In keeping with current CofC policies if one or more students are absent for an extended period of time due to COVID-19 (quarantine or isolation) we will conduct the class vis ZOOM to provide the impacted student(s) with the opportunity to continue in the course.

CofC Class Policies - https://cofc.edu/back-on-the-bricks/frequently-asked-questions/academics.php

Robert Pitts Ph. D.
Professor of Marketing
Office hours -- please make an appointment – Zooms scheduled
Email pittsr@cofc.edu

Educational Philosophy
“I hear and I forget,
I see and I remember
I do and I understand”
Confucius, 551-479 BC

Strategic Marketing Catalogue Description
A course for upper-level marketing students that involves them in realistic decision-making environments. The course will include descriptions of actual marketing situations permitting further familiarization with marketing principles and methods as they are employed in various industries. Prerequisite(s): Senior standing and MKTG 315; Course Frequency: Fall and Spring

Strategic Marketing builds on the managerial concepts and managerial tools from Marketing 315 – Managerial Marketing, marketing required classes and core business courses

COURSE LOGISTICS OVERVIEW: The course is a combination of readings, cases, discussion, and a simulation. There is significant group activity with an online simulation.

Strategic Marketing Learning Goals
- Students will develop the skills for formulating strategy and an understanding of:
  1. A firm's operative environment and how to sustain competitive advantage through marketing activities
  2. The generation of superior value for customers and other stakeholders by designing the optimum configuration of the marketing mix
  3. The opportunities and risks associated with dynamic and uncertain changes in industry attractiveness and competitive position
4. Translate a strategy into an efficient and effective marketing mix plan (price, product, promotion and placement), and integrate that strategy into the firm’s overall operating system.
5. Application of metrics to effectively evaluate strategic decisions and tactical implementation

School of Business learning goals also addressed by the course

1. COMMUNICATION SKILLS: Students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.
2. QUANTITATIVE FLUENCY: Students will demonstrate competency in logical reasoning and data analysis skills.
3. GLOBAL AND CIVIC RESPONSIBILITY: Students will be able to identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students will also be able to integrate knowledge and skills in addressing these issues.
4. INTELLECTUAL INNOVATION AND CREATIVITY: Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems.
5. SYNTHESIS: Students will demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

Learning Activities
Extensive reading material
Limited lecture
Class discussion
Learning Exercises
Analysis of Case: in class discussion
Marketing Simulation
  Development of Marketing Plan
  Decision Making and Results
  Analysis of Results

Class Materials
Required
Texts
Marketing Strategy 8th Edition
O. C. Ferrell, Michael Hartline, Bryan W. Hochstein
The online version of this text is available for $38.99 (one semester) from the publisher. https://www.cengage.com/c/marketing-strategy-8e-ferrell/9780357516300PF/
Amazon Kindle version is more expensive, and the hard cover is apx $250! I would not have adopted the text without the e-text version being made available.

Market Based Management 6th Edition
Roger Best
Free and authorized copy link

A free and authorized copy of the text is also available on Oaks. The publisher has made the free copy of the 6th edition available free this fall in anticipation of the publication of a 7th edition.

Cases and Readings - Course Pack purchased through Harvard Business Press.

Cases will be purchased at
https://hbsp.harvard.edu/import/847435

Be sure to obtain the supplementary materials along with the case – Excel spread sheets and to check Oaks for additional spreadsheets for the cases.

Simulation
Marketing Live: Strategic Marketing Simulation: Bikes by Innovative Learning Solutions, Inc.

Available online at http://gm.marketplace-live.com/

You will use the course, game and team identification numbers distributed in class later in the semester to register. Each student must register to participate in the simulation.

Oaks
Oaks for the course will contain links to readings, case questions and drop box for required submissions.
- Articles for topics on Oaks – Articles will be identified for cases and topics. They should be studied for class discussion and case analysis. They are available online through the library e-journals.

Learning Activities and Evaluation

1. **Class attendance and participation**: We will discuss course topics and readings, and work through each topic in class, thus attendance is expected.
Contribution Bonus - Students with exceptional discussion contributions may receive a multi-point Bonus on their final grade. Students will have consistently impressed the instructor with their contribution to discussion and will have consistently identified themselves in class. Excessive absence or weak participation in discussion will result in a significant reduction in your preparation and discussion grade.

2. Marketing & Financial Metrics Quiz

This is an open book quiz designed to refresh your understanding of marketing and financial metrics covered in MKTG315 plus any new concepts added in lecture and the text readings.

3. Cases

Cases are a way of gaining experience and using the tools from the text and readings. Your learning experience depends on the effort you expend to understand the case and apply the correct concepts to the situation. Each case is linked to the topic and a text chapter(s)

Case preparation is necessary for you to participate in case discussion and the in-class learning experience. Readings and cases should be carefully read and prepared for class discussion. We will review each case and the readings in class. You should be prepared to discuss each case and to ask any questions you may have concerning the readings.

Case preparation is necessary for you to participate in case discussion and the in-class learning experience. Readings and cases should be carefully read and prepared for class discussion. We will review each case and the readings in class. You should be prepared to discuss each case and to ask any questions you may have concerning the readings.

In Class and Group Discussion

Each group will post minutes of its in-class discussions using the supplied form summarizing the quarter’s decision and reasoning. The minutes will include a brief evaluation on the contribution of each member of the group. Minutes will be submitted in the Oaks Drop Box in addition to the submission of each quarter’s decisions to the Marketplace Live simulation decision for the quarter. The minutes will be used to evaluate individual contributions to the group’s discussion and used to either add to or reduce an individual’s case preparation and discussion score.

Case Questions – Students must answer a question as indicated on Oaks for each of 10 cases to indicate that you have prepared the case for discussion in class. Question responses must be submitted to the drop box prior to each class. Questions will be graded 0= unacceptable or not submitted on time, 1= acceptable. An exceptional response may receive a bonus point.
Written Analysis of Case

A structured analysis of 2 cases will be submitted to Oaks prior to the indicated class. Your submission should take the format of a consultation analysis for management. Use the format below as an outline for your analysis.

A. Situation Overview
   • The single most important problem facing the company
   • The primary actionable cause of the problem is – because

B. Action Recommendations
   1. Proposed (changes in) strategy - Outline changes such as
      • Targets
      • Position and/or Value proposition
   2. Proposed (changes in) marketing mix elements
      • Indicate each of the mix elements to be changed
      • viewed as a package
      • be explicit and include costs
      • Risk of action

C. Justification of Action Recommendations
   • Why is the above best course of action – advantages and disadvantages?
   • Are there other options?
   • You must include financial justification. Use Appendices for detail of your financial computations and assumptions

Your analysis should be 3-5 pages in length. You add an appendix with data as necessary to support your recommendation – the appendix does not count in your page count.

Format – memorandum to management style
Do not use a cover page.
On top of first page:
   Subject: Title of Case
   From: Your Name – Section and Email
Use the outline format above but use complete sentences.
Number your pages at the bottom

• There is zero tolerance for grammatical errors and spelling. I stop reading at 3 errors
• Where indicated you must present financial analysis that supports your answer.
• The memo must be placed in the Oaks drop box prior to class as scheduled. The drop box closes automatically and late work will not be accepted
4. **Strategic Marketing Simulation**

Strategic Marketing simulation by Innovative Learning Solutions, Inc., available online at the Marketplace website

http://marketplace-live.com

You must use the course, game and team identification numbers distributed in class to register.

Simulation decisions must be turned on the dates and times indicated. After that time your previous decision will apply and the team will be required to explain in writing such actions. Please exercise care when entering your decision.

You must purchase access to “Strategic Marketing Simulation” online with a credit or debit card.

You will receive detailed instructions to sign up for our course. After you sign up to the game, the online help section of "Professor Help" serves as instruction to the game.

The objective of this simulation exercise is to develop marketing management skills and strategic thinking by integrating a variety of perspectives of marketing operations. This simulation game can help students:

- develop strategic thinking regarding planning and execution of marketing operations in a rapidly changing, competitive environment;
- understand and manage the critical linkage between marketing decisions and financial performance;
- use market data and competitive signals to adjust the strategic plan and marketing tactics;
- Develop teamwork across functions.

You will receive a grade for 1. the plan for quarters 5 through 8 and 2. Your overall performance and implementation of the plan and 3. Your evaluation of your team's performance.

**Decision minutes** – Decision minutes are being used to ensure that each team member contributes to the group work product each quarter, year 2 plan and Year 2 Review. Each group will post minutes using the supplied form summarizing the quarter's decision and reasoning. The minutes will include a brief evaluation on the contribution of each member of the group. Minutes will be submitted in the Oaks Drop Box in addition to the submission of each quarter’s decisions to the Marketplace Live simulation decision for the quarter. The minutes will be used to evaluate and adjust as appropriate individual contributions to the group's performance.

An evaluation of individual contribution to the group work products Year 2 Plan and Final Review will be included as part of the submission.
Marketing Plan for Year 2 - We will use the simulation quarters 1 through 4 as the basis for a marketing plan to be submitted for evaluation along with your Q5 decisions. The format and philosophy of the marketing plan we are using is focused on the needs (benefits sought) by the market as revealed by the research in the simulation for target groups and how your marketing plan achieves competitive advantage.

Your completed plan should be between 7-10 pages plus title page and any appendixes. Page numbers should be on each page of the body. Use section titles throughout the document. The paper should be free of spelling and grammatical errors. A single staple is required rather than a cover. The work must be presented a single document with a consistent style and font.

Your plan must include a detailed sales and profit forecast and a quarter-by-quarter budget of expenditures to reach your goals.

You must justify each of your strategic initiatives with a forecast of future sales and expected ROI.

See Ferrell et al text Appendix for Marketing Plan outline.

You should enter additional markets and launch additional brands when allowed by the simulation - the game does not reward cautious behavior, and those students who were a bit afraid to expand as fast as possible did the worst, despite their best efforts.

Year 2 Review - At the end of Quarter 8 – year 2 – each team will submit a formal review of its performance and competitive and financial position going into year 3.

5. ETS Major Field Test – Required of all School of Business Seniors as part of all Major Capstone Classes

The ETS Major Field Test is a two-hour multiple-choice test administered to graduating students assessing mastery of general business concepts, principles, and knowledge. The test also evaluates students’ abilities to analyze and solve problems, understand relationships, and interpret material. The content area includes: accounting, economics, management, quantitative business analysis, information systems, finance, marketing, legal and social environment, and international issues.

This is an important evaluation that the School of Business uses to gather student learning data to improve our courses and programs so that students will be competitive in today’s job market. The aggregate data, analysis of the data, recommendations for program improvement, and follow-up assessment are reported to our accrediting agencies. We have longitudinal comparative data from 2006 to the present.

Direct benefits to students include:
- Add high percentile scores to your resume or in application letters to graduate programs
- Enhances the reputation of the School of Business, increasing the value and recognition of your degree

All seniors in the capstone courses are required to take the test. We appreciate your participation and encourage you to take this seriously by giving your best effort to the test. Sign-up information will be forthcoming and the test will be administered by the School in October. See Oaks for more information and sample ETS questions.

<table>
<thead>
<tr>
<th>Grading</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **Individual** | Metric Quiz/Exercise | 5
|           | Cases - Prep Questions & Discussion best 10 of 11 | 10
|           | written cases 2@15 | 30
|           | ETS | 5
| **Group** | Simulation Performance | 15
|           | Y2 Plan | 20
|           | Quarter Justifications | 5
|           | Y2 Review | 10
|           | | 100 |

Discussion Contribution Bonus +?: Students with exceptional discussion contributions will receive a Bonus on their final grade. Students will have consistently impressed with their contribution to general discussion and will have consistently identified themselves.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Strategy</td>
<td>Mkt Today -</td>
</tr>
<tr>
<td>Marketing Metrics</td>
<td>Implementation &amp; Control</td>
</tr>
<tr>
<td>Strategic Mkt Planning</td>
<td></td>
</tr>
<tr>
<td>Opportunity analysis</td>
<td>Marketing Information</td>
</tr>
</tbody>
</table>

- **Week 1**: Aug 24 (Tu) - Introduction
- **Week 2**: Aug 26 (Th) - Strategy
- **Week 3**: Aug 31 (Tu) - Marketing Metrics
- **Week 4**: Sept 2 (Th) - Strategic Mkt Planning
- **Week 5**: Sept 7 (Tu) - Opportunity analysis

- **Chapter References**
  - The Customer Focused Firm (Chapte 1)
  - Marketing Metrics (Chapte 9)
  - Value Creation (Chapte 3)
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Day</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>9</td>
<td>Th</td>
<td>Developing Strategy</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>14</td>
<td>Tu</td>
<td>Customers, Segmentation &amp; Targeting = Positioning</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>16</td>
<td>Th</td>
<td>Marketing program 4Ps - 4Cs</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>21</td>
<td>Tu</td>
<td>Branding &amp; Positioning</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>23</td>
<td>Th</td>
<td>Written Case</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>28</td>
<td>Tu</td>
<td>Customer Relationship Management</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>30</td>
<td>Th</td>
<td>Ethics and social Responsibility</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>------------------------------</td>
<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td>Oct 5</td>
<td>Tu</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 7</td>
<td>Th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 12</td>
<td>Tu</td>
<td>Simulation</td>
<td>Set up division Q1</td>
<td></td>
</tr>
<tr>
<td>Oct 14</td>
<td>Th</td>
<td>Simulation</td>
<td>Develop Strategy Q2</td>
<td></td>
</tr>
<tr>
<td>Oct 19</td>
<td>Tu</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 20</td>
<td>Wd</td>
<td>Midterm grades due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 2</td>
<td>Tu</td>
<td>Simulation</td>
<td>Market Rollout Q4</td>
<td></td>
</tr>
<tr>
<td>Nov 4</td>
<td>Th</td>
<td>Simulation</td>
<td>Work on plan Q4</td>
<td></td>
</tr>
<tr>
<td>Nov 9</td>
<td>Tu</td>
<td>Simulation</td>
<td>Work on plan Q5</td>
<td></td>
</tr>
<tr>
<td>Nov 11</td>
<td>Th</td>
<td>Simulation</td>
<td>Work on Plan Q5</td>
<td></td>
</tr>
<tr>
<td>Nov 16</td>
<td>Tu</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 18</td>
<td>Th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 23</td>
<td>Tu</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec 2</td>
<td>Th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec 7</td>
<td>Tu</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activities:**
- Simulation
- Set up division
- Develop Strategy
- Market Rollout
- Work on plan
- Work on Plan
- Midterm grades due
- Thanksgiving
- Results Review
- Reading Day
Communications Protocol: Electronic communications will be used extensively in this course. I have students in multiple classes thus it is important that you put your course number in the subject line together with a brief description of the email topic. Please use your CofC email account.

For all team communications, you also need to add your team’s name or number to the subject line, and you must copy all members of your team (unless it is a personal matter). I will also “reply to all” for team communications.

Groups: The class will be divided into teams for the simulation. Your entire group will receive a grade for each simulation grade element. Group members may be “fired” and/or receive a grade reduction if they fail to meet group performance standards.

Class attendance and participation: We will discuss course topics and readings, and work through each case in class, thus attendance is expected.

Written Submissions
- There is zero tolerance for grammatical errors and spelling. I stop reading at 3 errors.
- Where indicated you must present financial analysis that supports your responses.
- Submissions must be placed in the Oaks drop box as scheduled. The drop box closes automatically and late work will not be accepted.

Academic Honesty Policy - Honesty and ethical behavior are a hallmark of the School of Business education. Students should be aware of the University’s Policy on Academic Honesty, which appears in the Bulletin and the College’s academic honesty policy below or at the College’s website at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html#honorcode

- It is cheating and a violation of the Honor Code to discuss graded cases with other students or to receive any unauthorized assistance prior to submission.

- It is cheating and a violation of the Honor Code to receive unauthorized assistance with any graded work including the Metrics Quiz and Case Questions.

Lying, cheating, attempted cheating, and plagiarism are violations of the Honor Code at CofC that, when identified, are investigated. Each instance is examined to determine the degree of deception involved. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.
Students with Disabilities - If a student in this class has a documented disability and has been approved to receive accommodations through SNAP Services, please feel free to come and discuss this with me.

Make-Up Work and Due Dates - Make-up work is not available to compensate for unexcused absences or low grades. All assignments must be completed on the date specified by the professor and/or stated in the class schedule of this syllabus.

Assignments turned in late will not be accepted - no exception without instructor approval.

Additional Syllabus Statements per the College – Office of the Provost

Syllabi Statements


“Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook at: http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php.”

Disability/Access Statements:

The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the
first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

OAKS (for all instructional modalities)

OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

Continuity of Learning (for hybrid classes with face-to-face meetings)

Due to social distancing requirements, this class will include a variety of online and technology enhanced components to reinforce continuity of learning for all enrolled students. Before the drop/add deadline, students should decide whether the course plan on the syllabus matches their own circumstances. [followed by instructor’s detailed plan]

Recording of Classes (if via ZOOM)

Class sessions will be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class

Online Courses with Exam Proctoring

This course will require the use of an exam proctoring service for the course exams. Students are responsible for registering, scheduling, and the cost of the service prior to each exam. Instructions and additional information on proctoring can be found at https://academicaffairs.cofc.edu/distance-education/online-proctoring/index.php.

Inclement Weather, Pandemic or Substantial Interruption of Instruction

If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

Center for Student Learning:
The Center for Student Learning’s (CSL) academic support services provide assistance in study strategies, speaking & writing skills, and course content. Services include tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

Mental & Physical Wellbeing:
At the college, we take every students’ mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at http://counseling.cofc.edu or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit http://counseling.cofc.edu/cct/index.php, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

Food & Housing Resources:
Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor ABC if you are comfortable in doing so.

Inclusion:
The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies.

- Preferred Name and Pronoun Information
- On Campus Gender Inclusive facilities
- Campus Resources
- College of Charleston Reporting Portals
- National Resources for Faculty & Staff
- GSEC Reports
- Documenting LGBTQ Life in the Lowcountry (CofC Addlestone Library Special Collections Project)
- College of Charleston Quality Enhancement Plan (QEP)
- Articles about CofC and LGBTQ+ Issues

Statement on “Religious Accommodation for Students”
(Faculty/Administration Manual VIII.A.10)

The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits
discrimination against any student because of such student’s religious belief or any absence thereof.

The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observances in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.