



## GEB 4890

### Strategic Management and Decision Making

CRN 25121, 903, 3 Credit Hours

Muma College of Business, School of Marketing and  
Innovation

## COURSE SYLLABUS

<i>Professor:</i>	Dr. Timothy Papp	<i>E-Mail:</i>	<a href="mailto:tpapp@usf.edu">tpapp@usf.edu</a>
<i>TA/GA:</i>	TA/GA name (if applicable)	<i>E-Mail:</i>	TA/GA E-mail
<i>Term:</i>	Spring 2022	<i>Dates:</i>	1/09/23-5/5/23
<i>Delivery Method:</i>	In Person Monday 6:30-9:15PM	<i>Location:</i>	CIS 1035
<i>Minimum Technical Skills &amp; Requirements:</i>	You must have reliable internet access and the capability to use Canvas. This requires computer resources so you should make sure you can use Canvas.		
<i>Office Hours:</i>	To be arranged. I will also make myself available before and after each class for questions.		

### I. **Welcome!**

Welcome to GEB 4890. In this course you will learn the concepts of Strategic Management which will help you integrate the varying functional knowledge you have gained in other business courses (marketing, accounting, finance, etc.). In turn, this will help provide an educational foundation that will aid you in understanding the organization from a CEO level perspective. I am hopeful that this will benefit all of you as you progress in your careers.

THIS SYLLABUS IS ONLY A GENERAL GUIDE AND IS SUBJECT TO CHANGE DEPENDING ON HOW I FEEL THE CLASS IS PROGRESSING AND IF I THINK SOMETHING SHOULD BE ADDED TO, OR DELETED FROM, THE CLASS. YOU WILL ALWAYS GET A CANVAS NOTIFICATION IF SOMETHING IS GOING TO BE CHANGED OR IS CHANGED.

### II. **University Course Description**

This capstone course focuses on helping students develop a top-level executive perspective on managing a business and requires students to integrate the theoretical and functional area concepts, principles, and skills learned in previous coursework.

### III. **Course Prerequisites**

FIN3403, MAN3025, MAR3023 **Course requirement:** Senior standing.

**IV. Course Purpose**

The course is intended to provide a unifying, integrating, and coordinating opportunity to tie together concepts, principles, and skills learned separately in other, more specialized courses in business administration. Specifically, the purpose of this course is for you to utilize knowledge acquired from diverse course work and background experiences to seek approaches and solutions to real problems and policy issues in a variety of organizational situations. The course begins with presentation of information on strategic management with various assignments used for illustration and discussion. As the course develops, more analyses via assignments will occur, using the classroom (virtual or in person depending on the mode of delivery) situation as a forum for discussion. Information presented in the first half of the course, as well as from previous courses should provide you with various frameworks within which to view and discuss the various topics and assignments.

Additionally, as this course is certified as an *Ethical Reasoning and Civic Engagement Capstone* course, a *High Impact Practice* course, and an applied *Service-Learning* experience for the College and USF General Education Core Curriculum, students will be held to the *highest level of professional performance and behavioral standards*.

**V. Instructor Contact Information and Communication**

Communication in this class will be regular. Ideally you should be checking and accessing email and Canvas daily, but at a minimum at least multiple times per week.

Outside of the classroom (physical or virtual) please contact me using my [tpapp@usf.edu](mailto:tpapp@usf.edu) email address. Using canvas to email me could cause delays as it is not uncommon for emails to get lost in cyberspace when using the Canvas mail function. So, make sure to contact me email-to-email as opposed to using Canvas.

When emailing me please include your section number and full name. Please send emails in a professional format and refrain text message style forms of communication.

**VI. First Week Attendance Policy**

Per USF policy first day attendance is required. If you attend class but miss this portion of class I may not know it. You need to notify me that you attended but missed roll call or you will be considered absent and dropped from the course.

**VII. How to Succeed in this Course**

The best way to succeed in this class is to attend the lectures and remain up to date on all material and assignments. This means you are aware of all deadlines (including exam dates) and prepare accordingly. I will provide exam reviews in class and plenty of class time will be provided to give additional guidance on the projects as well. Another key is asking questions. If you are confused, please ask. I am here to help you learn.

## VIII. **Course Structure**

This course will be delivered in a traditional face to face format. **ATTENDANCE IN CLASS IS MANDATORY.** If you miss more than two (2) classes, I reserve the right to deduct 2 ½% off your final grade for every missed class beyond two.

We may have one or two virtual classes in the semester. We will discuss in class whether you prefer to have a substitute in-person professor or do class virtually. Attendance will still be mandatory if we do a virtual session.

## IX. **Course Topics**

Include (but not limited to):

Strategic management process

Vision and mission

Internal analysis

External analysis

Business/competitive level strategy

Corporate level strategy

International strategy

Modes of entry

Corporate governance and ethics

Strategy implementation including culture, structure, and resource leadership

## X. **Student Learning Outcomes**

Upon completion of this course, student will demonstrate the ability to:

1. Evaluate the impact of individual choices on local and global communities by assessing the impact of their proposed solution to a scenario based global business assignment on the local environment (#GEA1) (GCP, MCOB).
2. Communicate ideas and information to diverse audiences by communicating their proposed solution to a service-learning assignment and reflecting on the feedback received. (#GEA1) (GCP, MCOB).
3. Demonstrate the ability to comprehend, express, and adapt to ideas based on others' perspectives. (#GEA2) (ERCE, MCOB)
4. Work across and within community contexts to achieve a civic aim through participation in a service-learning project (#GEA1) (ERCE, MCOB).
5. Demonstrate an ability to recognize ethical and professional responsibilities (#GEA2) (ERCE, MCOB)
6. Propose creative solutions for both structured and unstructured business problems in a complex, global environment. (#GEA2) (MCOB)
7. Integrate cross-functional business skills into sound business solutions. (#GEA2) (MCOB)
8. Describe and discuss the complex relationship between an organization and its environment.
9. Demonstrate the ability to perform internal and external analyses.
10. Describe and discuss the strategy formulation process.
11. Describe and discuss different levels and types of organizational strategies.
12. Identify and assess the strategies that an organization uses to manage or adapt to its

environment.

13. Recommend strategies that an organization may develop to manage or adapt to its environment.
14. Describe and discuss the strategy implementation process.
15. Recommend processes and activities needed for putting strategies into action.

**XI. Required Course Materials**

Thompson, Peteraf, Gamble and Strickland. Crafting and Executing Strategy: The Quest for Competitive Advantage: Concepts and Cases, 22nd Ed., 2020. The ISBN number for a hard bound copy of your text is 9781260075106. The ebook version of the text is ISBN 9781260919097 and is available in the USFSP bookstore. You must have one of these exact ISBN numbers or you will likely have the wrong and/or missing content in your book.

**XII. Supplementary (Optional) Texts and Materials**

*Unless otherwise indicated, all materials in Canvas are required.*

**XIII. Grading Scale**

Grading Scale (%)	
93-100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
0 – 69	F

**XIV. Grade Categories and Weights**

Assessment	Percent of Final Grade
Service Learning Project (GEA 1) (200 points)	20%
Scenario Based Strategic Management Project (GEA 2) (250 points)	25%
Exam 1 (250 points)	26%
Exam 2 (250 points)	26%
Tableau Assignment	3%
Total 1000 points	100%

## **XV. Graded Components Including Assignments and Exams**

### **Service Learning Project (GEA 1)**

The Service Learning Experience (SLE) requires you to provide service to a local non-profit organization. The SLE is a five-part process that includes investigating service opportunities, preparing for that opportunity through a “preflection,” planning your service intervention, performing your service, and reflecting on the experience. The specific disciplinary skills you provide to the non-profit organization are reinforced in the Scenario Based Strategic Management Project.

Specific guidelines for the service-learning project will be provided in a separatedocument.

### **Scenario Based Strategic Management Project (GEA 2)**

Students will participate in a scenario-based project assuming the role of top management of a company. Using a real-world scenario, students will encounter a range of strategic issues that will require them to integrate knowledge from various business functions (i.e., accounting, finance, marketing, management, and information systems) to make a sound business decision. In doing so students will analyze and integrate numerous business and industry issues associated with the scenario and take into account the various perspectives of stakeholders involved before generating alternative solutions to the scenario and then choosing the optimal alternative. The final deliverable will be a 5–7-page paper. Preliminary assignments associated with the scenario will be completed throughout the semester. Specific guidelines for this project will be provided in a separate document.

### **Other Grade Components**

#### **Exams**

You will be responsible for all material covered. This includes the applicable chapters of the book in addition to whatever is discussed in class. All exams will be made up of multiple-choice questions and all exams will be timed. As such a specific window of time will be provided when completing exams.

There will be two exams in this course. The specific dates and times of the exam are provided in the assignment schedule of the syllabus. Exams are not comprehensive and each one will cover material from chapter readings, case readings, and of course the chapter lectures.

**Tableau Citizen Data Science Certificate Project**

This assignment is the 4<sup>th</sup> part of a four-course sequence to complete this certificate. Students will collect and analyze data and then produce visualizations/dashboards to form conclusions and insights regarding that data. Each student will produce a 3-minute video responding to a set of questions about their findings, and then upload the video to Canvas under the “Tableau Citizen Data Science Certificate Project” tab. Additional details regarding this assignment will be provided in the class sessions and in Canvas.

**XVI. Instructor Feedback Policy & Grade Dissemination**

I aim to provide feedback on all assignments as quickly as possible. However, the range of time needed varies greatly based on the type of assignment, quality of submissions, as well as whether other pressing responsibilities that exist after submission deadlines. For example, if a week is full of department and college meetings it will take longer for feedback. Typically, exam scores are posted within a few days. Feedback on major projects may take up to three weeks or longer as these can be very time consuming to grade. All grades are posted in Canvas and I make sure to keep students informed as to my expected timeframe for feedback.

## XVII. Course Schedule

<u>WK</u>	<u>DATE</u>	<u>ASSIGNMENT SCHEDULE</u>	<u>TEXT</u>
1	1/9	Introduction to the course What is strategy and why is it important?	Chapter 1
2	1/23	Charting a company's direction  Review the cases below for class discussion Case #1 Mystic Monk Coffee For your own practice consider the following: Use the guidelines for a well worded mission and vision (from Ch 2) and create a vision statement for Mystic Monk coffee. Think about how your statement considers the elements needed in a well worded vision. Case #2 Airbnb 2018 For your own practice consider the following: Compare the business model (from Ch 1) of Airbnb to that of a traditional hotel company. Be sure to think about both revenue and expenses.	Chapter 2  Practical Application
3	1/30	Evaluating a company's external environment  Case #5 The Craft Beer Industry For your own practice consider the following: Assess the strength of buyers and suppliers, the threat of substitutes, and threat of new entrants in the craft beer industry? Rate each force (strong, moderate, or weak) and justify your rating (see Chapter 3). Service Learning Project Discussion	Chapter 3  Practical Application
4	2/6	Evaluating a company's resources, capabilities, and competitiveness  Case #9 TOMS Shoes For your own practice consider the following: Assess the strengths, weaknesses, opportunities, and threats for TOMS (identify at least 4 for each part). Service Learning Project Discussion	Chapter 4  Practical Application
5	2/13	The five generic competitive strategies Case #12 Chipotle For your own practice consider the following: What competitive strategy does Chipotle utilize (see Ch 5)? Consider examples of the Chipotle organizational practices to determine your answer.	Chapter 5  Practical Application
6	2/20	Strengthening a company's competitive position Service Learning Project Q&A Exam Review	Chapter 6

7	2/27	<b>Exam 1; Covers Chapters 1-6 Lectures and Case Readings</b> Service Learning Project Q&A	
8	3/6	Strategies for competing in international markets Ethics and Strategy Strategic Scenario Project Discussion <b>Service Learning Projects Due by 3/6 at 11:59 PM</b>	Chapter 7 Ethics Presentation
	3/13	Spring Break - No Class	
9	3/20	Corporate strategy Case #24 The Walt Disney Company For your own practice consider the following: What type of corporate diversification does Disney utilize (see pages 225 to 238 and Figure 8.2 for a discussion of the types of diversification)? Consider examples of how the company does or doesn't have synergy among business units.	Chapter 8 Practical Application
10	3/27	Building an organization capable of good strategy execution Strategic Scenario Project Discussion	Chapter 10
11	4/4	Managing Internal Operations Strategic Scenario Project Discussion	Chapter 11
12	4/11	Corporate culture and leadership Exam Review  Strategic Scenario Project Work Session and Q&A	Chapter 12
13	4/18	Case #29 Starbucks For your own practice consider the following: What type of culture does Starbucks exhibit? See pages 353-359 for material on types of culture. What organizational practices does Starbucks utilize to support their culture?  Strategic Scenario Project Work Session	Chapter 10- 12 Practical Application
14	4/25	<b>Exam preparation: Covers Lectures as well as the Ethics Presentation and Case Readings.</b>  Strategic Scenario Project Work Session	
15	4/25	Strategic Scenario Project Q&A <b>Strategic Scenario Project Due by 4-27 at 11:59PM</b>	
16	5/1	Final Exam	Final Assignment Due TBA

\* Note: The Schedule is subject to revision



### **XVIII. General Education Statement**

This course is part of the University of South Florida's General Education Curriculum. It is certified for Ethical Reasoning & Civic Engagement. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This will involve submitting copies of writing assignments for review via Canvas.

### **Undergraduate Research Attribute**

This course is attributed as an Undergraduate Research Course for integrating the high-impact practice of research that has been found to benefit students from varied backgrounds (AAC&U LEAP). The Council on Undergraduate Research (CUR) defines this as follows: an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline. In this course, you will conduct a project that enables you, individually or in groups, to pose or work from a defined research question, apply methods of inquiry to generate findings, and share the findings with others through presentation and/or publication.

### **XIX. Integration of This Course into your Academic Experience**

This is the capstone course for the Muma College of Business. This course will not only teach you the concepts of strategic management but also allow you to gain experience applying the varying functional knowledge you have gained in other courses. This combined will provide you with a foundation to examine organizations from a top-level management perspective.

### **XX. Global Citizens Project**

GEB 4890 is certified as a Global Citizens course and may be used to fulfill partial requirements of the Global Citizen Awards upon successful completion of the course (final grade of B or higher).

The USF Global Citizen's Project is designed to develop students' willingness and ability to engage constructively with diverse people, places, events, challenges, and opportunities. The Service Learning Experience provides the opportunity for engaged community service that involves collaboration with an appropriate agency or community organization, addresses the needs or concerns identified by the community organization, results in benefits to the community, and involves opportunities for critical reflection.

### **XXI. USF Standard University Policies**

Policies about disability access, religious observances, academic grievances, academic integrity and misconduct, academic continuity, food insecurity, and sexual harassment are governed by a central set of policies that apply to all classes at USF. These may be accessed at: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

These policies are also listed below.

## **Academic Integrity**

Academic integrity is the foundation of the University of South Florida's commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. The process for faculty reporting of academic misconduct, as well as the student's options for appeal, are outlined in detail in USF Regulation 3.027.

## **Academic Grievance Procedure**

The purpose of these procedures is to provide all undergraduate and graduate students taking courses at the University of South Florida an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An "academic grievance" is a claim that a specific academic decision or action that affects that student's academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

## **Disability Access**

Students with disabilities are responsible for registering with Students Accessibility Services (SAS) (SVC 1133) in order to receive academic accommodations. SAS encourages students to notify instructors of accommodation needs at least five (5) business days prior to needing the accommodation. A letter from SAS must accompany this request. Please visit the Student Accessibility Services website for more information.

## **Disruption to Academic Progress**

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process (USF Regulation 3.025) is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

## **Food and Housing Insecurity**

We recognize that student facing financial difficulty in securing a stable place to live and/or in affording sufficient groceries may be at risk of these financial issues affecting their performance in classes. Students with these needs are urged to contact Feed-A-Bull ([feedabull@usf.edu](mailto:feedabull@usf.edu) or their website), or Student Outreach and Support ([socat@usf.edu](mailto:socat@usf.edu) or their website).

## **Religious Observances**

All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs (USF Policy 10-045). The University of South Florida, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising USF's constituency. Students are expected to attend classes and take examinations as determined by the university. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief. However, students should review the course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from completing the academic requirements of a specific course. Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for a class or announced examination, in accordance with this Policy.

## **Sexual Misconduct / Sexual Harassment**

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF Policy 0-004). The USF Center for Victim Advocacy is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or personally to an educator, he or she is required to report it to OSSR or DIEO for investigation. Contact the USF Center for Victim Advocacy: 813-974-5757.

## **Statement of Academic Continuity**

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Learning Management System for each class for course-specific communication, and the main USF, College, and Department websites, emails, and MoBull messages for important general information (USF Policy 6-010). For additional guidance on emergency protective actions and hazards that affect the University, please visit [www.usf.edu/em](http://www.usf.edu/em)

## **XXII. Course Policies: Grades**

### **Late Work Policy:**

Make-ups for exams are at the discretion of the professor and require appropriate documentation. Other than providing documentation for an emergency situation, all make-up exams requests require advance notice. Further, the burden of proof for a make-up falls on the student. Do not request a make-up exam without appropriate documentation. All other assignments (not including extra credit) turned in late will be assessed a 25% penalty if within 59 minutes of the deadline. If between 1 hour and 24 hours late, a 50% penalty will be assessed. After 24 hours late no work will be accepted for credit. The submission times recorded in Canvas will be utilized for all late work penalties. If you have Canvas issues and the deadline is close, you should email your completed work immediately and then finish your submission process. I will only grade papers submitted through Canvas. The email will only serve to demonstrate you attempted to submit your work on time.

### **Extra Credit Policy:**

An extra credit opportunity may be provided. If so, all students will have an equal opportunity to earn the same level of extra credit as all other student regardless of the pre-existing grade in the class. No late submissions are allowed with regards to extra credit.

### **Grades of "Incomplete":**

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

### **Rewrite Policy:**

Students have the opportunity to get feedback before assignments are turned in for a grade. Thus, no rewrites for a grade revision are provided.

### **Make-up Exams Policy:**

If a student cannot be present for an examination for a valid reason (validity to be determined by the instructor), a make-up exam will be given only if the student has notified the instructor in advance that s/he cannot be present for the exam and the reason for missing is deemed appropriate (ex. illness, death in the family, etc.). Keep in mind that work and social engagements are not valid excuses for missing an exam. If a make-up exam is given, it will be at the convenience of the instructor and will likely be in essay format.

**Exam Retention Policy:**

For online exams, the exams will be retained in Canvas until IT deletes the course from my records (typically every two years). For in person exams, I retain the exams for one year and then they are destroyed.

**XXIII. Course Policies: Technology and Media (as applicable)**

See Course policies below.

**XXIV. Course Policies: Student Expectations****Websites that enable Cheating Policy:**

The [USF Policy on Academic Integrity](#) specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to CourseHero.com as well as other similar websites – any use of these types of websites (including uploading materials) constitutes a violation of the academic integrity policy.

**Turnitin.com:**

In this course, turnitin.com will be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in electronic format. After the assignment is processed, as the instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>. All written assignments are due in Canvas and will utilize Turnitin.

Since Turnitin creates a large repository of papers to compare submissions, to protect your privacy you will not be required to include your name on the file submitted. Obviously, I will be able to identify you because you are submitting these individually in the USF Canvas system and the submission is linked to your name (Turnitin does not retain this information).

**End of Semester Student Evaluations:**

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

**Netiquette Guidelines:**

1. Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
2. Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.

3. Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful (and understood).
4. Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
5. Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

**Email and Discussion Board Guidelines:**

1. Use the subject line effectively by using a meaningful line of what your email or discussion is about.
2. Keep your emails and postings related to the course content. You should not post anything personal on a discussion board, unless is requested by the instructor.
3. Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

**XXV. Course Technology & Student Support**

**Academic Accommodations:**

Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SDS website at <http://www.usf.edu/student-affairs/student-disabilities-services/>.

**Academic Support Services:**

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the Office of Student Success website at <http://www.usf.edu/student-success/>

**Canvas Technical Support:**

If you have technical difficulties in canvas, you can find access to the canvas guides and video resources in the "Canvas Help" page on the homepage of your canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing [help@usf.edu](mailto:help@usf.edu).

## XXVI. Important Dates to Remember

<http://www.usf.edu/registrar/calendars/>

### Example:

Drop/Add Deadline:	Jan 13
Spring Graduation Application Deadline:	Feb 6
Withdrawal Deadline:	March 25
MLK Day Observed Holiday:	Jan 16
Spring Break:	March 13 – 19
Test Free Week:	Apr 22 – 28
Final Examination:	Apr 29– May 4

### Covid Statement

I will deliver this class, as scheduled, in-person and on a temporary basis will provide a flexible component for students who are asked to isolate or quarantine, or feel unable to attend a class in-person for health reasons. Please note: This flexible component is intended to be temporary and not the entire semester. Importantly, all students will be required to attend in-person classes to complete assessments and examinations. For students attending in-person as is normal, I will teach in-person classes in the assigned classroom and on the scheduled day and time. For students who are unable to attend a class in-person for health reasons, I will provide course content in a flexible format to support the student's academic progression and success. Please contact me directly if you have questions. In addition, I will post details on how a student can join the class remotely in Canvas if unable to attend in person for health concerns.