



Course IMS 3310.5W1 **Course Number: 53415**
Course Name: International Business
Professor Professor Thomas Henderson
Semester Summer 2023
Meetings Tuesday 6:00PM to 10:00PM Online Synchronously

Professor's Contact Information

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General Course Information

Pre-requisites, Co-requisites, & other restrictions BA 1320 or ECON 2301

Course Description

IMS 3310 is a three-semester credit hour course. An examination of worldwide patterns of trade and investment. Overview of financial, managerial, and marketing problems confronted by multinational firms. Core student learning objectives are listed below.

1- Students develop a regard for human values and the ability to make judgements based on ethical and environmental considerations.

2-Students recognize the multicultural aspects and international dimensions of the societies and the world in which we live and are familiar with knowledge and methods necessary to deal with related problems.

3-Students diagnose and analyze challenges facing international businesses and develop strategies to increase stakeholder value.

4-Students critically analyze and interpret current events relating to globalization and international business and productively utilize research, writing and communications skills to create persuasive and comprehensive reports and analysis.

Learning Outcomes

Why is a course on International Business important? The world of international business is more global, interconnected, and competitive than ever before. In this course, students critically analyze a wide range of factors that shape today's international business environment and appreciate the challenges facing the international business firm. Students develop a global mindset and view the world of international business through a new and exciting lens. By the end of the course, students will be able to prescribe strategies for leading a global enterprise and for increasing shareholder value. Students strengthen their analytical and decision-making skills and learn how to create comprehensive and persuasive analytical reports and business plans.

Student assignments, in the form of individual and group presentations, exams and writing assignments will strengthen communications skills while students deepen their knowledge of key material covered in the course. Students are encouraged to use the Business Communications Center (<http://bcc.utdallas.edu>) as an ongoing resource during the semester.

International Business: Geringer, McNett, Minor, Ball – McGraw Hill Education
The e-version is ISBN is 9781260912821 and the website is.

Required Texts & Materials

<https://www.mheducation.com/highered/product/international-business-geringer-mcnett/M9781259685224.html>

Or, please rent or purchase the print version International Business: Geringer, McNett, Minor, Ball – McGraw Hill Education ISBN-978-1-259-31722-4 1st Edition.

Suggested Texts, Readings, & Materials *Wall Street Journal, The Economist, The Financial Times* (optional) and other articles as assigned

Assignments & Academic Calendar

Course Dates

May 24- Aug 8: Breakdown of dates and assignments are provided below. Dates are indicated on a “week of” basis, e.g., “May 22” represents the week of May 22-26. The below schedule maps a general thematic path for the semester. The order of modules may be changed based on school closures, or other mitigating factors. The instructor will notify students in advance of any changes:

May 24 - Introduction to the course. Overview of the course curriculum and semester roadmap and strategies for effective learning

May 29 - Chapter 1 The Challenging Context of International Business

Jun 5 - Chapter 2 International Trade and Investment, International Institutions

Jun 12-19 - Chapter 3 Sociocultural Forces

Jun 26 - Chapter 4 Sustainability and Natural Resources

Jul 10 - Chapter 5 Political Forces

Jul 17 - Chapter 6 Intellectual Property and Legal Forces

Jul 24 - Chapter 7 Economic and Socioeconomic Forces

Jul 31 - Chapter 8, 9 The International Monetary System & International Competitive Strategy

Aug 1 - Chapter 10 Organizational Design and Control

Aug 7 - Chapter 11, 12 Leadership Issues and Modes of Entry

Aug 8 - Chapter 13 Marketing Internationally

FINAL EXAM Aug 8

ASSIGNMENTS

There will be five (5) announced quizzes worth a total of 25% of the student’s grade, one (1) syllabus quiz worth 5% of the student’s grade, two (2) exams worth 45% of the student’s grade, one (1) paper worth 20% of the student’s grade, and one (1) group presentation assignment worth 5% of the student’s grade. Homework includes assigned reading assignments. Assignment dates are posted in the syllabus but are subject to change. The professor will give students plenty of advance notice if there are changes. Late work is not accepted and will not be graded unless the student comes to me in advance of the deadline with a legitimate excuse. Schedule your time accordingly and please adhere to all deadlines. Students seeking to earn an “A+” in this class are required to achieve a 97 or better as a total weighted class grade and must have perfect attendance and contribute to classroom discussions on a regular basis throughout the semester. All assignments are due by 11:59 PM

CLASS PARTICIPATION

Class attendance is required. Class participation is strongly encouraged. Students who participate synchronously will gain so much more from the course experience.

Course Policies and Due Dates

Grading (credit) Criteria	<u>Assignments</u>	
	Quizzes	25%
	Syllabus Quiz	5%
	Paper	20%
	Exam I	20%
	Exam II	25%
	Group Presentation	5%
	A+: 97-100	
	A: 93.00-96.99	
	A-: 90.00-92.99	

	B+ 87.00-89.99 B: 84.00-86.99 B-: 80.00-83.99 C+: 77.00-79.99 C: 74.00-76.99 C-: 70.00-73.99 D+: 67.00-69.99 D: 64.00-66.99 D-: 60.00-63.99 F: Below 60
EXAM I	June 27
EXAM II	Aug 8
Quizzes	Dates to be announced.
Paper	Due on July 11 - uploaded to e-learning.
Group Presentations	To be discussed in class.
Homework	There is no “homework” per se. Students are expected to complete weekly reading assignments and practice quizzes as assigned by the instructor.
Extra Credit	None.
Announcements	Students are required to check announcements posted on the course shell in eLearning and via email on a regular basis.
Accommodations	Students seeking special accommodations for this class should visit the Office of Student AccessAbility (OSA) and notify the professor the first week of the semester.
Late Work	No late work will be accepted or graded. Failure to submit an assignment on time will result in a zero. If the student is unable to upload an assignment before a deadline, the student must notify me via email or telephone <u>in advance of the assignment due date</u> . No exceptions to the late work policy.
Technology	Students must have access to a computer or a laptop.
Class Attendance	This is your course; make the most of it. Class attendance is mandatory even though class is taught remotely. Your input will determine your output. If a student is unable to take an exam on the scheduled date, notify me in advance. There are no make-up attempts for students who miss an exam or an assignment unless the student contacts me in advance of the due date or deadline, or during the exam/quiz/assignment deadline. Plan accordingly and pay attention to due dates. Students must notify me in advance of any unforeseen issues. Students are given two (2) “free absences.” Beyond that, each absence will deduct 5 points from the students’ final grade. For example, if a student misses 3 classes (2 missed classes are permitted), his/her grade will drop 5 points from an 88 to an 83. If the student believes they will miss more than 3 classes, my suggestion is to enroll in another course section which better suits their schedule. Students who enter the classroom later than 6:10PM are considered absent. Please arrive on time. Late arrivals are a disruption to the class and not acceptable. In short, I do not like “after the fact excuses.” Plan your calendar and manage your time please.
Classroom Citizenship	Scholastic dishonesty penalties will result in a minimum of zero on the assignment or exam. Comet Creed. <i>This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same.</i> “As a Comet, I pledge honesty, integrity, and service in all that I do.”
Citation and Research	Proper citation of sources is expected in all papers and projects for this class. In this course, we will follow the APA style. The Business Communication Center is an excellent resource. <u>They can answer any questions you have with respect to proper citation and styles.</u>
Course Policy	I expect students to have their cameras on their screens ON during class. Otherwise, I am teaching to a “blank wall” of students. Keeping your screen on helps promote participation and accountability. I don’t want students “hiding” behind their screens or off doing something else during class. If a student fails to have their screen on during class, 5 points will be deducted from the student’s final grade, per infraction. In terms of assignment and test submissions, please make sure that you receive confirmation from e-learning that an assignment has been properly uploaded and submitted. No excuses such as “I thought I uploaded the assignment properly.” If you experience technology issues during an assignment, email me, call or text at that time, not after the fact. Professionalism and personal responsibility require the use of appropriate source citations so that the student avoids violations of copyright and academic honesty, even if those violations are inadvertent.

UT Dallas Syllabus Policies and Procedures	<i>The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to http://go.utdallas.edu/syllabus-policies for these policies. The minimum sanction for cheating or plagiarism is a zero on the assignment or exam</i>
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The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

General description of subject matter of each lecture (subject to change):

The Challenging World of International Business – Students gain an appreciation for the complexity of International Business by understanding the recent pace of globalization and the impact this has had on firms, organizations and people worldwide. By understanding how globalization permeates all aspects of society, students quickly begin to understand, appreciate and evaluate the complexity of leading an international business firm.

International Trade and Foreign Direct Investment – Students understand how countries and firms trade, the advantages of trade based on absolute, competitive and comparative advantage, and the different vehicles and mechanisms in which trade can occur. We look at the different alternatives available to firms and students begin to evaluate, compare and analyze trade and investment options in a more meaningful manner.

International Institutions- In this section, students understand the plethora of institutions that shape the international business environment. Students begin to appreciate the role that institutions play and develop skills to analyze, assimilate, and evaluate the impact institutions have on the international business firm.

Sociocultural Forces – This section focuses on cultural differences across countries and regions and how important culture is in the context of international business. Students begin to understand how powerful socio-culture is in shaping so many aspects of international business, including consumer preferences, market entry strategies, leadership, politics, trade and legal factors, human resources and operations.

Natural Resource Management and Sustainability – Students understand the environmental constraints placed on international businesses today and the choices a business must make in the absence of having unlimited resources at their disposal. Students also understand the concept of “sustainable business practices” as part of business strategy today, and how firms must make tradeoffs and decisions based on the scarcity of resources. Students assimilate information and make business decisions based on tradeoffs firms must make.

Political and Trade Forces – Students are exposed to the notion of regionalization and the power and influence different trading blocs have in our global business environment. Students evaluate options for assessing country risk factors and barriers to entry.

International Competitive Strategy – This section examines the international competitive strategy of nations and firms, and the strategic choices firms make while operating in a global business environment. Students understand how strategic planning is used as a basis for driving business activities. Students assimilate and analyze options for engaging in strategy formulation and execution and make business decisions based on the evolving nature of business strategy.

Organizational Design and Control – Regardless of whether a firm is national or international in scope, students appreciate the need for organizational design, structure and control. Realizing a firm’s business strategy is largely dependent on how well a firm is designed and structured from a personal and resource alignment perspective.

Global Leadership Issues and Practices – This section explores the exciting world of business leadership. Students gain an appreciation for how difficult it is to lead and manage in a global business environment. Students evaluate best leadership practices and analyze different models, frameworks and insights that drive these best business practices.

Assessing International Markets – Students learn how to assess international markets based on screening and scanning techniques to maximize the probability of success whether intended on a short- or longer-term basis. In this section, students evaluate several different methods and techniques used by global firms. Students appreciate the value of taking a broad-based approach to market assessment and entry as part of business strategy decisions that are made.

Modes of Entry – In this section of the course, students understand, evaluate, and assess all major market entry modes used by firms today including, joint ventures, strategic alliances, licensing, direct and indirect exporting, franchising, contract manufacturing and forming wholly owned subsidiaries, to name a few. Students assess and evaluate the benefits and drawbacks of each in this important decision-making process to select markets that match their strategies.

Marketing Internationally – The section on marketing provides students with frameworks, models and insights that enable firms to succeed in international business today. This module exposes students to the nuances and intricacies of cultural differences in the context of marketing, and forces students to evaluate, analyze and select marketing strategies that are right for certain businesses and industries. Students analyze a range of data and options and learn how to make important marketing decisions based on the best alternatives possible.

Managing Human Resources in an International Context – The world of international human resource management takes into consideration global practices that are specific to each major region of the world. Students place themselves in the shoes of Global HR managers tasked with formulating global HR strategies across the firm. Students learn to appreciate the difficulty of the “human side” of business in a world marked by distinct cultural practices, laws and regulations governing human resource management practices.

In addition to the above, the course examines, through a variety of case studies, lectures and discussions, issues firms face with intellectual property disputes, supply chain management and production considerations, along with macro-economic considerations that are important to international business leaders. We want students to develop a holistic approach to understanding international business and to appreciate that international business examines issues across multiple disciplines.

Description of Assignments

Paper assignment “Letter to the CEO” - International business requires decision making based on data analysis as opposed to guesswork and conjecture. International business professionals must make decisions and prepare reports based on an ability to “zoom in” on a lot of data and information, and then “zoom out” with a solution, a suggestion, or a perspective. Firms hire employees who can “build a case for” a new project, investment, or initiative, based on critical and analytical thinking, research and analysis of data, facts and information.

The paper assignment shows me that you can engage in critical thinking and data analysis. Your grade will be based on depth of research and analysis, in addition to the integrity of your solution to a particular issue or challenge facing a firm. Select a business issue or challenge facing a firm and offer a solution to this issue or challenge based on your own research and analysis of data. Select a firm, issue, challenge of your choice. Dig deep into this issue/challenge and “zoom out” with a solution based on solid analysis. Your paper must include a cover page with your name, class section (IMS 3310.5W1) and date. Failure to follow instructions will result in loss of points. Be creative and research a unique topic of interest to you. **No conjecture!** 2-pages single spaced not including cover page. Upload to eLearning by 11:59pm on the specified due date. Details of the paper including a more specific rubric are spelled out in eLearning.

Exams – Exams are given in short question and essay format, encouraging students to analyze and evaluate the application of knowledge in context. Exams are administered online.

Quizzes – Quizzes are given in short question and essay format and will reinforce learning. A quiz may be administered in class or virtually using eLearning. I give students plenty of advanced notice. There are no “pop quizzes.”

Homework – Homework generally includes all weekly reading assignments. I do not require that students “turn in” homework. Homework is synonymous with the expectation that the student will do the required readings. Students are expected to come to class prepared.

Class Participation – Classroom participation is not the same thing as class attendance. Classroom participation doesn’t just mean “showing up.” Students are encouraged to engage in discussions, ask questions and offer insights. Students do not receive a grade for participation. However, I may use participation to “grade up” if a student is on the bubble between an A or a B, for example. Class participation is strongly encouraged, and attendance is mandatory per the description above.

Group Presentations – Students will form teams of four (4) to five (5). In teams, select a newsworthy topic and develop a perspective, a solution or recommendation based on research and analysis. Students will develop a 20-minute presentation to be delivered to the class. For example, if students select “NAFTA”, students will research this topic and provide solutions, recommendations, and insights beyond a simple summary of what NAFTA is. The assignment focuses on analytical thinking and prepares students to zoom in on an issue and zoom out with a perspective, solution or recommendation that is unique to the group, and based on research and analysis. Students should include insights into how NAFTA relates to theories, frameworks, or models that we are studying in class. More instructions will be provided in class. The video presentation is set up via TEAMS and should capture the entire team. Be creative. Each student should introduce themselves before speaking so that the instructor can identify each team member.

Prerequisites

ECON 2301 - Principles of Macroeconomics (3 semester credit hours). An introduction to theories of the determination of national production and income, interest rates, inflation, and unemployment. Other topics include the banking system, balance of payments, economic growth and development.

BA 1320 - Business in a Global World (3 semester credit hours). This course provides a primer on the impact of globalization on business. We equip students with the basic facts of globalization and examine the business underpinnings and the institutions that shape globalization. We will discuss major trends and the future of international management. The aim is an ability to think strategically and critically about global business issues. (3-0) S

The above courses serve as prerequisites to IMS 3310. Much of what we learn in IMS 3310 related to interest rates and currencies across global markets require a basic understanding of economic theory found in ECON 2301. ECON 2301 sets the foundation for what we learn about interest rate movements, currency appreciation and depreciation, forces that shape the balance of trade between nations, and other concepts related to interest rates and currencies. Furthermore, all math courses indicated above are required. They will enable students to work successfully with the quantitative and financial aspects of international business and conduct analyses linked to market trends, and analytics, evaluation of financial statements, and other more quantitative aspects of international business.

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

ASSESSMENT – Student Learning Outcomes:

- 1) **Students will develop a regard for human values and the ability to make judgments based on ethical and environmental considerations** - Students will develop a regard for human values and the ability to make judgments based on ethical considerations in such areas as bribery, employment practices, human rights, and environmental degradation, to name a few. Ethics and value systems play an important part of international business. As managers of firms from different countries make strategic decisions, their perspectives on ethics and values come into play. At times, values clash as firms from different cultures interact. Students of international business learn about value systems and how they impact decisions and perspectives on “right” versus “wrong.” For example, perspectives on human rights considerations, corruption, bribery, and environmental practices, are all grounded in culture and values. Students begin to make business decisions based on an understanding of value systems. In this class, we assess the student’s knowledge and understanding of values and the impact values have on international business considerations.
- 2) **Students will recognize the multicultural aspects and international dimensions of the societies and the world in which we live and be familiar with knowledge and methods necessary to deal with related problems** - Students will demonstrate an understanding of culture and the impact culture has on an organization, and on international business. For example, leading a multicultural organization of 30,000 employees is no simple task. It requires an understanding of culture and the use of different frameworks and models to interpret and understand cultural differences. Culture is an important cornerstone to understanding diverse international business practices across the globe. Culture can impact and inform business decisions. To succeed in international business, we must understand culture in the context of people and their perspectives on leadership, strategy, corporate social responsibility and human resource management. In this course, we assess how well students understand the multicultural aspects of international business and whether they have the knowledge, visa vie frameworks, theories, practices and methods to address and solve the challenges that multiculturalism presents to international business.

In this class, we will measure the above two student learning outcomes via an essay. Professor Henderson will grade the essay, and map to the below rubric for assessment purposes.

Assessment – In this course, we develop and assess student learning outcomes. We do this for assurance of learning purposes and to measure, 1) student learning and engagement, 2) instructor teaching effectiveness, and 3) curricula alignment to learning goals and objectives. Our rubric measures whether students “exceed”, “meet”, or “does not meet” the learning outcomes.

SLO #1	<u>1 Point</u> – Does not Meet (Emerging) 5 total points, “does not meet”	<u>2 Points</u> – Meets (Developed) 10 total points, “meets”	<u>3 Points</u> – Exceeds (Highly Developed) 15 total points, “exceeds”
Students develop a	Student is unable to conduct a stakeholder analysis and is unable	Student is able to conduct a stakeholder analysis and evaluate the	In addition to “meets”, student is able to create organizational strategies

regard for human values and the ability to make judgements based on ethical and environmental considerations	to make specific, firm-wide recommendations for embracing all aspects of corporate social responsibility.	social, ethical and environmental impact they have on the organization. Student is able to evaluate needs of stakeholders and the value they represent in terms of revenue, cost and reputation.	designed to form partnerships with stakeholders in order to foster collaborative decision making between the stakeholder and the organization.
	Student is unable to identify or evaluate why cultural differences exist across an organization, based on theories and frameworks we studied in class.	Student is able to identify and evaluate why cultural differences exist across an organization based on differences in values, norms, customs and ethics as a result of enculturation, acculturation and other sociocultural forces and considerations.	In addition to “meet”, student is able to evaluate and analyze methods firms use to bridge cultural gaps by breaking down communications barriers, and by creating greater levels of self-awareness among individuals across the organization.
	Student is unable to evaluate strategies that enable the firm to operate in a manner that is more socially, ethically and environmentally responsible.	Student is able to evaluate strategies organizations use to operate in a manner that is more socially, ethically and environmentally responsible. Student is able to calculate the carbon footprint of the firm, and evaluate strategies organizations use to reduce, reuse and recycle.	In addition to “meet”, student is able to evaluate and analyze strategies organizations use to limit the size of their carbon footprint by taking proactive measures to operate more sustainably. Student is able to create strategies organizations use to become more engaged with the community in the spirit of collaboration.
	Student is unable to identify, analyze and apply models and theories that determine whether organizations are proper stewards of the environment.	Student is able to identify, analyze and apply models and theories that determine whether an organization is a proper steward of the environment. This includes an understanding of the concept of “cradle to cradle” and the concept of “triple bottom line”, and how they can be implemented across the organization.	In addition to “meet”, student is able to build a comprehensive model for business sustainability base on the stakeholder model for sustainable business.
	Student is unable to analyze strategies firms use to balance profit considerations with the fair treatment of people.	Student is able to analyze strategies firms use to balance profit considerations with the fair and ethical treatment of people, including an assessment of whether working conditions meet certain standards, and whether all stakeholders of an organization adhere to the mission, vision and values of the organization.	In addition to “meet”, student is able to make specific recommendations on how the organization can motivate and engage stakeholders, and treat all stakeholders in a more ethical and responsible manner through enhanced workforce practices, activities and relationships.
SLO #2	1 Point – Does not Meet (Emerging) 5 total points, “does not meet”	2 Points – Meets (Developed) 10 total points, “meets”	3 Points – Exceeds (Highly Developed) 15 total points, “exceeds”
Students recognize the multicultural aspects and international dimensions of the societies and the world in which we live, and are familiar with knowledge	Student is unable to analyze cultural constructs, theories and frameworks international business managers and firms use to assess and manage cultural differences.	Student is able to analyze cultural constructs, theories and frameworks international business managers and firms use to assess and manage cultural differences. Student understands the concept of “ethnocentricity” and is able to see how this applies to business. Student develops more of a “global mind-set” as a result of the courses, and is able to cross between cultures more easily.	In addition to the criteria under “meets”, student is able to create strategies that foster and enhance cultural awareness across the organization.
	Student is unable to analyze theories developed by Hofstede and Trompenaars, and evaluate market attractiveness on the basis	Student is able to analyze theories developed by Hofstede and Trompenaars, and evaluate market attractiveness on the basis of their	In addition to “meet”, student is able to compare and contrast countries on the basis of these different cultural constructs.

and methods necessary to deal with related problems	of their orientation to “power distance”, “uncertainty avoidance”, “high-low context”, “universalism and particularism”, and “long-term orientation.”	orientation to “power distance”, “uncertainty avoidance”, “high-low context”, “universalism and particularism”, and “long-term orientation.”	
	Based on the above works of Hofstede and Trompenaars, student is unable to analyze cultural differences across the organization.	Based on the work of Hofstede and Trompenaars, student is able to analyze and understand why cultural differences exist across an organization. Student is able to craft solutions that firms use to bridge these differences based on an increased understanding of these dimensions on the part of an employee or stakeholder.	Based on the work of Hofstede and Trompenaars, student is able to analyze different cultural dimensions, compare these dimensions across firms, and build solutions for bridging differences based on long-term strategies to avoid cultural barriers.
	Student is unable to analyze challenges firms and managers face as they address and overcome cultural differences.	Student is able to analyze challenges firms and managers face as they address and overcome cultural differences. This includes building empathy and understanding as to why people, societies and cultures are different.	In addition to “meet”, student is able to make specific recommendations on how the organization can become more culturally sensitive by developing long-term strategies for being more effective in new and different markets.

COVID-19 Guidelines and Resources

The following guidelines and resources outline expectations for students and instructors of record during the Fall 2020 semester.

Classroom Conduct Requirements Related to COVID-19

UT Dallas requires that all students must wear a face covering that covers the nose and mouth in all university buildings and classrooms. To help protect the health and safety of students, instructors, and the University community, students who choose not to wear a face covering may not attend class in person but may attend a course remotely. Anyone attending class in person without a face covering will be asked to put one on or leave. Instructors may end the class if anyone present refuses to appropriately wear a face covering for the duration of class. Students should also be sure they are at least six feet away from their fellow students and faculty, and seated in a seat that is designated to ensure that distance. Students who either refuse to wear face coverings appropriately or to adhere to other social distancing protocols may face disciplinary action for [Student Code of Conduct](#) violations as reported via the [COVID-19 Violation Form](#). Students who are unable to comply with the university policies including wearing a face covering should consult the [Comets United](#) webpage for further instructions.

Instructor Resources

[Instructor Guidelines Asynchronous Option for Fall 2020](#): guidance to provide asynchronous option

[Comets Return to Campus Workplace Guide](#): covers topics related to workplace including [requirements](#) for face coverings

[Academic Continuity](#): a variety of resources to assist faculty such as Academic Calendar and Course Modalities, Virtual Teaching and Accessibility, and Previous Campus Communication

[Registrar's Intranet](#): 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.

[Honorlock](#): Online proctoring resources for courses that will use Honorlock

Student Resources

[Student Affairs' Guide for Students](#): Students are expected to make a Comet Commitment by adhering to the safety and health expectations to keep the UT Dallas community and fellow Comets safe. 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?](#)")

[Comets Return to Campus Students Guide](#): students are encouraged to read this guide in order to adhere to University requirements

[Classroom Safety](#): covers topics such as Face Coverings, Classroom Density, Identifying Useable Areas, Sanitation

[Campus Guidelines](#): covers topics such as Entering Buildings, Face Coverings, Using Elevators, Restrooms, Staff Screenings, Dining On Campus, Retail Services, Print Shop

[Student Guidelines for the Asynchronous Option](#): provides details about asynchronous option

COVID-19 Resources

[COVID-19 Latest Campus Updates](#): check frequently

[Fall 2020 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 during this unprecedented pandemic.