

**Social Impact Marketing**  
**MKTG 6231 - 721**  
**Syllabus Spring Mod B 2023**

Instructor: Professor Maddy Kulkarni

Class hours: 6:30 PM – 9:45 PM, Monday's Spring Module B March 6 – April 22

Office hours: Before or after class (email me ahead of time if you want to meet before class)

Class Location: Florence Hall 0201

E-mail: mmkulkarni@smu.edu

Course Website: Canvas

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**Textbook:** Social Impact Marketing 1<sup>st</sup> Edition

Physical & digital versions are available on the publisher's website here (it is quicker to get the textbook here than from Amazon): <https://he.kendallhunt.com/product/social-impact-marketing-essential-guide-changemakers>

**Course Description:**

This new graduate level course is intended to dive deeper into the social impact aspects of marketing. With the rise of discerning Gen Z consumers, brands and corporations are expected to use their business as a force for good. But there is also a risk of backlash from consumers who see brands doing this work inauthentically, where brands are accused of "greenwashing" and "purpose-washing." This course explores how marketers can engage their consumers on topics of environmental sustainability, social justice, and DEI (diversity, equity, and inclusion) in a way that builds brand equity, drives sales, and makes a positive impact. Students will learn how to approach social impact marketing from a strategic lens - from how purpose branding can elevate a brand's positioning, to how to navigate through complex stakeholder management.

Each student, or group of ~5 students, should select a company (nonprofit or for-profit) to work with over the 7 weeks. Students should find a contact at that company before the class starts. (It can be a company you currently or have previously worked or volunteered with, which will make the assignments easier.)

**Student Learning Objectives/Outcomes:**

1. Learn and practice applying a social impact lens to traditional marketing frameworks to address environmental and societal issues at a for-profit or a nonprofit organization that builds brand equity, drives sales, and creates a positive impact
2. Define KPIs (key performance indicators) for Awareness, Engagement, and Impact goals to determine the effectiveness and measure success of the social impact marketing strategies
3. Create a robust and implementable social impact marketing strategy for a real client through soliciting and incorporating their feedback
4. Understand ways to avoid greenwashing, purpose-washing, and even "purpose-hushing"
5. Become comfortable with the iterative nature of building marketing strategies

**Tentative Class Schedule (Subject to change)**

| Class | Date     | Prep Work   | In Class Topic and Exercises   |
|-------|----------|---|--|
| 1     | March 6  | <ul style="list-style-type: none"> <li>• Select a company (for profit or nonprofit) that you would like to develop a social impact marketing strategy for. Identify 1 person in its marketing department to serve as your main contact/client for the semester</li> <li>• Read Chapters 1 &amp; 10</li> <li>• Watch Dan Pallotta's <a href="#">TED Talk: The Way We Think About Charity is Wrong</a></li> </ul> | <ul style="list-style-type: none"> <li>• What is social impact marketing &amp; how is it different than regular marketing?</li> <li>• Using the 5 Ps framework to organize your thoughts around an idea for social impact</li> <li>• Developing impact KPIs to be clear on the impact you want your product or service to have in the world and how you will measure success</li> <li>• Exercises 1.1 and 10.2.</li> </ul> <p>Upload your answers to these exercises on Canvas by the end of the class</p>   |
| 2     | March 13 | <ul style="list-style-type: none"> <li>• Conduct an in-person or virtual visit with your client. Review what we discussed in Class 1 and get your client's feedback on your drafts for Exercises 1.1 and 10.2. Revise your drafts based on the client's feedback and upload the revised versions on Canvas</li> <li>• Read Chapters 2 &amp; 3</li> </ul>  | <ul style="list-style-type: none"> <li>• Discussion on Dan Pallotta's TED Talk</li> <li>• Using the 3 Cs framework to deepen your understanding of who your idea serves, and the different stakeholders involved with your product's impact area</li> <li>• Exercises 2.1 and 2.5</li> <li>• Using the STP framework to articulate your product's unique impact and value proposition</li> <li>• Choosing traditionally underserved targets while creating business value and building brand equity</li> <li>• Exercises 3.1, 3.2, 3.3, and 3.4</li> </ul> |

|   |          |   |   |
|---|----------|---|---|
|   |          |   | Upload your answers to Chapter 2 and Chapter 3 exercises on Canvas by the end of the class  |
| 3 | March 20 | <ul style="list-style-type: none"> <li>Review what we discussed in Class 2 and get your client's feedback on your drafts for exercises from Chapters 2 and 3. Revise your drafts based on the client's feedback and upload the revised versions on Canvas</li> <li>Read Chapters 4 and 7</li> </ul>   | <ul style="list-style-type: none"> <li>Creating integrated marketing campaigns</li> <li>Conducting market research: Developing empathy, conducting interviews, and using data to uncover actionable marketing strategies</li> <li>Exercises 7.1, 7.3, and 7.4</li> </ul> Upload your answers to these exercises on Canvas by the end of the class |
| 4 | March 27 | <ul style="list-style-type: none"> <li>Use any of the research methods referenced in Chapter 4 to get feedback on your campaign ideas from your target consumers</li> <li>Get feedback on your current campaign ideas from your client</li> <li>Summarize your research and client feedback in a chart like the one outlined in Exercise 4.7 and upload it to Canvas</li> </ul> | <ul style="list-style-type: none"> <li>Developing insights from data</li> <li>Iterating and revising campaign ideas</li> <li>Revisiting prior frameworks and impact goals to see if any edits should be made</li> </ul>   |
| 5 | April 3  | <ul style="list-style-type: none"> <li>Continue research as needed by doing exercises from Chapter 4</li> <li>Send an invitation to your client for the final presentations on April 17</li> <li>Optional: Read Chapter 9</li> </ul>  | <ul style="list-style-type: none"> <li>Greenwashing, purpose-washing, and purpose-hushing</li> <li>Public Relations: Amplifying the good, staying out of trouble, and managing a PR crisis</li> </ul>   |
| 6 | April 10 | Have a solid draft of your presentation ready to get feedback on during class   | <ul style="list-style-type: none"> <li>Refining marketing strategies to create a cohesive marketing plan</li> <li>Presentation Prep</li> </ul>  |
| 7 | April 17 | Practice your presentations   | Presentations   |

These descriptions and timelines are subject to change at the discretion of the Professor.

**Grading Policy:**

|  |                   |
|--|-------------------|
| In Class chapter exercises completed and submitted on Canvas (worth up to 5 pts each during the first 3 classes) | 15 points         |
| Revised chapter exercises after client feedback and research (3 assignments worth up to 15 points each)          | 45 points         |
| Presentation   | 20 points         |
| In Class Participation   | 20 points         |
| <b>Total</b>   | <b>100 points</b> |

**Grading Rubrics:**

| In Class Chapter Exercises (Three 5-points opportunities, graded on completion) |          |
|---|----------|
| Did not upload to Canvas by the end of class date                               | 0 points |
| Completed class exercises and uploaded to Canvas by the end of the class date   | 5 points |

| Revised Chapter Exercises (Three 15-point opportunities)  |           |
|---|-----------|
| Did not turn in revised chapter exercises   | 0 points  |
| There is a little effort in revising the initial write ups for the exercises completed in class   | 5 points  |
| There is a meaningful improvement in what was initially submitted in class, but details one would expect that come with having a thoughtful conversation with the client and/or other stakeholders is not noticeable.                               | 10 points |
| Very thoughtful attempt at going deeper with the chapter exercises, it is clear the client offered feedback and it was incorporated into the write up, and the submission looks ‘client ready’ in a professional looking format with proper grammar | 15 points |

| Final Presentation (20-point Opportunity)                 |           |
|---|-----------|
| The information from the exercises in class is presented  | 10 points |
| The marketing strategies in the presentation are cohesive | 15 points |

|  |           |
|--|-----------|
| The marketing strategies feel cohesive and custom for the client’s organization, and the information is presented in a professional and engaging way | 20 points |
|--|-----------|

| <b>In Class Participation (20-point Opportunity)</b>  |           |
|---|-----------|
| You offer your point of view when called on   | 10 points |
| Active Participation – you ask questions or offer your opinions on campaigns discussed in class   | 15 points |
| Quality Participation – professor knows your name, you participate in class discussions and breakout sessions, your comments build on the other students’ comments (demonstrating active listening) | 20 points |

Letter grades will be assigned as follows:

A: 95 – 100

A-: 90 – 94

B+: 85 – 89

B: 80 – 84

B-: 75 – 79

C+: 70 - 74

C: 65 – 69

C-: 60 – 64

D+: 55 – 59

D: 50 – 54

D-: 45 – 49

F: 0 – 44



**MKT 4360.501 SOCIAL IMPACT MARKETING**  
**Term 21F, Regular Academic Session**

Instructor: Professor Maddy Kulkarni

Class hours: Wednesdays 7:00pm-9:45pm,

Starts: Aug 25, 2021

Ends: Final on Dec 15, 2021

Class Location: JSOM 2.106

Professor's E-mail: mxk170005@utdallas.edu

Course Website: elearning.utdallas.edu (For downloading lecture notes, submitting assignments and accessing grades)

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**Textbooks:**

Social Impact Marketing 1<sup>st</sup> Edition

<https://he.kendallhunt.com/product/social-impact-marketing-essential-guide-changemakers>

**Course Description:**

This new upper level course is intended to dive deeper into the social aspects of marketing. Students will learn how to approach social impact marketing from a strategic lens - from how purpose branding can elevate a brand's positioning, to how to navigate through complex stakeholder management. The course is designed to help students think about purpose driven marketing and how that differs from traditional marketing.

Students will receive both course credit and the fulfilment of the 100 hours of the UT Dallas community service requirement with successful completion of the course. There will be approximately 3 classes 'off site' at local nonprofits. Site waivers will need to be signed by each student in order to attend.

Based on a balance of students' interest and the professor's discretion, students will be placed into "Brand Teams" of 5 members each. Each team will select 1 nonprofit or social enterprise of their choosing for their semester's service-learning work.

**Student Learning Objectives:**

*Functional skills students will develop on include:*

- Effective storytelling
- Developing meaningful insights reports

- Working with creative agencies
- Writing and providing effective feedback on creative briefs
- Understanding legal elements of social marketing
- Developing a Public Relations strategy - how to promote the good and prepare for negative feedback

*Soft skills students will develop include:*

- Grit and the ability to “figure it out”
- Dealing with Uncertainty/Ambiguity
- Data Collection, Evaluation & Analysis
- Delivering and Receiving Feedback

**Class Schedule (Tentative and subject to change):**

| Date   | Topic   | Assignments Due                            | After Class Homework & Assignments   |
|--------|---|--|--|
| Aug 25 | <p><b>Intro:</b></p> <ul style="list-style-type: none"> <li>● What is social impact marketing &amp; how it’s different than regular marketing?</li> <li>● Overview of syllabus (Books, Podcasts) + Grading</li> <li>● Dan Pallotta's <a href="#">TED Talk: The Way We Think About Charity is Wrong</a></li> <li>● Select the nonprofit you want to work with this semester and get into groups</li> </ul> |  | <ol style="list-style-type: none"> <li>1. Research everything you can about the project you’ve chosen</li> <li>2. Reach out to the nonprofit you are interested in and share with them that you’d like to help them with a marketing plan. Have a representative there sign an agreement form to serve as your main point of contact.</li> <li>3. Read Chapter 1 and complete the 5P exercise for your chosen nonprofit</li> </ol> |
| Sept 1 | <p><b>5P’s and Client Relationship Management:</b></p> <ul style="list-style-type: none"> <li>● Dealing with Ambiguity</li> <li>● Developing Empathy</li> <li>● Developing a deep understanding of the consumer (who you serve)</li> </ul>  | Individual Assignment 1 + Group Submission | <ol style="list-style-type: none"> <li>1. Read Chapter 2 and complete the exercises on the 3C’s</li> <li>2. Try to do an in-person visit with the nonprofit you are working on</li> </ol>  |

|        |  |  |   |
|--------|--|--|---|
| Sept 8 | <b>3 C's and Consumer Behavior</b> <ul style="list-style-type: none"> <li>• How People Make Giving Decisions</li> <li>• The difference between Fundraising and Marketing functions</li> </ul>  | Individual Assignment 2 + Group Submission | Read Chapter 3 and complete the exercises on Segmentation, Targeting, and Positioning   |
| Sep 15 | <b>Review Client Deliverables and Prep for Client Interviews:</b> <ul style="list-style-type: none"> <li>• Role playing and mock interviews</li> </ul>   | Individual Assignment 3 + Group Submission | <ol style="list-style-type: none"> <li>1. Read Chapter 4 and complete the exercises to conduct primary and secondary research</li> <li>2. Start conducting consumer interviews</li> </ol> |
| Sep 22 | <b>Creating Meaningful Insights:</b> <ul style="list-style-type: none"> <li>• Using data to uncover actionable marketing strategies</li> </ul>   | Individual Assignment 4 + Group Submission | <p>Read Chapter 5</p> <p>Continue conducting consumer interviews</p>  |
| Sep 29 | <b>Working with Creative Agencies:</b> <ul style="list-style-type: none"> <li>• Creating agency design briefs for Logos &amp; Websites</li> <li>• Providing consolidated feedback to agency partners</li> </ul>  | Individual Assignment 5 + Group Submission | <p>Read Chapter 6</p> <p>Schedule Agency briefing time</p>  |
| Oct 6  | <b>Websites:</b> <ul style="list-style-type: none"> <li>• Develop Site Map for your website and draft content per page</li> </ul>  | Individual Assignment 6 + Group Submission | <p>Read Chapter 7</p> <p>Check in with your nonprofit to share your current work. Get their feedback.</p>   |
| Oct 13 | <b>Campaigns:</b> <ul style="list-style-type: none"> <li>• Effective vs. Ineffective campaigns</li> <li>• Creating Awareness vs. Driving Action</li> </ul>   | Individual Assignment 7 + Group Submission | Reach Chapter 8   |
| Oct 20 | <b>Mid-semester Evaluation:</b> <ul style="list-style-type: none"> <li>• How is class going? What should we Start, Stop, and Continue?</li> </ul> <b>Social Media:</b> <ul style="list-style-type: none"> <li>• Content Calendars</li> <li>• Cancel Culture</li> </ul> | Individual Assignment 8 + Group Submission | Read Chapter 9  |
| Oct 27 | <b>Public Relations:</b> <ul style="list-style-type: none"> <li>• Press kits</li> <li>• Managing a PR crisis</li> </ul>  | Individual Assignment 9 + Group Submission | Read Chapter 10   |



|        |   |                             |  |
|--------|---|-----------------------------|--|
|        | <b>The Law &amp; Marketing</b> <ul style="list-style-type: none"> <li>What Can and Can't You Say in Nonprofit Marketing?</li> </ul> |                             |  |
| Nov 3  | How to start a nonprofit Fundraising & Marketing - How are they different?  | Individual Assignment<br>10 | Check in with your nonprofit to share your current work. Get their feedback. |
| Nov 10 | Group Paper + Presentation Prep   |                             |  |
| Nov 17 | Group Paper + Presentation Prep   |                             |  |
| Nov 24 | No Class / Fall Break   |                             |  |
| Dec 1  | Group Presentations Part 1  | Group Paper                 |  |
| Dec 8  | Group Presentations Part 2  | Teammate Evaluations due    |  |
| Dec 15 | Group Presentations Part 3  |                             |  |

### Grades

| Assignment                                     | # of Points       |
|--|-------------------|
| Individual Assignments<br>(10 x 5 points each) | 50 points         |
| Group Papers<br>(10 x 1 point each)            | 10 points         |
| Group Presentation                             | 20 points         |
| Teammate Evaluation                            | 10 points         |
| Class Participation                            | 10 points         |
| <b>Total</b>                                   | <b>100 points</b> |



## **Assignments:**

Unless otherwise noted, the assignments must be turned in at the beginning of class on the day specified to avoid receiving a zero. Late homework will not be accepted.

## **Letter grades will be assigned as follows:**

A+: 96 - 100 A: 92 – 95 A-: 88 - 91 B+: 84 - 87 B: 80 - 83 B-: 76 – 79; C+: 72 - 75 C: 68 – 71 C-: 64 - 67  
D+: 60 - 63 D: 56 - 59 D-: 52 – 55; F: 0 - 51

## **Attendance and Participation:**

Active class participation is important to your learning. Students need to sign the attendance sheet each class except exam weeks and presentation week. Each student is **allowed to be absent at most two times** during the whole semester. Any subsequent absences will **cost you 2 points off your FINAL grade.**

It is the student's responsibility to catch up on any missed content by reviewing the syllabus, class notes, readings, by asking their fellow classmates, etc.

Extra Credit will be determined by the professor or suggested by students at the end of the semester.

## **Tardiness**

**Tardiness disrupts the learning environment. If a student arrives after 7:00p m, our class policy will be for that student to wait to enter the classroom until during the break, which will occur around 8:15 pm.**

## **Course & Instructor Policies**

### **Student Conduct & Discipline**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, A to Z Guide, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Board of



Regents, The University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the university's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

### **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

### **Email Use**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is



to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

### **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

### **Student Grievance Procedures**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures. In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

### **Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to



complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

### **Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union.

Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

### **Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.



The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

### **Off-Campus Instruction and Course Activities**

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean.

([http://www.utdallas.edu/Business\\_Affairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/Business_Affairs/Travel_Risk_Activities.htm))

These descriptions and timelines are subject to change at the discretion of the Professor.

**Classroom Safety and COVID-19** To help preserve the University's in-person learning environment, UT Dallas recommends the following: Adhere to the University's CDC Updated Guidelines issued on July 30, 2021. All Comets are strongly encouraged to wear face coverings indoors regardless of vaccination status. Please note this represents a change in the campus guidance issued on May 20, 2021. Classroom Conduct Requirements Related to Public Health Measures UT Dallas will follow the public health and safety guidelines put forth by the Centers for Disease Control and Prevention (CDC), the Texas Department of State Health Services (DSHS), and local public health agencies that are in effect at that time during the Fall 2021 semester to the extent allowed by state governance. Texas Governor Greg Abbott's Executive Order GA-38 prohibits us from mandating vaccines and face coverings for UT Dallas employees, students, and members of the public on campus. However, we strongly encourage



all Comets to get vaccinated and wear face coverings as recommended by the CDC. Check the Comets United: Latest Updates webpage for the latest guidance on the University's public health measures. Comets are expected to carry out Student Safety protocols in adherence to the Comet Commitment. Unvaccinated Comets will be expected to complete the Required Daily Health Screening. Those students who do not comply will be referred to the Office of Community Standards and Conduct for disciplinary action under the Student Code of Conduct – UTSP5003.