

STRT 283: Strategic Management

McDonough School of Business
 Georgetown University

Instructor	Chris Rider	Semester	Fall 2015
Classroom	Hariri 160	Schedule	MON/WED @ 9:30am–10:45am (Sec. 1), 11:00am–12:15pm (Sec. 2), or 12:30pm– 1:45pm (Sec. 3)
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Office	Hariri 321	Office Hours	MON/WED @ 8:30am–9:25am or <i>by appointment</i>

This entire syllabus is required reading for this course.

OVERVIEW

This course is focused on how to create and sustain advantages in highly competitive business environments. Both qualitative and quantitative analysis skills will be emphasized. We will focus on analytical frameworks and techniques for evaluating industries and for developing successful business strategies. Specifically, we will consider the internal and external factors that determine firms' chances of success; firms' offerings and costs relative to competitors; the scope of firm activities; the markets and niches a firm serves; the resources and capabilities that firms leverage; and scenario-based approaches to strategic management. All of these factors inform our understanding of the relationship between strategic action and competitive advantage.

Students adopt the perspective of a general manager (e.g., of a business unit, a plant, a region, a division, a product line, a company) focused on long-term profitability. We will answer questions typically addressed by senior corporate executives. Two reactions to this challenge are common: (1) "It will be years before I'm a senior executive. Why do I need this course now?" or (2) "This course will accelerate my time-to-senior executive!" You are encouraged to embrace reaction #2.

By considering business situations from the perspective of those who will be supervising your work and/or leading your employers, you will be prepared to deliver high quality work products. This course will prepare you to anticipate the most likely concerns and questions of senior executives making important business decisions.

PRE-CLASS SURVEY: Prior to the first day of class, please complete a brief survey by visiting the following URL: <http://tinyurl.com/nke99kz>. Completing this survey is considered class participation.

COURSE FORMAT

This course will consist of lectures, case discussions, and group presentations. Case discussions typically start with a “cold call.” I also cold call students during our discussions so it is in your best interest to prepare thoroughly for every class and to pay close attention during class. This course will be most valuable (and enjoyable) if all students engage and participate in a productive manner. To contribute to a productive learning environment, you must do the following:

SPECIFIC EXPECTATIONS OF STUDENTS

1. Think. Regularly and clearly.
2. Attend all classes for the section in which you are enrolled.
3. Notify the instructor, via email, of an absence before the absence occurs.
4. Prepare, prepare, prepare. For every class.
5. Listen. Pay attention. Seek to understand and then to contribute.
6. Participate regularly throughout the semester (more details below).
7. Carefully consider your position and state it clearly.
8. Apply course concepts to frame and support your position.
9. Treat all classmates and their opinions with respect.
10. Display your name card in each class.
11. Do not use electronics for anything other than taking notes during class. But, [read this](https://goo.gl/2WK7Rx) to decide if you should even do that: <https://goo.gl/2WK7Rx>.
12. Switch cell phones to silent mode during class.
13. Complete all assignments and exams.
14. Request instructor permission if you wish to record any or all classes.
15. Work very, very hard.

As for participation, quality is much better than quantity. You need not speak often; you need speak thoughtfully. Carefully considered arguments based on case facts that support your position are good; even better is specific identification of what it would take to change your position (e.g., alternative assumptions, changes in facts). Structured comments that move discussions forward are preferred to repeating previous points, stating the obvious, and rambling mindlessly. What is and is not “quality” will become clear as the semester progresses.

COURSE MATERIALS

The course reader is required reading and may be purchased from Harvard Business School Publishing at the URL provided in Blackboard. Supplementary materials will be distributed via Blackboard or the GU library e-reserves. There will not be a textbook. Lecture slides will be posted on Blackboard after class and only a subset of case discussion slides will be distributed.

EXAMS

There will be two in-class exams on **Monday, October 26th** and **Wednesday, November 18th**. In the event of an excused exam absence, the other exam’s normalized score (see grading section below) will count as the score for the exam not taken. Exams will be discussed in more detail during class.

GROUP ASSIGNMENTS

Business success requires good communication and teamwork skills. This course will prepare students for a successful business career by providing an opportunity to work on course assignments with a group for two case analyses and one final course project. We will discuss group dynamics and performance on Monday, September 14th.

You will form your own groups. There may be no fewer than 5 students and no more than 6 students per group without the explicit permission of the instructor. All groups must be composed of students in the same section; there will be no exceptions. Group composition will remain unchanged for the duration of the course.

You must email the instructor with the names of all group members by Monday, September 21st.

Case Analyses

All groups will complete two case analyses. Due dates and guidelines below; more details in class.

Case Analysis #1: Ryanair → due Monday, October 19th

Case Analysis #2: Bergerac Systems → due Monday, November 9th

- Case analyses must be emailed by one group member to the instructor by 9am on the due date. Analyses submitted after 9am will receive ZERO credit on the assignment. Additionally, groups must submit a hard copy at the BEGINNING of class on the due date.
- All case analyses must directly answer the assigned questions (see course schedule).
- All case analyses must be SOLELY the work of group members. Only course materials (e.g., lecture notes, readings, and cases) may be used to analyze the case. The use of any outside analysis or unreferenced sources will be severely penalized (refer to Appendix 1).
- Case analyses must meet all formatting requirements:
 - No more than 5 pages of text, double-spaced, and two-sided printing.
 - Type in 12-pt Times New Roman font with 1-inch margins on all sides.
 - Include a cover page identifying all group members (does *not* count as 1 of 5 pages).
 - Up to 3 additional pages for appendices are permitted if additional analysis (e.g., spreadsheets, tables, summary charts) is absolutely necessary to support the argument presented in the case. Appendices MUST be discussed in the text and MUST directly support the analysis. Do not include unnecessary appendices.

Students with Disabilities

If you believe you have a disability, then please contact the Academic Resource Center (arc@georgetown.edu). The Center is located in the Leavey Center, Suite 335. The Academic Resource Center is responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

Group Project

In lieu of a final exam, groups will complete a final project. Basic project details follow; more during class time. Students are strongly encouraged to utilize the resources of the Georgetown Library, which are summarized in the STRT 283 Library Resources Guide, as well as Georgetown University's Writing Center (more details on both resources in Appendix 3).

1. Content

Each group will be assigned a publicly-traded company (i.e., your client). As consultants, you must thoroughly evaluate your client's competitive situation and prepare (a) a 3-page summary report for the client's senior executive team and (b) a presentation outlining your analysis and strategic recommendations. Both the report and the presentation must address the following:

INDUSTRY ANALYSIS

- How is the client's industry defined? How has the industry evolved?
- What are the critical drivers of success in this industry?

COMPETITOR ANALYSIS

- Identify the client's primary competitors and evaluate their strengths and weaknesses.

CLIENT ANALYSIS

- What are your client's competitive advantages and/or disadvantages? How have they evolved over time?

STRATEGIC RECOMMENDATIONS

- Deliver 1-2 concrete strategic recommendations for improving the client's competitive position.
 - Must be plausibly implemented within a reasonable timeframe.
 - Include a timeline for implementation and specific criteria for defining "success."
 - Clearly identify key assumptions and potential obstacles.

2. Logistics

There will be 6-8 groups and 3-5 clients in each section; 2 groups will be assigned as consultants to each of the clients. Both groups will prepare strategic recommendations and a presentation for the client. On presentation day, one group will be randomly selected to present for each client and the other group will assume the role of the client's senior executive team. The presentation, including Q & A, will last 30 minutes total (15 minutes for presentation + 15 minutes for Q & A). Presentation dates and clients will be assigned mid-semester.

3. Deliverables

Each group will deliver (a) a 3-page executive summary report, (b) electronic *and* paper copies of all presentation materials and (c) a comprehensive reference list of all sources, including but not limited to books, databases, articles, websites, individual interviews and correspondence, television programs, etc. All deliverables must be emailed by 1 group member to the instructor by 9am on the scheduled presentation date.

GRADING

Final course grades will follow the McDonough-recommended grade distribution for BBA courses. This is intended to produce an equitable distribution that ensures academic rigor and offers accurate feedback to students regarding their academic performance. Your course grade will consist of both individual *and* group components.

1. Individual

- 15% class participation (*CP*)
- 10% exam #1 (*EX1*)
- 20% exam #2 (*EX2*)
- 10% individual contribution to the group, as rated by group members (*IC*)
 - Group members will rate each other on their contributions to the group analyses, the project, and the presentation.
 - More details on this process will be discussed in class.

2. Group

- 10% group’s score on case analysis #1 (*CA1*)
- 10% group’s score on case analysis #2 (*CA2*)
- 25% group’s score on final project

Each component (e.g., *CP*, *EX1*, *CA1*) will be normalized by the class average (across all sections) on each component. For example, if the average exam #1 grade is 11 out of 15 then a student that received a score of 14 would receive an *EX1* score of 1.27 (14/11). Each normalized component score will then be weighted to produce a Final Grade Score. The calculation is as follows:

$$\text{Final Grade} = 0.15*(CP) + 0.10*(EX1) + 0.20*(EX2) + 0.10*(IC) + 0.10*(CA1) + 0.10*(CA2) + 0.25*(GP)$$

The Final Grade scores serve only to rank students in all sections of STRT 283; there is no predetermined relationship between absolute numeric scores and letter grades.

PROJECTED GRADE DISTRIBUTION

Numeric final grades will be converted to letter grades by combining all sections of STRT 283, ranking all Final Grade scores, and assigning letter grades according to the recommended grade distribution for McDonough BBA core classes. The approximate distribution will be as follows and the mean score will not exceed 3.3 (B+):

Letter Grade	Approximate % of Students in All Sections
A	10-15%
A-	15-20% (no more than 35% will receive A or A-)
B+	20-25%
B	20-25%
B-	10-20%
C+ or below	~ 10%

POLICY ON GRADE APPEALS (VERY IMPORTANT)

This course will prepare you to succeed in business. After graduation, supervisors will regularly evaluate your performance; you will often disagree with their evaluations. Rarely will stopping by your supervisor's office to lobby for a better rating or to complain about the evaluation process be rewarded with greater compensation, more promising projects, increasing responsibility, or unusually early promotions. As such, neither lobbying for higher grades nor complaining about grading will be rewarded in this course. Mistakes might be made and the merits of your work product could conceivably be underappreciated. Such instances are addressed as follows:

1. If you would like your grade on a specific assignment to be reconsidered, then you must compose a memo that justifies further consideration of your work.
 - a. All memos must be submitted within 1 week of the original grade being distributed.
 - b. The memo must be no more than 1 page (12-pt font, single-spaced, 1" margins).
 - c. The memo must be emailed to the instructor.
 - d. Students are encouraged to focus on changes that would result in a +/- 5% change in the score. Generally, time spent on smaller modifications is better spent studying.
2. Final decisions will be made within 1 week of submission (and, usually, much sooner).
3. Grades will be re-considered in their entirety and may be adjusted upward or downward or unaltered.
4. All grade appeals must be written; office hours should be treated as opportunities to discuss course content instead of opportunities to appeal grades.
5. Multiple choice questions on exams may not be appealed.
6. Out of fairness to classmates, students are asked to appeal no more than one graded course component during the semester.
7. Out of fairness to classmates, groups are asked to appeal no more than one graded course component during the semester.

Note that you are more likely to be successful in business if you can persuade others logically, not emotionally, in a concise and specific manner. Consequently, such appeals are most likely to result in more positive evaluations upon further review. Bear in mind that the grade appeal process is designed to prepare you to succeed in business; the process should *not* be abused (i.e., treated as a lottery ticket with a low probability chance of receiving a higher grade). Frivolous and/or excessive appeals will be viewed unfavorably.

COURSE SCHEDULE

Date	Topic	Required Preparation
WED 9/2	<i>Introduction</i>	<ul style="list-style-type: none"> • Complete online survey (< 5 minutes) by TUE 9/1. • Read syllabus.
WED 9/9	<i>What is strategy?</i>	<ul style="list-style-type: none"> • “What is strategy?” by M. Porter • “Crafting strategy” by H. Mintzberg • Honda (A), HBS Case #384049 (½ of class: A-L surname) • Honda (B), HBS Case #384050 (½ of class: M-Z surname) <p><u>Questions to prep:</u></p> <ol style="list-style-type: none"> 1) What caused Honda’s success? 2) What role did “good management” play in Honda’s success? 3) How do you define “good management?”
MON 9/14	<i>Economic foundations of strategy</i>	<ul style="list-style-type: none"> • <i>Prepare to discuss group dynamics & performance.</i> • “Principles of Microeconomics for Strategists, Online Tutorial” by Oberholzer-Gee, Yin & Raabe • Questions to prep: <ol style="list-style-type: none"> 1) Do you understand the relationship between cost and output? 2) Can you compute profit? 3) How does a profit-maximizing firm make decisions regarding prices and quantities?
WED 9/16	<i>Industry analysis</i>	<ul style="list-style-type: none"> • “Understanding Industry Structure” by M. Porter <p><u>Questions to prep:</u></p> <ol style="list-style-type: none"> 1) What determines industry profitability? 2) Is this clear? 3) What could be made clearer?
MON 9/21	<i>Applied industry analysis</i>	<ul style="list-style-type: none"> • EMAIL GROUP LIST to chris.rider@georgetown.edu • “Cola Wars Continue: Coke and Pepsi in 2010” HBS Case 9-711-462 (2011 revision) by D. Yoffie & R. Kim <p><u>Questions to prep:</u></p> <ol style="list-style-type: none"> 1) Why is the soft drink industry so profitable? 2) Why is producing concentrate more profitable than bottling cola? 3) What effect does Coke-Pepsi competition have on profitability?

COURSE SCHEDULE

Date	Topic	Required Preparation
WED 9/23	<i>Core competence and industry evolution</i>	<ul style="list-style-type: none"> • “Core Competence of the Corporation” by Prahalad & Hamel • “Intel, 1968-2003” by R. Casadesus-Masanell; D. B. Yoffie and S. Mattu, HBS Case 9-703-427 <p><u>Questions to prep:</u></p> <ol style="list-style-type: none"> 1) What was Intel’s DRAM strategy? 2) Why did Intel’s DRAM market share decline so dramatically from 1974 to 1984? To what extent is this decline attributable to strategy? 3) What was Intel’s microprocessor strategy? 4) Why was the microprocessor strategy more sustainable than the DRAM strategy?
MON 9/28	<i>Competitive dynamics</i>	<ul style="list-style-type: none"> • “The Right Game” by Brandenburger & Nalebuff <p><u>Questions to prep:</u> Identify a real-world business situation where game theory informs strategy.</p>
WED 9/30	<i>Applied competitive dynamics</i>	<ul style="list-style-type: none"> • “Lesser Antilles Lines” by Pfeifer & Gelly <p><u>Questions to prep:</u></p> <ol style="list-style-type: none"> 1) What is LAL’s pricing strategy? Is it sustainable? 2) What assumptions are behind Exhibit 4? 3) If we accept these assumptions, what action should LAL management take? 4) Which assumptions, if unrealistic, would cause you to change your recommendation and why?
MON 10/5	<i>Cost advantages</i>	<ul style="list-style-type: none"> • “Analyzing Relative Costs” by Rivkin and Halburda • <u>Optional:</u> Ch. 6 <i>Cost Leadership</i> in “Gaining and Sustaining Competitive Advantage” by Barney (3rd ed., 2007). PDF in GU library course reserves. <p><u>Questions to prep:</u></p> <ol style="list-style-type: none"> 1) What are some examples of companies with substantial cost advantages? 2) What is the basis of each cost advantage? <ul style="list-style-type: none"> • <i>The final project will be discussed during this session.</i>

COURSE SCHEDULE

Date	Topic	Required Preparation
WED 10/7	<i>Competitive cost analysis (1)</i>	<ul style="list-style-type: none"> • “Airborne Express” by Rivkin, HBS Case #9-798-070 <u>Questions to prep:</u> <ol style="list-style-type: none"> 1) How did AE survive and prosper despite changes in the express mail industry? 2) Quantify AE’s competitive advantage. 3) Should AE adopt distance-based pricing?
MON 10/12	<i>No class. Mid-semester holiday.</i>	
WED 10/14	<i>Competitive cost analysis (2)</i>	<ul style="list-style-type: none"> • “Matching Dell” by Rivkin & Porter, HBS Case #9-799-158 <u>Questions to prep:</u> <ol style="list-style-type: none"> 1) Why is profitability in the PC industry so low? How did it come to be this way? 2) What strategy is responsible for Dell’s success? 3) Calculate Dell’s advantage over Compaq in serving business customers. How did competitors respond to this advantage?
MON 10/19	<i>Dynamic strategic management</i>	<ul style="list-style-type: none"> • CASE ANALYSIS #1 DUE: “Dogfight over Europe: Ryanair (A)” by Rivkin, HBS Case 9-700-115 <u>Questions to answer for Case Analysis #1:</u> <ol style="list-style-type: none"> 1) Based on your industry and competitor analysis, does Ryanair have a good strategy? 2) How will Ryanair’s competitors likely respond? 3) Will Ryanair’s launch strategy be profitable? 4) Will Ryanair gain a sustainable competitive advantage?
WED 10/21	<i>Final project preparation session</i>	<ul style="list-style-type: none"> • We will discuss project expectations and library resources available for the final course project. Bring a web-enabled device to the session.
MON 10/26	<i>Exam #1</i>	

COURSE SCHEDULE

Date	Topic	Required Preparation
WED 10/28	<i>Differentiation advantages</i>	<ul style="list-style-type: none"> • “Creating Competitive Advantage” by P. Ghemawat & J. Rivkin, HBS #9=798-062 • <u>Optional</u>: Ch. 7 Product Differentiator in “Gaining and Sustaining Competitive Advantage.” by J. Barney (3rd ed., 2007). PDF in GU library course reserves. <p><u>Questions to prep:</u></p> <ol style="list-style-type: none"> 1) What are some examples of companies with differentiation strategies? 2) What is the basis for differentiation? 3) Is differentiation advantageous?
MON 11/2	<i>Competitive differentiation analysis</i>	<ul style="list-style-type: none"> • “Ducati” by G. Gavetti, HBS Case 9-701-132 <p><u>Questions to prep:</u></p> <ol style="list-style-type: none"> 1) What was Ducati’s turnaround strategy? 2) Can Ducati sustain its competitive advantage? 3) Should Ducati offer cruisers? 4) Can you persuade the CEO to follow your advice?
WED 11/4	<i>Vertical integration advantages</i>	<ul style="list-style-type: none"> • INDUSTRY ANALYSIS DUE: Email a 3-page industry analysis report for the final project client to chris.rider@georgetown.edu. • “Scope of the Corporation” by D. Collis, HBS #9-795-139 <p><u>Question to prep:</u></p> <ol style="list-style-type: none"> 1) Why “outsource” (e.g., sub-contract activities) 2) Why “off-shore” (e.g., relocate activities)?
MON 11/9	<i>Applied vertical integration advantage</i>	<ul style="list-style-type: none"> • CASE ANALYSIS #2 DUE: “Bergerac Systems: The Challenge of Backward Integration,” HBS Brief Case #4381. <p><u>Questions to answer for Case Analysis #2:</u></p> <ol style="list-style-type: none"> 1. Based on the business challenges described in the case, should Bergerac Systems integrate backward into the manufacture of plastic cartridge components? If so, then how? 2. What is the economic case for your recommendation? 3. What is the strategic case for your recommendation?

COURSE SCHEDULE

Date	Topic	Required Preparation
WED 11/11	<i>Diversification advantages</i>	<ul style="list-style-type: none"> • “Scope of the Corporation” by D. Collis, HBS #9-795-139. <u>Questions to prep:</u> <ol style="list-style-type: none"> 1) What is “synergy”? 2) How does diversification create value? 3) How might diversification destroy value?
MON 11/16	<i>Applied diversification advantage</i>	<ul style="list-style-type: none"> • “The Walt Disney Co.” by Rukstad, Collis & Levine, HBS Case #9-701-035 <u>Questions to prep:</u> <ol style="list-style-type: none"> 1) How has Disney sustained its success? 2) How did Eisner improve Disney’s competitive position? 3) What limits Disney’s diversification strategy?
WED 11/18	Exam #2	
MON 11/23 & WED 11/25	NO CLASS <i>Groups may consult the instructor in final project meetings on THUR 11/19, MON 11/23, or TUE 11/24.</i> ENJOY THE THANKSGIVING HOLIDAY.	
MON 11/30	<i>Group presentations (1)</i>	Groups to be announced.
WED 12/2	<i>Group presentations (2)</i>	Groups to be announced.
MON 12/7	<i>Group presentations (3)</i>	Groups to be announced.
WED 12/9	<i>Strategic career management</i>	Brief readings to be assigned. Prepare questions for discussion.

Appendix 1: Georgetown University Honor System

As a Jesuit, Catholic university, committed to the education of the whole person, Georgetown expects all members of the academic community, students and faculty, to strive for excellence in scholarship and in character.

To uphold this tradition, the University community has established an honor system for its undergraduate schools, including Georgetown College, the School of Foreign Service, the School of Business, the School of Nursing and Health Studies, and the School of Continuing Studies. Students are required to sign a pledge certifying that they understand the provisions of the Honor System and will abide by it.

The Honor Council is the principal administrative body of this system. The Honor Council has two primary responsibilities: to administer the procedures of the Honor System and to educate the faculty and undergraduate student body about the standards of conduct and procedures of the System.

The Georgetown Student Honor Pledge

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system:

To be honest in every academic endeavor, and

To conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.

Source: <http://honorcouncil.georgetown.edu/>

Specific Applications of the Honor Pledge to STRT 283 (list not all-inclusive)

1. Providing course materials to other students who have not yet taken STRT 283 is an act of academic dishonesty.
2. Providing course materials to, or discussing assignments and/or exams with, students in other sections of STRT 283 before the material has been covered in their section or encountered on an exam is an act of academic dishonesty.
3. Group projects that do not reflect the work of *all* group members or that reflect individuals who are *not* members of the group are the product of academic dishonesty.
4. Obtaining someone else's previous case analysis online is an act of academic dishonesty.
5. Using external sources without properly citing them is an act of academic dishonesty.
6. Any and all other behaviors that violate the Georgetown Student Honor Pledge.

Appendix 2: Sample Group Member Evaluation

Your Name: _____

Signature: _____

Date: _____

You must evaluate the contribution of each group member, including yourself, to the group assignments for STRT 283 (i.e., Dell and Sensormatic case analyses and the final group project). Please use the scale below to rate the contribution of each group member. Use only the integers below; no fractions or decimals. Refer to the table below for rating guidance.

1	2	3	4	5
Unsatisfactory	Marginal	Satisfactory	Good	Excellent

Rating	Label	The quality of the group's work would have been...
1	Unsatisfactory	...better without this member.
2	Marginal	...the same with or without this member.
3	Satisfactory	...somewhat diminished without this member.
4	Good	...diminished without this member.
5	Excellent	...severely diminished without this member.

In the table below, please list all group members in alphabetical order by last name. Include yourself and take care to list all group members' full names. In the third column list your numeric rating of their contribution to the group (1, 2, 3, 4, or 5).

Group Member	Group Member Name	Your Rating of Their Contribution
1		
2		
3		
4		
5		
6		
7		

Appendix 3: Georgetown Library and Georgetown University Writing Center

Jennifer Boettcher (bO•cher) is the Business and Economic Reference Librarian. She can help with research in economics, social science data, marketing, management, international business, accounting, finance, public finance, knowledge management, copyright, and corporate intelligence. Students in STRT 283 are encouraged to consult her as they prepare for the final course project. She is also preparing a course-specific library resources guide (more info in class) that will prove invaluable information. She will also present in class on Thursday, October 9th. Her email is boettcher@georgetown.edu.

STRT 283 Library Resources Guide: <http://guides.library.georgetown.edu/STRT283>

For readings posted to the Library Course Reserves, visit the following URL and search “Rider”:

<http://www.library.georgetown.edu/search-for-reserves>

Georgetown University Writing Center

The Georgetown University Writing Center is a free writing resource open to all Georgetown students. Graduate and undergraduate students trained in teaching writing are available to assist you at any stage of the writing process. Whether you are just beginning to brainstorm or revising a later stage of your work, our goal is to provide a collaborative center for the discussion of writing. The Writing Center offers assistance in topic development, general organization, revision and specific or recurring structural problems with writing. Consultants are not trained to proofread papers for grammar or spelling, but rather to help individuals improve their own critical thinking, revision and editing skills. More info here: <http://writingcenter.georgetown.edu/>

Appendix 4: Instructional Continuity Policy

In the case of university closure due to weather or other unexpected circumstance, classes will not be cancelled. Instead they will be held at their scheduled time through Blackboard Collaborate. This virtual environment supports lecturing and real time student participation. The course schedule including deadlines will be unaltered unless otherwise notified. If for any reason this session cannot be held, students will be contacted with additional information about rescheduling class time.