

Course Syllabus - Marketing 3322 004
Personal Selling, Spring 2014
University of Texas at Arlington

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Course Number, Course Title: MARK 3322, Professional Selling

Classroom: CoB 254

DESCRIPTION OF COURSE CONTENT

Catalog Description: Presents sales principles and skills required by today's professional salesperson, with emphasis on the business-to-business selling environment. Students will enhance development of a variety of skills that will serve for a lifetime. These lifetime skills include the following: communication skills, critical thinking, building relationships with customers, and ethical decision making.

Prerequisite: MARK 3321 or consent of instructor.

In business, nothing happens until somebody sells something! Selling is important, for your career and for your social life – you are called to sell every day. This course is designed to teach you about selling and how to sell. Whether or not you ever have a career as a sales professional, you will be expected to sell....something....even yourself in a job interview.

REQUIRED TEXTBOOKS AND OTHER COURSE MATERIALS

Jones, Chonko, Jones, and Stephens (2006), *Selling ASAP: Art, Science, Agility, Performance*, LSU Press; ISBN 978-0-8071-4427-5,

Note; Any student enrolled in MARK 3322 who wishes to enroll in the **Sales Certificate Program** must complete the online **Sales Compliance Program** which can be found on the Marketing Department Web Site under the **Sales link**.

STUDENT LEARNING OUTCOMES

In this class you will have the opportunity to....

- Examine the role of the sales force in the marketing mix
- Improve your communications skills: verbal, written, and listening
- Define and discuss each component of the selling process
- Practice each step of the selling process through role-play and in-class exercises
- Learn some of the latest concepts concerning building and maintaining long-term professional relationships with clients

The choice is yours. If you participate in class, listen closely to other students, and complete assignments on time, you will improve your ability to sell your ideas and become more effective in representing your company and its products and services. You will also learn what is necessary to build long-term, profitable relationships with clients.

A TIME FOR INTROSPECTION

Try “going the extra yard” in the short-run. It may make your education journey more pleasant in the long-run.....and it may even shorten it in some ways.

SIDE EFFECTS

Professional Selling is a course in which **you will enhance your collegiate level development** of a variety of skills that will serve you while you are at UT ARLINGTON and for a lifetime. These skills should serve as the basis for your personal and professional strategic plan. These lifetime skills include the following: critical thinking, communications skills, leadership, learning to learn, ethics, and managing and leading change.

A TIME FOR INTROSPECTION

If you are satisfied with “getting by” and achieving minimum standards, what will you answer to those who ask you about the full use of your talents?

A TIME FOR INTROSPECTION

Did you ever notice that there’s never time to do it right, but always time to do it over?

A TIME FOR INTROSPECTION

Why would you expect someone to work on your behalf if you are unwilling to reciprocate?

A TIME FOR INTROSPECTION

Long-range planning does not deal with future decisions, but with the future of present decisions (Peter Drucker)

A TIME FOR INTROSPECTION

The reason many people fail instead of succeed is that they trade what they want most for what they want at the moment.

THE TRIPLE FILTER TEST

We will discuss many things in this class and you will have many opportunities to lead and follow in this class. One critical trait of leaders and followers is learning to discern.

In ancient Greece, Socrates was reputed to hold knowledge in high esteem. One day an acquaintance came upon the great philosopher and said: “Socrates, do you know what I just heard about your friend?”

“Hold on a minute,” Socrates replied. “Before telling me anything, I’d like you to pass a little test. It’s called the Triple Filter Test.”

“Triple Filter Test?” asked the acquaintance.

“That’s right,” Socrates continued. “Before you talk to me about my friend, let’s take a moment and filter what you are going to say. The first filter is truth. Have you made absolutely sure that what you are about to tell me is true?”

"No," the acquaintance said. "Actually, I just heard about it and...."

"All right," said Socrates. "So you don't really know if it's true or not. Now let's try the second filter, the filter of Goodness. Is what you are about to tell me about my friend something good?"

"No, on the contrary...."

"So," Socrates continued, "you want to tell me something bad about him, and you're not certain it's true. You may still pass the test though, because there is one filter left – the filter of Usefulness. Is what you want to tell me about my friend going to be useful to me?"

"No, not really."

"Well," concluded Socrates "If what you want to tell me is neither true or good nor even useful, why tell it to me at all?"

YOUR STRATEGIC PLAN

In this class we will spend some time talking about strategic planning for selling, for a business and for you. Let's start with a few questions:

- Where do you want to be in fifteen years? What is your vision for your future?
- What should your profile look like when you graduate from UT ARLINGTON?
- What is the real purpose of your education time at UT ARLINGTON?
- What are your goals for your college career at UT ARLINGTON?
- What are you doing this semester that makes a contribution toward your goals and your vision?
- How are the classes you are taking now (and will take in the future) going to contribute to your goal achievement and to your vision achievement?

These are all questions that are asked by people who plan strategically, who begin with the end in mind, who think long term but recognize that many short term steps must be taken and many short term goals must be achieved in order to successfully reach longer term goals. This is the essence of strategic planning.

- It begins with the ends (your vision) in mind - your fifteen-year goal, your education goals. Stated more elegantly, "What do you want to be when you grow up?"
- It requires that you ask how your classes will contribute to your education and your vision.
- It requires that you take classes for their educational value and not for the grade.
- It requires that you examine your extracurricular activities (incl. campus organizations, community service, work experiences) and ask questions like:

1. How is this activity, job, etc. contributing to my goals? What am I learning? What skills am I developing?

2. How can I do the things that I want to do at UT ARLINGTON but increase my learning potential, my educational value, and, therefore, the contribution that these activities make to my overall vision?

3. Which classes or sections of classes should I take the ones that are “easy grades” where little work (and, therefore, little learning) takes place, or the ones that will actively engage me in learning and other skills developmental exercises?

Your Opportunity to Build Competitive Advantage. The answers to these questions are really up to you. Keep in mind that, when you graduate, hundreds of thousands of others will graduate. For you, strategic planning is about developing **competitive advantage** in the marketplace. For you, strategic planning is about being able to **sustain competitive advantage** in the marketplace. If, when you graduate, your profile looks like most of the other profiles of the other college graduates, what advantage do you offer to the marketplace of jobs and careers?

REQUIREMENTS: THE MUCH ANTICIPATED SET OF ASSIGNMENTS

In this class, you will be provided several different opportunities to demonstrate your abilities. A word of advice – look at these assignments positively. They represent opportunities to perform, to show off, to learn, to impress me. Consider the following. When you are selling something, you know a lot about that something...hopefully. But what do you present? Do you tell it all? Or do you tailor your comments to the expressed needs/wants of those with whom you are conversing, not presenting anywhere near all of what you know? So it is with assignments....you may not have to tell it all, but since you do not know what will be asked, you must know it all. Look at it this way. **If you do not learn it now, and you discover later that you need it, when will you learn it?**

ASSIGNMENT 1: SALES PLAN FOR THE PRODUCT/SERVICE YOU WILL SELL

This exercise will focus on your development of **two product plans**. It will emphasize some of the business and professional skills you must develop before you leave UT ARLINGTON. You will be asked to develop a mini-business plan for a product. **YOU WILL MAKE TWO PRESENTATIONS IN THIS CLASS. THEREFORE YOU WILL NEED TWO PRODUCT PLANS.**

A TIME FOR INTROSPECTION

If you wait until the last minute to address a problem,
what are you really saying about you?

PRODUCTS/SERVICES MUST BE APPROVED BY THE INSTRUCTOR. This should be done by e-mail. Fictitious products are not permissible. Specific guidelines for this assignment will be issued and discussed during a designated class period. The product description will consist of the following deliverables:

- **Product(s)/Service(s) to be Sold** - What are the primary features and benefits of your product(s)/service(s)? What is your product's competitive advantage?
- **Identification of 2 primary competitors** – key features and benefits desired by each
- **Identification of two primary customer types** – These must be B2B; description includes a brief overview of what the customer does and why they need your product/service
- **10 Questions** that you think prospective buyers might ask about your selected product/service
- **Elevator Speech** This part of the exercise requires that you gain the attention of a buyer in a very short period of time...the time it takes to get from the first floor to the top floor of a high rise building in an elevator. This exercise is real....it is commonly used by prospective entrepreneurs seeking venture capital. Venture capitalists do not have time for listening to entrepreneurs drone on about details of their inventions or ideas. They want to become excited

and see the financial potential in an invention or idea in 30 or 40 seconds. If you cannot gain someone's attention early, when will you get it?

Overview of elevator speech – This is a prepared presentation that says a lot in a few words. The core message markets yourself and your organization – make them want to know more.

Uses - Anywhere – “What do you do?” Must know audiences and adapt to them

Focus - Customers are buying your company and you, not the product. They want longevity!!!
Customers are buying benefits like improved capabilities, not products.

No-No - Don't tell them what you are (e.g. salesperson, marketer) – tell them how you help others

Following is an outline of an elevator speech focused on improving the reading levels of young people.

Pain (the hook) – a graphic picture of the pain your customers are suffering; young people working hard, excitement disappear, studying is stressful, never seems to be time for important things in life, families suffer, they feel there must be a better way but cannot find it

Credibility – why they should listen to you; no quick fixes, we are not consultants we are teachers, we have worked “x” schools and “y” students, we have seen what works and what does not, we use unique skills to make sense of all we have seen

Solution – explain how you can help; working with.... We have developed a proven, structured _____ program called _____, contains some of the most powerful _____ to help young people _____, helps students get their school lives under control, helps them find a “better way”

Gain – explain benefits they get; helps students develop, improve, and grow skills, ultimately provides time to spend on life's important things – family friends, etc.

Impact – what difference benefits make in lives; what students say – better grades, better learning, reduced stress, happier

Emotion – describe how this makes them feel; set free from a school environment they used to feel trapped by, now feel in control, excited about school, families are excited too

Prove – provide evidence to support claims; one or two key stats

Money – make cost look small; your investment is....., a small price to pay for helping young people improve

Risk – remove doubts by removing risk; how can you lose helping kids?

Close – repeat key points, if time; _____ helps young people read, improve, grow, develop; what to you want? (money, sale, business card, schedule for full presentation, referral

NOTE 1: ACCOMPANYING THE PRODUCT DESCRIPTIONS MUST BE INFORMATION ABOUT THE KINDS OF ORGANIZATIONS THAT MIGHT BE INTERESTED IN PURCHASING YOUR PRODUCTS. Your buyer will represent one of these organizations for their part of the role play and you will be informed as to their choice prior to your role play.

NOTE 2: WEB SITE INFORMATION, WHILE USEFUL, IS NOT SUFFICIENT. As a professional sales representative you must be able to extend the information contained in a Web Site and fit it to a particular prospect's needs, wants, and preferences. You can include Web Site materials in you write-up as long as they are cited correctly. If a salesperson does little more than re-transmit the materials on a Web Site, that salesperson really is not necessary.

NOTE 3. PRODUCT IDEAS MUST BE APPROVED BY THE INSTRUCTOR. Most are acceptable, but some products/services are very difficult to sell in a classroom setting.

ASSIGNMENT 2: THE SELLING ROLE PLAY

This class will require that you participate in **two sales presentation role-plays**. There is a degree of "make believe" to it, but it is mainly designed for you to put into practice what you learn this semester. You will be graded on your ability to use the selling principles and techniques you have learned in this class.

Your **product planning** documents will form the basis for your sales presentations. The best way to ensure a high grade on the assignment is to listen, read, and participate every chance you get. The more you practice, the more comfortable you will be with the role-play, and the better you will perform.

THIS ASSIGNMENT SHOULD BE TAKEN SERIOUSLY AS WORKING ON IT SHOULD SUBSTITUTE FOR SOME OF THE STUDYING YOU NEED TO DO FOR TESTS.

ASSIGNMENT 3 – ROLE PLAY EVALUATIONS

On the day of the role plays students will view the presentation, taking notes on selling practices evident or not evident. After each presentation, students in the class will complete an evaluation form (**will be made available**) and submit this along with their notes on each sales presentation. Student evaluators must pay attention to the following: 1) ***what did the salesperson do well? Why was the technique effective? And 2) In what areas does the salesperson need improvement?*** What is your suggestion and why will it be effective? So, listen well, take notes, and ask questions.

The following are the guidelines for judging the performance of the sellers in the Role-Play.

1. Read through the judging form and be very familiar with the criteria for judging the skills exhibited by the students. **EACH ROLE-PLAY LASTS 10 MINUTES.** The judging for each sales presentation is real time and, therefore, you will be making decisions concerning evaluation of the sellers quickly during each session.
2. The role-plays have many areas that you will judge. These areas are common to most sales processes though they may be referred to in different terms. The general flow should follow the order in which they are listed on the evaluation sheet with a few exceptions (e.g., objections, communication skills, and overall enthusiasm).
3. The objections, communication skills and overall enthusiasm and product knowledge behaviors (skills) will occur throughout the role-play. You may wish to make a small tick mark by the line of evaluation. This allows you to get a general feeling for how they do throughout the role-play. You may then go back and judge their level of performance for that particular skill.

4. The sellers will have to overcome objections throughout the role-play. When clarifying the salesperson should either ask additional questions concerning the objection in order to better understand the objection or restate or rephrase in order to make sure he/she understands the objection. After the sellers answer the objection he/she should make sure the buyer is satisfied with the answer. (E.g., Does that answer your question?)

5. Please be consistent in your scoring. All scoring should be based upon how you feel an experienced salesperson/team should perform. A score of 10 (superior) means that the salesperson exhibited a mastery of the behavior as well as an experienced salesperson in the field. A score of 5 means that they did exhibit the behavior or skill but it was not outstanding; it was "average." A score of 2 to 4 suggests that the salesperson did exhibit the skill, but there is a good deal of room for improvement. A score of 1 means that you feel they may have exhibited the skill, but there is little evidence of it. A 0 means they skipped the behavior or skill all together.

6. You may use tenths of a point during your evaluation. In other words, you may assign a score of 9.8 if you feel the performance was almost perfect, but not quite.

7. We have attempted to make this evaluation as objective as possible through the point system, but you will also use your subjective judgment. Please make any comments on the judging sheets you need for your own use. Sellers will receive a copy of all judges' evaluations. You will be assigned a number during for the role plays that will be used to identify your evaluation sheets. You will be anonymous to the competitors.

8. **YOU MUST SCORE EVERY LINE – CHECK YOUR SHEET BEFORE YOU HAND IT IN.**

A TIME FOR INTROSPECTION

To acquire knowledge, one must study. To acquire wisdom, one must observe.

EXAMS

There will be **two tests** during the semester. Tests will consist of essay questions. **PLEASE BRING BLUE BOOKS TO CLASS.** Also, bring your own Crayolas.... actually a pen will do

A TIME FOR INTROSPECTION

Did you always give this class (and all your classes) your best effort?

These tests will be based on materials from the text, materials discussed in class as identified in the class slides, and all speakers. You will be responsible for answering test questions from specific assignments are in the Coming Attractions portion of the syllabus.

The tests are scheduled in the Coming Attractions section of your syllabus.

Make-ups. Tests that are missed may be made up only if the instructor approves absence beforehand, or it is unavoidable in nature. Make-up tests will be administered on the dates to be announced:

- You will have the full class time to complete each test.
- I suggest you study for these tests. These are some of the rumors concerning my tests: 1) they are easy (then don't study); 2) they are challenging (not if you study - no material on the test will look unfamiliar to those who read the assignments and come to class), 3) only selected materials appear on the test (wrong!!!! - there will be questions on your tests from all modules, class

notes, and guest speakers). You can believe the rumors or you can believe me....just keep in mind who crafts the tests.

UT ARLINGTON's honor code will be applicable on all tests. Any open materials or other less than honorable behaviors will result in a grade of zero being assigned to the test.

If you arrive to take your exam and a student has already completed the exam and has left the room, then you will not be allowed to take the exam.

HOW YOU CAN USE THIS CLASS TO LEARN

This class will provide a number of active learning opportunities. The key words in the last sentence are "learning opportunities." I can't make you learn....but you can make yourself learn.

The mere act of listening to wise statements and sound advice does little for anyone. In the process of learning, the learner's **dynamic cooperation** is required. A key to learning lies in the fact that the learning process should dignify you as the student by opening the way for you to make positive contributions to thought. You will be provided with materials that will make it possible for you to think purposefully. From these materials, questions will be raised and conclusions will be drawn. Try to make some of them **your** questions and **your** conclusions. Try to listen to other points of view. Try not to reject other points of view because they differ from yours. **None of us has the market for good ideas cornered.**

Those who have been ill-prepared by their school systems and those in charge of such systems must develop the discipline that will lead to what Thomas Huxley called the most valuable result of education: **"The ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not..."**

GRADING SUMMARY

Final grades will be determined as follows:

- | | |
|------------------|---|
| • Tests - | 300 points – (150 points each). |
| • Assignment 1 - | 150 points - 2 product descriptions (75 points each) |
| • Assignment 2 - | 300 points – 2 role-play sales presentations (150 points each) |
| • Assignment 3 - | 50 points –selling role play evaluations (percentage of completion) |
| • TOTAL | 800 points |

Grade Scale Grade	Total Points Received
A	720-800
B	640-719
C	560-639
D	480-559
F	<480

There will be no curve, and although this is a sales class that teaches you negotiating techniques, final grades are not negotiable, with the exception of a calculation error on the part of the instructor. ASK QUESTIONS EARLY.

A TIME FOR INTROSPECTION

If you feel you deserve credit for work not done in this class,
how many other times will you feel the same way as you navigate
the remainder of your college and professional experiment?
And, who really is the one who is hurt?

ATTENDANCE --- decide!!!!

Attendance counts! I will incorporate outside material that compliments the text and this will likely be useful for exams and for your assignments. If you miss class you will miss any information and learning opportunities that are presented in class. Thus, it is in your best interest to attend every class. **Suppose you miss a sales call.....what have you lost that is non-recoverable?**

Treat class attendance and your studies like a job. First, if you are not in class, what are you doing that is more important? In the absence of a legitimate reason for non-attendance, you allow others to speculate on what you are doing. Teachers rarely speculate positively. Second, you have **168 hours** per week in which you live, eat, sleep, work, study, play. Assuming you are in class for **15 hours** and, assuming (big time assumption) that you study for **30 hours**, you have consumed **45 hours**. Now, if you work are active in extracurriculars for 30 hours, you have now used **75 hours**. That leaves **93 hours** or..... **about 13 hours a day in which you can sleep (not recommended).**

GRADE INQUIRIES

As you pursue your college education, there will be times (hopefully not many) in which you receive a grade that is not satisfactory to you. If such a situation occurs, **one course of action that will not work** is to whine to your professor. To be straightforward about it, I do not want to hear it. But **I will listen to professionals.** What can you do to get my attention? One strategy that works is to examine the work on which you received the unsatisfactory grade and compare it to materials found in textbooks, class notes, and other legitimate sources of information. Prepare a presentation in which you approach me with some **intelligent reasoning** and a clear statement of your **desire to learn**. In other words, present facts. Try to stay off the emotional roller coaster. By all means, **do not wait until the end of the semester to approach me (or any professor) with the hope of a miracle!!!!** Students need to achieve certain grades for a variety of reasons:

- to stay off probation
- to avoid suspension
- to graduate
- to retain a scholarship
- to earn academic honors
- to feed their egos

You have not learned how to take a hit (to deal with adversity). You may earn a D, but you can't believe it because you've never made a D and the whining and the "excusemanship" abound. Take the D, assume responsibility for your actions and be willing to be held accountable. If the above reasons (no doubt there are others) for needing a grade were so important, you would not wait until the last minute, when all the results are in, to plead your case. Plan ahead!!!!

You probably have a good idea of the grade you want or need in this course and every other course. **Do not wait** until the end of the semester to realize that you will not reach your goal. Also, don't treat your

goal as a minimum acceptable standard. Shoot high. Don't set a goal and just "try to make it." Chances are you will struggle to make it as you become complacent early and become frazzled late in the semester. **Goals set at levels that are too low do not motivate.** If you are having difficulty with a course, the time to deal with it is early in the semester before too many grades have been determined. The more you have invested in a course, the more difficult it is to change the grade.

There is no doubt that grades are important since they are one of the few quantitative pieces of information on which student performance can be evaluated. You can enhance your ability to **earn** good grades by being prepared for your classes and your assignments. Consider that if you read materials ahead of the class in which they will be discussed, you will have heard something twice. **Most of us remember something better if we have heard it twice than if we have only heard it once.**

Inquiries about grades. In this class, you will have time to discuss any grade or any recorded absence. After the grade or absence is posted, **you will have one class day to submit any inquiries.** I will accept ***no inquiries once one class day has passed by.*** **All posted grades and absences will be dated. It is your responsibility to check the accuracy of your grades.** In other words, I do not want to see you in the last week of the semester about work done in the first week of the semester.

If you have an **inquiry about a test or assignment grade**, that inquiry must be **made in writing.** Your inquiry must include justification for that answer you selected as the correct answer if that differs from the correct answer indicated on the key. **Grade changes on assignments and tests, if any, will be posted ASAP.**

A TIME FOR INTROSPECTION

If you wait until the last minute to address a problem,
what are you really saying about you?

CLASS POLICIES

Class Participation: Classes are a combination of lecture and discussion with emphasis on discussion. You are encouraged to participate. The best way to earn a high grade in this course is to read the course material and prepare questions and comments before coming to class. Class discussions will be livelier and more beneficial if you come prepared.

A TIME FOR INTROSPECTION

If you are playing baseball, you'd never expect to get a hit while focusing
on the scoreboard. But this is exactly the key mistake that many of us make.
Rather than paying attention to what we are doing while we are doing it,
our attention strays to the outcome.

Late Assignments: Written assignments will be collected in class on their due dates and are due by the start of class time on the designated date. **For assignments not turned in during class, drop them off at the front desk of the Marketing Department (Room 234 CoB).** Make sure that you submit the assignment on time to get full credit for your assignment. If the assignment is not submitted on time you will receive **1/2 CREDIT** for the assignment. It is up to you to keep track of due dates for the assignments, so please refer to this syllabus and **BlackBoard** often to keep abreast of the schedule. Please do not depend on the instructor to remind you of due dates.

Please switch off all cellular phones, PDAs, and/or other devices of electronic wizardry when in class, as they tend to disturb the flow of the class. Consider how you feel when you are talking and someone interrupts you. Empathize!!!!

A TIME FOR INTROSPECTION

How much easier would your work be if you put forth as much effort trying to improve the quality of it as many do trying to make excuses for not properly attending to it?

MARKETING 3322 SCHEDULE

(Subject to Change by the Instructor)

Jan 14	Course Introduction	
Jan 16	Managing Time/ Self	Chapter 1
Jan 21	How Buyers Buy	Chapter 2
Jan 23	Preparation	Chapter 3
Jan 28	Attention	Chapter 4 & 1st Product Plan Due
Jan 30	Decision Making When Ethics are in Play	
Feb 4	Work Day	
Feb 6	Elevator Speeches	
Feb 11	Elevator Speeches	
Feb 13	TEST 1	STUDY
Feb 18	Exhibition	Chapter 5
Feb 20	Prescription	Chapter 6 & 2nd and 3rd Product Plan Due
Feb 25	Conviction/ Motivation	Chapter 7
Feb 27	Completion/ Partnering	Chapter 8
Mar 4	TEST 2	STUDY
Mar 6	1st Selling Presentations	
Mar 11 & 13	SPRING BREAK	
Mar 18	Guest Speaker	
Mar 20	1st Selling Presentations	
Mar 25	1st Selling Presentations	
Mar 27	1st Selling Presentations	
Apr 1	1st Selling Presentations	
Apr 3	1st Selling Presentations	

Apr 8	1st Selling Presentations
Apr 10	2nd Selling Presentations
Apr 15	2nd Selling Presentations
Apr 17	2nd Selling Presentations
Apr 22	2nd Selling Presentations
Apr 24	2nd Selling Presentations
Apr 29	2nd Selling Presentations
May 1	2nd Selling Presentations

CLASS ENDS ON MAY 1. THERE IS NO FINAL

Note: Reading ahead casually will help you in this class. Reading ahead is like preparation for sales. If you have read something once, and then you are exposed to it again, learning is facilitated.

INFORMATION ON UT ARLINGTON POLICIES

Academic Integrity: It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Drop Policy: Students will not be dropped by the instructor for non-attendance. It is the student's responsibility to complete the course or withdraw from the course in accordance with new University Regulations which are effective Fall 2006. Under the new policy, there is only one drop date at the two-thirds point in the semester. A student dropping on or before that date will receive a "W" grade. Students are strongly encouraged to verify their grade status with the instructor before dropping a course and to see their advisor if there is any question about the consequences for dropping a course under the new guidelines. Please refer to the on-line Undergraduate and Graduate catalogs and the Schedule of Classes for specific university policies and dates.

Americans With Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112--The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act--(ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UT ARLINGTON include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.UT Arlington.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Student Support Services Available: The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. Classes are held as scheduled during this week and lectures and presentations may be given.

E-Culture Policy: The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.UT Arlington.edu/email. New students (first semester at UT ARLINGTON) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

Policy on Nonpayment Cancellations: Students who have not paid by the census date and are dropped for non-payment cannot receive a grade for the course in any circumstances. Therefore, a student dropped for non-payment who continues to attend the course will not receive a grade for the course. Emergency loans are available to help students pay tuition and fees. Students can apply for emergency loans by going to the Emergency Tuition Loan Distribution Center at E. H. Hereford University Center.

Textbook Purchases: Textbooks should be purchased by Census Date. The bookstore policy is to return any unsold textbooks to the publisher after this date.

COBA Policy on Bomb Threats: Section 22.07 of the Texas Criminal Law states that a Class A misdemeanor is punishable by (1) a fine not to exceed \$4,000, (2) a jail term of not more than one year, or (3) both such a fine and confinement. If anyone is tempted to call in a bomb threat, be aware that UT ARLINGTON has the technology to trace phone calls. Every effort will be made to avoid cancellation of presentation/ tests caused by bomb threats to the Business Building. Unannounced alternate sites will be available for these classes. If a student who has a class with a scheduled test or presentation arrives and the building has been closed due to a bomb threat, the student should immediately check for the alternate class site notice which will be posted on/near the main doors on the south side of the Business building. If the bomb threat is received while class is in session, your instructor will ask you to leave the building and reconvene at another location. ***Students who provide information leading to the successful prosecution of anyone making a bomb threat will receive one semester's free parking in the Maverick Garage across from the Business Building.*** UT ARLINGTON's Crimestoppers may provide a reward to anyone providing information leading to an arrest. To make an anonymous report, call 817-272-5245.

COBA Policy on Food/Drink in Classrooms: College policy prohibits food and/or drinks in classrooms and labs. Anyone bringing food and/or drinks into a classroom or lab will be required to remove such items, as directed by class instructor or lab supervisor.

Evacuation Procedures: In the event of an evacuation of the College of Business building, when the fire alarm sounds, everyone must leave the building by the stairs. With the fire alarm system we now have, the elevators will all go to the first floor and stay there until the system is turned off. All those in the North tower side of the building should proceed to the fire escape stairs located on the East and West sides of that wing.

For disabled persons: please go to the Northeast fire stairs. We have an evacuation track chair located on the 6th floor stairwell. We have people trained in the use of this chair and there will be someone who will go to the 6th floor to get the chair and bring it to any lower floor stairwell to assist disabled persons. Faculty members will notify the Dean's Office at the beginning of each semester of any disabled persons in their classes.

Should this be a real emergency, the Arlington Fire Department and UT ARLINGTON Police will also be here to help.