

MKT 372 Digital Marketing Fall 2021

Class Information

Classroom: GSB 2.120
Days/time: T/TH 12:30 – 2:00

Instructor Information

Name: Chris Aarons (He/him)
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Office hours: Please request an appointment via email first to ensure I still am available, and you get 100% of my time. To set up a meeting, use this link: calendly.com/ca--21

Welcome to Digital Marketing

The Internet is a dynamic marketplace if there ever was one. This class will give you a practical understanding of the Internet marketplace necessary to adapt to its many changes, while also equipping you with the skills you'll need to perform vital daily functions. By the end of the course, you will be able to walk into any company and help assess and improve their use of their digital marketing.

Course Description

This course has three main objectives:

- (1) Students will gain industry background knowledge to knowledgeably market and help brand succeed
- (2) Students will learn to quantitatively and qualitatively evaluate an experiment to measure the effectiveness of business decisions and online advertising effectiveness in particular.
- (3) Students will also gain knowledge to design and implement digital campaigns by becoming certified users of HubSpot, a social media management platform and Google's ad platform.

As you have probably seen and experienced in your own life, digital marketing and therefore, this course, have a broad scope. Regardless of the field you ultimately choose to pursue, this course is designed to give you a strong grounding in the frameworks, tools and strategies for successful digital marketing and consumer engagement.

You will find that this course provides a strong foundation for your future studies and work opportunities. As we will quickly learn in class however, "digital marketing" tends to be an all-encompassing term that includes digital marketing tools and thinking across:

- Website and online presence
- Content marketing
- Search and SEO optimization
- Paid advertising campaigns
- Inbound marketing
- Email and outbound marketing

- Mobile marketing
- Social media and influencer marketing and digital listening

It is not simply a function or a department. Instead, digital marketing is a process which allows an organization to engage customers and deliver value – hopefully more value than competitors offer – and therefore provides the ***engine for organic growth*** of an organization.

This Course Is Designed Like An Internship

The entire philosophy of this course is based on the concept of giving you the real-world experience, hard and soft skills and mindset needed to become the best candidate for your next job or internship. Further, as many former students will tell you, this approach has helped them succeed in their careers and become the “go to” person that outshines their colleagues. As such you will learn:

- ***The skills to master digital marketing***
 - Website and online presence
 - Content marketing
 - Search and SEO optimization
 - Paid advertising campaigns
 - Inbound marketing
 - Email and outbound marketing
 - Mobile marketing
 - Social media and influencer marketing and digital listening
- ***The ability to handle and master change*** – The world is changing very fast and the rate of change is only increasing. No matter your major or career ambitions, thriving in the face of change is a sought-after skill for all employees.
- ***Identify the problems, find the best solutions, and apply the best practices to help your organization grow*** – Many classes are based on giving you a problem and asking you to find the single right answer. This class is different. In business, and especially in digital marketing, there are many pathways to success. We live in a very complex world where the simple answer is rarely the best or even the right answer. This class is designed to help the more complex reasons and problems that exist and then maximize your critical thinking skills to find the best course of action to drive growth.
- ***Become comfortable with being uncomfortable*** – In your work world and life, there is a huge degree of ambiguity. Most anyone can perform well when everything is laid out neatly in front of them. But that is not what employers seek or how the world presents itself. Therefore, this class is based exactly on that premise and will help you thrive in the face of the uncertain and ill-defined. To be honest, some of you will struggle with this. I will help you succeed and master the frameworks and mindset needed to prosper in our fast-moving, chaotic world.
- ***Work with real businesses and apply all you have learned in practical work environments*** – The largest portion of this course, and what everything builds to, is working for real businesses doing real digital marketing from the ground up. This is a valuable experience that will give you resume-worthy capabilities and work products to help you get more jobs. In addition to this, you will be helping local/small businesses succeed in these difficult times.

Course Design And Philosophy

This course will be focused on the *understanding* and *application* of key digital marketing concepts. You will find that, although the reading materials serve as a useful foundation for the concepts covered in the class, simple memorization of this material will not be sufficient. **It is the attendance in class and the**

participation in discussions during class that will cement the concepts, allow you to apply them to real business problems, and prepare you for the exams.

Learning Outcomes

- **Web Design** – Understand multiple web design frameworks for improving conversion rates on a website of any kind. Apply these design frameworks to identify areas for website improvement and to design a well-designed website from scratch.
- **Web Analytics** – Determine the appropriate KPIs for any type of website. Make appropriate recommendations to an eCommerce website based on the conversion funnel. Understand the pitfalls surrounding attribution analysis and make recommendations to identify highest ROI digital marketing channels.
- **Search Engine Optimization** – Understand how search engines work. Use this knowledge to make recommendations to a website on how it can improve its organic search rankings – in other words, perform search engine optimization on a website.
- **Search Engine Marketing** – Understand the mechanics of paid search ranking. Create a search engine marketing campaign and evaluate its effectiveness. Recommend changes that will improve the campaign's conversion rates.
- **Online Advertising** – Understand the various methods of online display advertising. Create an online display ad campaign and measure its ROAS (return on ad spend).
- **Email Marketing** – Understand and implement best practices in marketing to a database of current and potential customers via email.
- **Social Media** – Utilize knowledge of social media tactics to design an effective social media campaign.
- **Reputation Management** – Implement online reputation management tactics to improve the online reputation of a brand.

Communication Is Essential In Digital Marketing

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

Everyone wants you to wildly succeed. As a student or when your hired as an intern or employee, here are a few key points to help you blow them away:

Ask questions

This is the #1 success metric for this class. If you get confused, frustrated, or simply stuck, CALL ME RIGHT AWAY! It can be uncomfortable to ask your instructor or managers questions. However, it is highly encouraged that you speak up whenever you are confused or need help. In digital marketing, we are used to speaking in industry jargon and can sometimes forget that you may or may not understand certain acronyms or terms. Also, do not be afraid to ask questions about your assignments. I try to give you everything you need to succeed and assume you understand everything. If you don't, you will fail. So, ask before running off, ask! The more questions you ask, the more equipped you will be to handle the task or project effectively and efficiently.

Fail fast

Mistakes are inevitable and will happen no matter how hard you try. The important thing to note is that the earlier you fail, the easier it is to move forward. It is much easier to take care of mistakes when we find them earlier, so you do not have to spend as much time going back to fix them after you have finished the project. A helpful tip for you to fail fast is to ask people to review your work in its early stages. Make sure that they can see where you are headed with the project as a whole, so they can point out any errors or issues. By asking for an initial check-up, you can be sure to fail sooner and succeed more with your assignments.

Take on challenges

There can be times where you are given projects or assignments that stretch your abilities. Do not be afraid to tackle those challenges because they have great potential in helping you grow. Sometimes, the best learning experiences come from these opportunities because they require you to do more and to think more. If you want more of a challenge in your work, talk to your manager and let them know. Oftentimes, they can provide you with an assignment that will provide that extra challenge for you and help you learn.

Go beyond what is asked

The nature of most jobs to help the organization achieve a goal or set of goals. Your work, no matter what it is, contributes to our goals. When your manager assigns you to a project, there are often things that they are unaware of and do not include in the job you are asked to do. If you notice something that should be included or is missing, you absolutely should bring it up with your manager. Many students, employees and interns will only do the minimum requirements of a project or only what they are asked to do. By going beyond what is asked of you, you are able to contribute more to the success of the project and show that you are capable of thinking outside the box.

Have fun!

My goal is for this to be your favorite class. As the feedback and former students will tell you, it will be. But for that to happen, you have to have fun and enjoy the ride. We will explore new and interesting topics as well as your thought processes to see how the mind works. All of this will empower you to better evaluate information and insights through the process. Everything is changing all around us at a rapid rate. As I mentioned, you are going to have to get comfortable with being uncomfortable. We are all in this together (including me) and the best way to succeed is to use the points above, make the most of it and have fun!

Honor Code

You are expected to work individually or in groups, when permitted. You should not be working with students from another team. In short, any written work should be entirely your own (or your team's for assignments). Any incidence of plagiarism will be reported.

Course Feedback

Digital is about feedback, insights and experimentation. Much like the survey you took before class, I will send out another one during the middle of semester as well.

Required Course Texts & Materials

Textbook: Instead of a textbook, you will receive Canvas access to several sets of reading materials that cover the topic of each class. ***You are expected to read the pre-class materials before class and come prepared to ask questions***, answer questions and participate in discussions that will elevate the knowledge you have acquired on the pre-class readings. Also, quizzes will cover these materials extensively.

Simulation: This course requires that you complete an online digital marketing simulation called the Mimic Pro, which will be accessed via <https://home.stukent.com/join/86C-2C9>. You should make sure you have access to the simulation before the class on **February 9th**, because there will be no time to acquire it during class.

In addition, I love reading and staying up on all the digital trends, topics and best practices as it is essential for my success and yours. Therefore, throughout the semester I may assign other class readings based on the outstanding information I find online to help you learn and gain the insights for this class as well as your future projects. These will be assigned and shared with you as they arise or relate to the topics we are discussing. Further, many of the concepts and insights from these articles and eBooks provided to you will appear on exams and quizzes. So, it is in your best interest to read and commit key concepts to memory. Also, it is highly recommended you subscribe to Marketing Dive here as they deliver great info: <http://bit.ly/mktdive>.

Grading Policy

The assessment and grading system are intended to reflect student learning and performance.

Assignments	15%
Mimic Simulation	15%
Midterm Exam	20%
Final	20%
Class Participation	5%
Final Project	25% <i>(which will include your group participation grade)</i>
<hr/>	
100%	

Exams

- All exams will be administered during the semester (during the regularly scheduled class time). Exams will consist of multiple choice, short-answer questions and a case question and be done on Canvas.
- Exams will cover assigned readings, articles, lectures, class exercises, class discussions, videos, and guest speakers.
- You may not use any books, notes, or outside digital resources during exams. If you are found to be using any forbidden materials or violating the Scholastic Dishonesty Policy in any way, you will be subjected to the maximum penalties described in the Policy Statement on Scholastic Dishonesty for the McCombs School of Business.
- Exams will end promptly at the designated time, regardless of when you arrive to class. No student will be allowed to begin their exam after the first student finishes.
- Exams will be administered ONLY during the class period for which the exam is scheduled.
- There will be no make-up exams for ANY reason – this includes interviews, personal issues, school-sponsored trips, etc. Students missing an exam will receive a zero for that exam.
- If you miss an exam, you may take the final exam. The grade for the final exam will take the place of one missed regular exam. Students may only take the final exam to replace a missed exam (i.e. the final exam cannot be used to replace a previous exam grade). The final exam will be cumulative of the entire semester content. The final exam will be administered only during the University-designated final examination period.
- Unless documented as medically necessary, students will not be allowed to leave the classroom during exam or quiz periods.

Appealing a Grade: If you believe there is a grading error which is cause for review, you may make an appeal. All appeals must be submitted via email (not Canvas) and must be received no later than

11:59pm on the 7th calendar day after the grade is posted on Canvas or otherwise communicated to you. Your appeal must include a detailed, fact-based explanation of why you think the grade is in error (passage from a reading, lecture slide, etc.) and must include the section number of your class in the subject line. A maximum of two questions per exam, one question per quiz, and four questions per semester may be appealed. Note that an appeal is not an opportunity to provide new information, explain an answer, or grovel for points, but instead to correct a genuine grading error on the answer submitted. Your grade may be increased or decreased as a result of the appeal. Due to tight grading timelines at the end of the semester, no appeals for the Final Exam will be considered.

Final Grades

Final grades will be established by rank in class. There is no predetermined letter-grade distribution and the class's overall performance will be used to set cut-offs for the letter grades. **Completion of assignments, as expected, will earn an 85 to 90% grade. For students looking to earn a higher grade, you will need to demonstrate a superior understanding of the material and exceed expectations on the assignments and exams.**

Attendance at class sessions and instructor meetings is important due to the interactive nature of the course. You may miss two classes for any reason and a second- or third-class session for a documented recruiting event or family emergency. You must be present for more than half the class to be counted as in attendance. **If you miss four class sessions for any reason, you will not receive credit for this course.**

Consistent with the guidelines suggested by the Undergraduate Program Office, the average grade for this course will be between 3.2 and 3.6 (or 87-91%). **To avoid any misunderstanding regarding rounding methodology, grades will NOT be rounded up – an 89.99 (as close as it is to 90), will still be a B+.**

Note that the grade calculations shown on Canvas are occasionally in error. The official grades for this class will be calculated as described in this syllabus and may be different than the grade averages shown on Canvas.

Keys To Having A Successful Experience And Outcome In This Class

- Commit yourself to learn the concepts presented in this class. Don't simply memorize vocabulary words.
- Be fully prepared for each class in order to: a) understand the class discussion, and b) be prepared for unannounced quizzes.
- Participate in class discussions. Vibrant interaction in class not only provides a rich learning environment, but also helps to develop one of the most critical abilities any businessperson can have: verbal persuasion.
- Be present and ready to go for every class. At least half of the questions on all exams and quizzes will be based on in-class discussions.
- Print the PowerPoint slides beforehand and bring them to class. PowerPoint slides will be available on Canvas by 10pm the day before each scheduled class.
- Take notes during class on everything, including the videos and speakers.
- Do not get behind. The material in this class builds on itself. You will find yourself struggling if you do not prepare for each class, attend each class, and commit yourself to learning the material. Be proactive – do not wait until the day before an exam for clarification.
- **If you have questions, ask a classmate, a TA, or the instructor. Don't tolerate not understanding the material.**

Sharing of Course Materials is Prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have explicit, written permission.

Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

Course Schedule

This schedule is subject to change. Students are responsible for monitoring announcements made in class and on Canvas for specific changes to the course schedule. Also, this course will be delivered in a hybrid model meaning students enrolled will be allowed to participate in the physical classroom and/or online via Zoom. Our physical classroom (3.110 in UTC) is set up to be at 40% or less of room capacity (120-seat capacity for 38 students) and we will have ample room to maintain social distancing.

Note: lectures will not be recorded, and all students are expected to attend the class sessions as scheduled. If for some reason, you have special circumstances where you may miss a portion of the live lectures either in-person or on Zoom, please contact me as soon as possible to discuss. **Students missing more than four class sessions, will receive a failing grade for the class.**

Date	Class #	Lecture Topic	Reading	Assignment Due
Digital Mindset				
Aug 26	1	Introduction	• Digital Marketing Playbook	• Complete Mkt 372 Pre-Class Survey
Aug 31	2	Digital Mindset & Final Project	• The Ultimate Guide to Digital Marketing - Chap 1 • Read the Onboarding Guide	
Sep 2	3	Digital Psychology	• Eleven Rules of Alchemy	• Submit Your Choice Of Company For The Final Project
Sep 7	4	Dollar Shave Club	• Dollar Shave Club Case	• Check In: Start Google Certification
Sep 9	5	Competitive Campaigns	• Fast Food Cases	• Check In: Choose A Website You Hate
Sep 14	6	Amazon's Digital Marketing	• Amazon Case and Research	• Redo A Website In WIX
Digital Marketing Tactics				
Sep 16	7	The What is a Great Marketing Campaign	• Read: 23 Best Marketing Campaigns Of 2021	• Check In: Activate Student Account For Simulation
Sep 21	8	Inbound Marketing	• How to Build an Inbound Marketing Strategy in 24 Hours (HubSpot)	• HubSpot Certification Due
Sep 23	9	Websites UI and Navigation	• 37 Web Design Best Practices for Conversions in 2020	• Check In: Mimic Simulation Round 1

			<ul style="list-style-type: none"> • 10 steps checklist for your next website redesign 	
Sep 28	10	Paula Thompson on Mimic: Effective Spend		<ul style="list-style-type: none"> • Check In: Mimic Simulation Round 2 • Google Certification Due
Sep 30	11	Email Marketing	<ul style="list-style-type: none"> • The Ultimate Guide to Digital Marketing - Chap 5 	<ul style="list-style-type: none"> • Check In: Mimic Simulation Round 3
Oct 5	12	Social Media Marketing	<ul style="list-style-type: none"> • The Ultimate Guide to Digital Marketing - Chap 4 	<ul style="list-style-type: none"> • Check In: Mimic Simulation Round 4
Oct 7	13	Mobile Marketing	<ul style="list-style-type: none"> • The Marketer's Guide to Mobile 	<ul style="list-style-type: none"> • Complete Mid-Class Survey
Oct 12	14	SEO Best Practices/Paid Search	<ul style="list-style-type: none"> • Introduction to SEO (HubSpot) • The Ultimate Guide to Digital Marketing - Chap 6 	<ul style="list-style-type: none"> • Check In: Mimic Simulation Round 5 • SEO The Website You Hate
Oct 14	15	Chipotle Speaking		<ul style="list-style-type: none"> • Check In: Mimic Simulation Round 6
Oct 19	16	Midterm Exam		
Best Practices				
Oct 21	17	Review Midterm		
Oct 26	18	Social Media Case Class	<ul style="list-style-type: none"> • Independent research on social media examples 	<ul style="list-style-type: none"> • Turn In 3 To 5 Slides About Your Favorite Social Media Cases And Be Prepared To Discuss In Class
Oct 28	19	The Digital Plan/Campaign	<ul style="list-style-type: none"> • Read: The perfect digital marketing plan • Read: The 10 Questions You Need To Create A Marketing Plan 	<ul style="list-style-type: none"> • Check In: Mimic Simulation Round 7
Nov 2	20	Guest Speaker: TBD	<ul style="list-style-type: none"> • The Ultimate Guide to Digital Marketing - Chap 7 and 8 	
Nov 4	21	Experiential Marketing	<ul style="list-style-type: none"> • Defining Digital Experience Report 	<ul style="list-style-type: none"> • Turn In Mimic Simulation Final Paper
Nov 9	22	The Power Of Noticing	<ul style="list-style-type: none"> • The Power of Noticing 	
Nov 11	23	Video Marketing		<ul style="list-style-type: none"> • Turn In 5-7 Slides About Your Favorite Digital Marketing Campaigns And Be Prepared To Discuss In Class
Nov 16	24	Digital Campaigns		
Nov 18	25	Final Exam		
Nov 23	26	Project workday		Work On Your Group Projects In Class
Nov 25 - 28		Thanksgiving Break		
Nov 30	27	Project workday		<ul style="list-style-type: none"> • Sign Up For Presentation Slot
Dec 2	28	Project workday		<ul style="list-style-type: none"> • Work On Your Group Projects In Class
Dec 7	29	Final Group Project Presentations Begin		

Final Group Consulting Project

In your final project, you will choose a real business to apply your learnings. The business can be anyone you choose. However, you and your team of a total of 4 to 6 classmates needs to create a proposal (no real money is needed) to use and apply the following activities for the business of your choosing:

- (1) **Website design:** Create or re-design an existing website using Wix or another web design software.
- (2) **Search engine optimization:** Complete an SEO audit on an existing website. Recommend both on-site and off-site optimization on the website.
- (3) **Search engine marketing:** Recommend a Google AdWords advertising campaign with at least a \$500 budget and over the course of at least two weeks. (You will not be penalized if you do not exhaust the budget.)
- (4) **Email marketing:** Design and implement an email campaign including list capture techniques to build the email list with examples of emails to be sent.
- (5) **Social media:** Create a social media campaign plan for your company. The campaign should span at least two social media platforms and show suggested tactics for at least two weeks.

All campaigns should include:

- Competitive chart with ratings and insights
- Customer Interviews with key takeaways
- Personas
- A theme with description on why and how to use
- Jobs to be done positioning statement (Ace Your Positioning)
- List of tactics across digital to be used tied to theme including
 - Recommendations on improvements to existing marketing
 - Content calendar
 - Templates/examples for social, email and SEM
 - Instructions on how to implement
- Metrics to measure with goals

You will present your project to the final class (our assigned final exam date and time) and also turn in your team's final slides/presentation as well as your team's written report on that day.

Class Format And Policies

- Class sessions will include lecture, discussion, guest speakers, exams, quizzes and other activities as assigned.
- Students are expected to fully apply themselves and be prepared for each class. Generally, it is expected that students will spend an average of ***not less than two hours outside of class for each hour in class (i.e. an average of six hours outside of class each week)***.
- Preparation for class will consist of reading and understanding an assignment from the textbook as well as handouts and multiple articles (available on the internet or posted on Canvas).
- Due to abuse by those who came before you, there is no electronic device policy in our classroom.
- All students in MKT372 are business people, as is the instructor. Correspondingly, businesslike conduct is expected in class and we are all expected to conduct ourselves professionally. This includes arriving to class on time, silencing and putting away your mobile phones, refraining from personal conversations and texting

during class, and being respectful of your classmates, guest speakers, the TA, and your instructor. Students not conducting themselves in a businesslike manner will be asked to leave the classroom for the remainder of the class period and may therefore miss any unannounced quizzes. Additionally, for each subsequent instance of un-businesslike conduct, students will have their semester grade lowered by one letter grade.

Class Recordings

If a recording of this class is made by the instructor, such class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

BBA Recruiting Conflicts

Conflicts occasionally arise between classes and the search for employment. We understand how important the job search process is to you, and McCombs provides many resources in support of career exploration and search. However, UT is first and foremost an educational institution and your BBA degree will be the credential that certifies your education. As such, education will take precedent whenever such a conflict arises.

All companies that recruit at McCombs are informed of this fact. Should a conflict arise, we recommend the following steps:

- Check the syllabus to see if an exception is provided that would allow you to satisfy class obligations while still attending the job event (e.g., paper instead of quiz, allowed quiz drops, etc.).
- Note that a job-related conflict, whether a current job or a potential one, is usually not an acceptable reason for missing an exam or taking a make-up and may not be acceptable in other circumstances either. If any doubt exists, check with your professor.
- If no exception is provided, inform the company that an academic conflict exists and request an accommodation.
- If no accommodation is provided by the company, and you have done everything within your power to resolve the situation, contact BBA Career Services and request their assistance in resolving the situation.

Note that while we do have influence with the companies that recruit at McCombs, not all conflicts can be resolved, and we have little or no influence with companies that do not recruit through the Recruit McCombs system.

Finally, be aware that it is not unreasonable for an employer to expect you to go to some lengths to show your interest in them. In a recent example, several students completed an exam at 9 pm and were expected to attend an on-site interview in Houston the next morning at 8:00 am. A 5:30 am flight from Austin was available and the students were expected to be on it. This is reasonable, and such sacrifices are sometimes expected in a good job and career in business.

Important Notifications

Classroom Safety and Covid-19

To help preserve our in-person learning environment, the university recommends the following:

- Adhere to university mask guidance.
- **Masks are strongly recommended**, but optional, inside university buildings for vaccinated and unvaccinated individuals, except when alone in a private office or single-occupant cubicle.
- [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.
- [Proactive Community Testing](#) remains an important part of the university's efforts to protect our community. Tests are fast and free.
- The university has determined that all students coming to campus for the fall semester must receive a viral COVID-19 test in their local community within 72 hours prior to arrival in Austin for move in.
- If they already reside in Austin, they must test within 72 hours of moving into the residence where they will reside for the academic semester. Finally, individuals who are already living in the residence in Austin where they will reside this academic semester should test within 72 hours (3 days) prior to the start of class on Aug. 25.
- We encourage the use of the [Protect Texas App](#) each day prior to coming to campus.
- If you develop COVID-19 symptoms or feel sick, stay home and contact the [University Health Services' Nurse Advice Line](#) at 512-475-6877. If you need to be absent from class, contact [Student Emergency Services](#) and they will notify your professors. In addition, to help understand what to do if you have been had close contact with someone who tested positive for COVID-19, see this University Health Services link.
- Behavior Concerns and COVID-19 Advice Line (BCCAL) remains available as the primary tool to address questions or concerns from the university community about COVID-19.
- Students who test positive should contact [BCCAL](#) or self-report (if tested off campus) to [University Health Services](#).
- Visit [Protect Texas Together](#) for more information.

Students with Disabilities

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259 or <http://diversity.utexas.edu/disability/>.

Diversity and Inclusion

It is my intent that students from all diverse backgrounds and perspectives will be well served by this course, that students' learning needs will be addressed and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit. Please let me know right away if this ever is not the case. I am 100% committed to this and expect everyone to honor this and be mindful of the important nature of this policy. Included in this, is my sincere desire to make you feel like you belong in the class every day.

Personal pronouns and professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender,

gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless you have added a "preferred name" with the [Gender and Sexuality Center](#). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use. Please advise me of any changes early in the semester so that I may make appropriate updates to my records.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Policy on Scholastic Dishonesty

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program's Statement on Scholastic Dishonesty at <http://my.mcombs.utexas.edu/BBA/Code-of-Ethics>. By teaching this course, I have agreed to observe all faculty responsibilities described there. By enrolling in this class, you have agreed to observe all student responsibilities described there. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification.

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Conduct and Academic Integrity website at <http://deanofstudents.utexas.edu/conduct/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Campus Safety

Please note the following key recommendations regarding emergency evacuation, provided by the Office of Campus Safety and Security. More info at: <https://preparedness.utexas.edu/>.

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings and assemble outside when a fire alarm is activated.
- Familiarize yourself with all exit doors of each classroom and building you may occupy.
- If you need evacuation assistance, inform the instructor in writing asap.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by Austin or UT police or fire authorities.

Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress,

difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support at www.cmhc.utexas.edu/individualcounseling.html. Behavior Concerns Advice Line (BCAL): 512-232-5050 or [online](#).

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit www.utexas.edu/ugs/slc or call 512-471-3614.

BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: wellnessnetwork.utexas.edu/BeVocal.

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Personal Pronoun Preference

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by a name different than what appears on the roster, and by the gender pronouns you use. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Student Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the me, my TA and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Emergency Evacuation Procedures

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512- 471-5767, <http://www.utexas.edu/safety/>.

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q -drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see:

<http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>.