome or individual effort.

Grading Policy (also see rubric)		Scale	
Class Attendance	10%	94 – 100 A	75 – 78 C+
Client Meeting Attendance and Reports	10%	90 – 93 A-	69 – 74 C
Team Charter	5%	87 – 89 B+	Below 69 F
Project Charter	5%	83 – 86 B	
Project Plan	10%	79 – 82 B-	
Final Project Report	20%		
Final Presentation	20%		
Infographic**	10%		
Student Peer Evaluation*	10%		
Total	100%		

* Input for the performance evaluation will be obtained from project teammates and the professor. It is important to note that performance that is far below expectations may result in a student's removal from a project team and an individual or team final course grade of "F" or "I" regardless of actual numerical grades. Such a grade could be assigned for reasons that include but are not limited to the following:

- Lack of meaningful participation in team activities or lack of meaningful contribution to the team's work.
- Get fired by the client for any reason (e.g., not meeting expectations, not participating in meetings, not delivering on-time).
- Substantially unequal team member contributions.
- Unprofessional or unethical conduct (including actions while on project-related travel).
- Misuse of client-provided data or equipment for failure to return client-supplied equipment (if any).
- Poor peer evaluation.
- Actions that impede or hinder the progress of the project team or substantially unfinished project deliverables
- Unacceptable or incomplete final documentation/presentation

** Wikipedia defines an infographic as a graphic visual representation of information, data, or knowledge intended to present information quickly and clearly.

Rubrics

The following rubrics will be used for assessing the overall quality of deliverables.

Team Charter Rubric

Team charter defines the purpose of the team. It sets ground rules for working together, including expectations, communication frequency and methods, how decisions will be made, and how conflicts will be handled.

Measure	Poor (Score 0)	Fair (Score 1)	Good (Score 2-4)	Excellent (Score 5)	Score
Students will be able to define the mission and objectives of the team	The mission and objectives of the team are missing or not well defined	The mission and objectives of the team are lightly defined	The mission and objectives of the team are adequately defined	The mission and objectives of the team are thoroughly and clearly defined	
Students will be able to define the operating guidelines of the team	Operating guidelines of the team are missing or not well defined	Operating guidelines of the team are lightly defined	Operating guidelines of the team are adequately defined	Operating guidelines of the team are thoroughly and clearly defined	
Students will be able to define communication guidelines of the team	Communication guidelines of the team are missing or not well defined	Communication guidelines of the team are lightly defined	Communication guidelines of the team are adequately defined	Communication guidelines of the team are thoroughly and clearly defined	
Students will be able to define the roles and responsibilities of each member of the team.	Roles and responsibilities of team members are missing or not well defined	The roles and responsibilities of team members are lightly defined	The roles and responsibilities of team members are adequately defined	The roles and responsibilities of team members are thoroughly and clearly defined	
Total Score					

Project Charter Rubric

Project Charter document provides a high level of information about the business problem and related items such as deliverables, milestones, or critical success factors.

Measure	Poor (Score 0)	Fair (Score 1)	Good (Score 2-4)	Excellent (Score 5)	Score
Students will be able to describe the project background and the overall business needs.	Project background and overall business needs explanation are either missing or are not enough.	Project background and overall business needs are lightly explained.	Project background and overall business needs are adequately explained.	Project background and overall business needs are thoroughly and clearly explained.	
Students will be able to describe the preliminary project scope, milestones, and assumptions.	Scope, milestones, and assumptions are either missing or are not enough.	Scope, milestones, and assumptions are lightly explained.	Scope, milestones, and assumptions are adequately explained.	Scope, milestones, and assumptions are thoroughly and clearly explained.	
Students will be able to describe the critical success factors and identify key stakeholders.	Critical success factors and key stakeholders are either missing or are not enough.	Critical success factors and key stakeholders are lightly explained.	Critical success factors and key stakeholders are adequately explained.	Critical success factors and key stakeholders are thoroughly and clearly explained.	
Students will be able to define the acceptance criteria clearly.	Acceptance criteria are either missing or are not sufficiently explained.	Acceptance criteria are lightly explained.	Acceptance criteria are adequately explained.	Acceptance criteria are thoroughly and clearly explained.	
Total Score					

Final Report Rubric

The Final Report is a document that explains the business problem, the developed business solution with a series of relevant recommendations.

Measure	Poor (Score 0)	Fair (Score 2-5)	Good (Score 6-9)	Excellent (Score 10)	Score
Students will be able to give a clear explanation of the business problem and its underlying reasons.	The report lacks a clear description of the business problem and underlying reasons.	The report lightly describes the business problem and underlying reasons but lacks clarity.	The report describes the business problem and underlying reasons adequately and with sufficient clarity.	The report describes the business problem and underlying reasons thoroughly and with great clarity.	
Students will be able to organize and structure their research data clearly and coherently.	Research data is poorly organized, lacks explanation and a clear structure.	Research data has a basic structure but still lacks clarity and coherence.	Research data is organized well, and the structure is described adequately and clearly, and coherently.	Research data is exceptionally organized and presented well in an evident and coherent fashion.	
Students will be able to report relevant solutions to the business problem that comply with the client's specifications.	The report lacks an explanation of the business solutions and is very vague.	The report lightly explains the business solution and still lacks details.	The report has an adequate explanation of the business solution with clear and relevant details.	The report has a great explanation of the business solution and provides excellent clarity with great details.	
Students will be able to give several solid recommendations to the client.	The report lacks solid recommendations or is not relevant or is very vague.	The report provides several recommendations, which are not clear and seem very high-level.	The report has several recommendations, which are relevant and explained clearly.	The report has several solid and very detailed recommendations, which are very clearly explained.	
Total Score					

Final Presentation Rubric

The final presentation is a ten minute or less live presentation where the team presents to the client at the end of the semester to summarize the business problem and the developed solution, with its related business recommendations.

Measure	Poor (Score 0)	Fair (Score 1)	Good (Score 2-4)	Excellent (Score 5)	Score
The team will state the business situation.	Business situation missing or team very vaguely explains the overall project and its overall solution.	Business situation – team lightly addresses the project and its overall solution.	Business situation - team adequately addresses the project and its overall solution.	The team thoroughly and clearly addresses the project and its overall solution.	
The team will articulate the scope.	Scope description either missing, not enough or vaguely explained.	Scope description lightly explained.	Scope description adequately explained.	Thorough and clear explanation of scope.	
The team will describe research and analyses undertaken.	Missing or are very weak.	Lightly done and appear to be weak.	Research and analyses adequately explained, and appear to be relevant and interesting.	Research and analyses are excellent, relevant, and very interesting.	
The team will be able to describe the overall developed solution, including recommendations and/or execution.	Missing or is very weak.	Not strong enough.	Description of the overall developed solution, including recommendations and/or execution is strong.	Detailed and very firmly wraps up the presentation.	
Total Score					

Infographic Rubric

Wikipedia defines an infographic as a graphic visual representation of information, data, or knowledge intended to present information quickly and clearly.

Measure	Poor (Score 0)	Fair (Score 1)	Good (Score 2-4)	Excellent (Score 5)	Score
Students will be able to create a professional graphical poster.	Infographic is of poor quality and does not visually represent project information clearly.	Infographic is visually appealing but does not represent the project clearly.	Infographic is visually appealing and represents the project clearly	Infographic is an excellent visual representation of the project	
Students will be able to articulate the business problem graphically.	Infographic does not articulate the business problem graphically	Infographic somewhat represents the business problem	Infographic articulates the business problem graphically	Infographic represents the business problem clearly and explicitly	
Students will be able to show the overall developed solution graphically while maintaining an explicit look.	Infographic does not show the overall developed solution graphically and lacks an explicit look.	Infographic somewhat shows the overall developed solution graphically	Infographic very nicely shows the overall developed solution with an explicit look	Infographic is an excellent graphical representation of the overall developed solution and maintains an explicit outlook	
Total Score					

Useful Links

UTD think-cell software: <https://www.utdallas.edu/oit/howto/think-cell/>

UTD Library database tutorials: <https://libguides.utdallas.edu/jsom-video-tutorials>

EduSourced training: <https://edusourced.zendesk.com/hc/en-us>

EduSourced, companies submit projects to JSOM: <https://utsolv.edusourcedapp.com/submit>.

EduSourced training: <https://edusourced.zendesk.com/hc/en-us>

UTDsSolv Support: utsolve@utdallas.edu

Comet Creed

The UT Dallas student body voted on this creed in 2014. It is a standard that Comets choose to live by and encourage others to do the same: **“As a Comet, I pledge honesty, integrity, and service in all that I do.”**

Course Policy:

1. General

- a. This course requires work on realistic and challenging business problems. Consequently, students should expect to spend a considerable amount of time outside of class working on their project. As a guideline, at least 10 hours of project work per week from each student is typically required for successful project completion. Students with extra-curricular obligations (especially jobs) should be aware that they will need to be available to meet with their teammates and fully participate in all course activities.
- b. Students are expected to attend and participate in all meetings with their instructor, client, and project team.
- c. Students will receive a grade of “F” or “Zero” if get fired by the client for any reason including but not limited to not meeting expectations, not participating in meetings, or not delivering on-time.
- d. Announcements or changes will be through the eLearning or UT Dallas email. It is student's responsibility to log into eLearning periodically (e.g., weekly, daily) and review the provided materials.

- e. Read the syllabus thoroughly and get familiar with the course policy, assignments, due dates, and expectations.
- f. Each student is assigned a team (usually five students) with a team lead who submits the reports/assignments before the due dates.
- g. Without exception, students MUST only communicate using their UTD email account (no exceptions).
- h. Any student who is found responsible for committing an act of academic dishonesty will receive a grade of "F" or "0" (zero) on that quiz, exam, assignment, project, or course.
- i. Projects in this course may involve meeting at the client's office or other location for meetings, presentations, or site visits. Students are expected to comply with all university policies related to off-campus travel (check the link to the UTD syllabus and policy at the end of this document for more information). Students are expected to conduct themselves with professionalism and comply with all university regulations when traveling or participating in activities at a client's site. Under no circumstances is a student obligated to participate in any off-campus activity which, in their judgment, is unsafe or violates their moral or ethical beliefs. In such circumstances, the student should politely state their preference not to participate. Also, clients are expected to treat all students equally and respectfully. Students should feel free to report any concerns to their instructor.
- j. The instructor reserves the right to:
 - i. Change the grading policy without any notice due to unforeseen circumstances such as dishonesty, or cheating.
 - ii. Change the already published grades on eLearning and Galaxy if there has been a miscalculation.

2. Deliverables/Reports/Documents

- a. This course will use an online web-based system called EduSourced that is designed for the activities in project-based courses. All key course documents or materials will be available through EduSourced. Assignments (deliverables) will be submitted through this system as well.
- b. It is the student's responsibility to ensure having internet access to submit deliverables by the scheduled due dates. Deliverables must be submitted via EduSourced. Email submission of any assignment, deliverable, or document to instructor receives a grade of zero. Students receive a zero or "F" grade for any missed deliverable, and there will be no make-up.
- c. A late team deliverable submission is not accepted for grading and will result in no credit for all team members. This policy is strictly enforced because it is an integral part of the developing skills expected in the professional community. Teams are advised to have a procedure to make sure that team deliverables are submitted on time.
- d. Computer problems, lack of network access, and extended upload times for large documents are not acceptable excuses for late submissions. Do not submit documents a few minutes before the deadline. Instead, allow enough time if there is an issue with the system, internet, or document. Submitting deliverables well ahead of deadlines is the best way to avoid complications due to unexpected, last-minute problems.
- e. Each student is responsible to ensure submitted documents have been uploaded correctly and are available online to the instructor and other stakeholders. In case of a difficulty uploading documents to EduSourced, try changing the browser, clearing cookies and cache, and turning off pop-up blockers. If still unable to upload documents, then contact the JSOM helpdesk at 972-883-5800. Lastly, student may want to ask one of the team members to upload the document on time.
- f. Due to the diversity of projects and activities in this course, students/team members are expected to communicate to their instructor about any issues they feel may affect their performance in this course (e.g., team members).
- g. Students are expected to complete related surveys as part of a course assignment. The results of the survey will be used to help improve the course. Once data is collected, student names will be disassociated from the results.

3. Confidentiality & Intellectual Property

- a. Students MSUT always treat sponsor information with care, regardless of the existence of an agreement or non-disclosure agreement. In particular, students should make confidentiality requirements a priority when using computer resources (e.g., email, file storage, social media). Additionally, all publicly presented materials must be cleared by the client first. If student has any doubts about these matters, consult with the instructor immediately.
- b. Before the start of the project, students may need to sign a memorandum of understanding (MOU), non-disclosure agreements (NDA), or intellectual property (IP) agreement with the client/sponsoring companies. Consult with the instructor before signing any type of agreement.
- c. Student teams use the EduSourced platform for the secure storage of documents related to the project. Web-based storage services such as Google Drive or Dropbox should NOT be used without the client's approval.

Deliverables and Project Details

The following guidelines are designed to ensure all files/documents are appropriately named, formatted, and all submitted documents follow proper templates. Adherence to the guidelines below is required, and **one point will be deducted for each non-compliance (no exception)**. Be advised that point deduction can multiply.

A. File Naming Convention

Use the following guideline to name the files correctly before submission.

1. JSOM, Company Name, Document Description (e.g., charter, plan)
2. Version Number (preceded by the letter "v" in lower case)

Example: JSOM-Pepsico-Charter-V1.docx

B. Formatting Documents (MS Files)

Throughout the semester, students will use predefined templates to prepare specific deliverables such as project charter or project plan. Microsoft Office products such as Word, Excel, PowerPoint, and MS Project are required for completing such assignments. Adherence to the guidelines below is required, and **one point will be deducted for each non-compliance (no exception)**.

Note: please maintain the format of each template and name files according to the naming convention scheme.

- a. Always submit original Microsoft files only (Word, Excel, PowerPoint, or Project). No PDF file is acceptable.
- b. DO NOT change the format of the templates (e.g., fonts, headers, size)
- c. Often students use "Google Docs" for collaboration between team members. Thus, be advised that the formatting will typically be stripped when the document is downloaded. This means that the document will not have the same formatting as the original template. In that case, copy the content and paste them back into the original template. If student submits the "google docs" version without the proper formatting, the entire deliverable will receive a grade of Zero.
- d. Templates have headings such as "Project Scope" or "Project Risks." Make sure to write at least a paragraph before listing any bullets or adding a table, or a graphic, or a chart.
- e. All tables, diagrams, charts, and graphics are numbered sequentially. Each table should have a number and refer to it within the content area. For example, the paragraph should not have "see table below," instead you should have "see Table 1" or "see Diagram 1" or "Table 1 indicates that..." or "Diagram 1 indicates that..." and the letter "T" or "D" of each word should be capitalized.
- f. An assignment or a deliverable may require the use of Microsoft Excel. So, always use "print preview" and visually inspect the formatting of the data to ensure tables are not broken into several pieces or span onto several pages. Sometimes, student may need to change the font size or margins or select a landscape rather than portrait format, so tables appear correctly and preferably on one page (use your best judgment for formatting).

C. PowerPoint Slide Presentation

Each assigned project should be planned, executed, and completed. At the end of the semester, students present their recommended solutions to their clients (the company's senior management). Use the following guidelines to help to develop a compelling slide presentation. Adherence to the guidelines below is required, and one point will be deducted for each non-compliance (no exception).

- a. Make sure all slides are numbered sequentially and keep the overall look and feel of slides professional.
- b. The presentation should start with an "Executive Summary" slide. Students are encouraged to research it on Google and find out more about developing a compelling executive summary slide.
- c. Add as many slides as necessary to showcase **the overall solution, which is the HEART of the presentation.**
- d. A typical slide presentation for such deliverable is about 20+ slides (use your judgment).
- e. Submit the slides (PowerPoint file) to EduSourced.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to [UT Dallas Syllabus Policies](#) webpage for these policies.

COVID-19 Guidelines and Resources

Please remember that Texas Governor Greg Abbott's Executive Order [GA-38](#) prohibits us from mandating vaccines and face coverings for UT Dallas employees, students and members of the public on our campus. However, we strongly encourage all Comets to get vaccinated and wear face coverings as recommended by the CDC. The University of Texas at Dallas (UT Dallas) will continue to share more information and guidance as we get closer to the fall semester.

Classroom Safety and COVID-19

To help preserve the University's in-person learning environment, UT Dallas recommends the following:

Adhere to the University's [CDC Updated Guidelines](#) issued on July 30, 2021. All Comets are strongly encouraged to wear face coverings indoors regardless of vaccination status. Please note this represents a change in the [campus guidance](#) issued on May 20, 2021.

Accommodations for Students Who Miss Class for Reasons Unrelated to COVID-19

Individual faculty maintain their discretion on whether and how to accommodate student absences unrelated to COVID-19.

Accommodations for Students Who Must Isolate or Quarantine Due to COVID-19

To keep the UT Dallas community as safe as possible, the University requires students who test positive for COVID-19 or who are close contacts as determined by the campus contact tracing program to isolate or quarantine as applicable. Faculty will be notified by the Dean of Students' Office if a student in their class has been required to isolate (positive case) or quarantine (exposed). Faculty must make lectures available for those students during the period the students must isolate or quarantine. Faculty who need assistance with providing these students access to course content can contact the eLearning Team at elarning@utdallas.edu. Faculty have the discretion to set an attendance policy for their in-person meetings, but the absences due to COVID-19 cannot be counted against an isolated or quarantined student.

Verifying COVID-19 Isolations or Quarantines

Students need to self-report COVID-19 positive results or exposures via an [online form](#) so that university campus tracers can verify, record, and take necessary campus precautions. When faculty are notified by students rather than by the Dean of Students' Office that the students are isolating or quarantining, the faculty should remind students to self-report via the form; students should not attend class until cleared by campus tracers.

Vaccinations are widely available, free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated. You are encouraged to [get a COVID-19 vaccine](#) and register your vaccination status through the [voluntary vaccine report form](#).

Proactive Community Testing remains an important part of the university's efforts to protect our community. Tests are fast and free. Please check the [Comets United](#) webpage for additional information.

[Student Safety](#) remains an important part of the UT Dallas' efforts to protect our community. All students will adhere to the Comet Commitment. Unvaccinated Comets will be expected to complete the mandatory [Required Daily Health Screening](#). Those students who do not comply will be referred to the Office of Community Standards and Conduct for disciplinary action under the [Student Code of Conduct – UTSP5003](#). All students are encouraged to read the [Recommendations for Students Returning to Campus](#) issued on August 2, 2021.

Visit [Comets United webpage](#) to obtain the latest information on the University's guidance and resources for campus health and safety.

[Previous Campus Communications](#): a list of university announcements made in 2020-2021.

[Registrar's Intranet](#): please log in with your UTD NetID and password to access this site. Information that faculty need about grading, scheduling, and other essential aspects of our responsibilities related to teaching are made available and updated regularly in the Registrar's Intranet. This source of information can only be accessed by logging in with your UTD NetID and password. Many important faculty questions are answered here, and this is information that faculty members are expected to know and understand.

[FERPA Guidelines](#): you will be asked to log in before you access the FERPA Guidelines webpage on the Registrar's Intranet. If faculty have additional questions about FERPA guidance, please contact the Office of the Registrar at records@utdallas.edu for the proper student consent forms and further instructions.

[Honorlock](#): Online proctoring tool will be available for fully online courses and for classes with enrolled international students who are not yet in the United States.

[UT System Resources for Creating Accessible Course Content](#): designed to assist faculty with developing course content

Student Resources

Students who have tested positive for COVID-19 or may have been exposed should not attend class in person and should instead follow required disclosure notifications as posted on the university's website (see "[What should I do if I become sick?](#)")

COVID-19 Resources

[Comets United webpage](#): check frequently

[FAQ](#): check out the FAQs and reach out to your instructor or academic advisor if answers are not included.

[Student Resources](#): a variety of resources are available to help students to obtain counseling, health care, and academic support.