Course Overview:

Firms across all industries are continuously seeking ways to overcome new challenges caused by the rapid increase in technology and interconnected devices. These firms now compete at a global level for empowered customers who are more difficult to acquire and even more difficult to retain. These same firms realize that innovation is the key to success, yet the success rate of innovation in most all organizations is extremely low. For these reasons, firms seek business leaders who have the skills and knowledge needed to help them improve the success of their innovation efforts.

The emphasis on solutions rather than the narrower products is intentional as this course is more about business innovation and somewhat less about new product design specifically; although new product design will be covered. In addition, while the course does overlap with entrepreneurship, the focus will be both on innovation in small and large companies.

Course Objective:

The purpose of this course is to help students develop a unique set of skills and acquire a knowledge set specific to innovation that will meet the needs of this new business landscape. This will be achieved by studying several leading brands who are succeeding in the various areas of innovation and by learning proven methodologies, frameworks, and tools all of which will enable each student to:

1. Develop effective action plans for companies facing difficult decisions about developing and launching novel solutions often which occur under unique circumstances and conditions of extreme uncertainty.

2. Integrate all aspects of an innovation strategy (customer, business model, solution, marketing strategy, etc.) to successfully implement and scale a new initiative and achieve continued differentiation from competitors.

Course Topics:

The course will focus on key business and marketing aspects of innovation including but not limited to the topics below:

- Lead-user research and tools for uncovering unmet/future customer needs
- Blue Ocean strategy and tools for discovering opportunities for new market/value creation
- Tools and techniques for analyzing the validity and potential of new “technologies”
- Business model innovation and how to compete/differentiate through business models
- Innovative monetization strategies and how to match the right strategy to the right solution
- Design Thinking and how to design solutions that “delight” customers through experiences
- First mover advantages and disadvantages (when and how to enter new markets)
- Lean-Start-Up method for launching new solutions along with traditional concept testing
- Job’s Theory to uncover the functional, social and emotional “causes” of purchase
- Innovative branding and marketing strategies in a global, digital, and mobile era
### Course Roadmap:

<table>
<thead>
<tr>
<th>Session #</th>
<th>Date</th>
<th>Topic</th>
<th>Discussion Material</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 17th</td>
<td>Course Intro</td>
<td>Course Slides</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>Jan 22nd</td>
<td>Innovation Strategy &amp; Leadership</td>
<td>Course Slides &amp; Articles (Leading Your Team into the Unknown)</td>
<td>Short Article Read</td>
</tr>
<tr>
<td>3</td>
<td>Jan 24th</td>
<td>Managing &amp; Leading Innovation/Lead-User Research</td>
<td>Case: Innovation at 3M Corporation (A)</td>
<td>Case Write-Up</td>
</tr>
<tr>
<td>4</td>
<td>Jan 29th</td>
<td>Evaluating Risky New &quot;Technology&quot;</td>
<td>Course Slides</td>
<td>N/A</td>
</tr>
<tr>
<td>5</td>
<td>Jan 31st</td>
<td>Managing Risky New &quot;Technology&quot;</td>
<td>Course Slides</td>
<td>Case Write-Up</td>
</tr>
<tr>
<td>6</td>
<td>Feb 5th</td>
<td>Blue Ocean Strategy</td>
<td>Course Slides</td>
<td>N/A</td>
</tr>
<tr>
<td>7</td>
<td>Feb 7th</td>
<td>Value Innovation</td>
<td>Case: IKEA Invades America</td>
<td>Case Write-Up</td>
</tr>
<tr>
<td>8</td>
<td>Feb 12th</td>
<td>Job's Theory</td>
<td>Course Slides &amp; Article (What Airbnb Understands About Job's To Be Done)</td>
<td>Short Article Read &amp; In-Class Exercise</td>
</tr>
<tr>
<td>9</td>
<td>Feb 14th</td>
<td>Lean-Start-Up</td>
<td>Course Slides</td>
<td>N/A</td>
</tr>
<tr>
<td>10</td>
<td>Feb 19th</td>
<td>Launching A New Company</td>
<td>Case: Rent the Runway</td>
<td>Case Write-Up</td>
</tr>
<tr>
<td>11</td>
<td>Feb 21st</td>
<td>Business Model Innovation</td>
<td>Course Slides</td>
<td>N/A</td>
</tr>
<tr>
<td>12</td>
<td>Feb 26th</td>
<td>Business Model Innovation (Continued)</td>
<td>Course Slides</td>
<td>N/A</td>
</tr>
<tr>
<td>13</td>
<td>Feb 28th</td>
<td>Monetization &amp; Innovation</td>
<td>Course Slides</td>
<td>In-Class Exercise</td>
</tr>
<tr>
<td></td>
<td>March 5th</td>
<td>Mid-Term Project Work</td>
<td>Instructions To Be Provided &amp; Additional Office Hours During Normal Class Hours</td>
<td>Mid-Term Group Assignment</td>
</tr>
<tr>
<td>14</td>
<td>March 7th</td>
<td>Design Innovation</td>
<td>Course Slides</td>
<td>N/A</td>
</tr>
<tr>
<td>15</td>
<td>March 19th</td>
<td>Design Thinking</td>
<td>Design Thinking Workshop</td>
<td>In-Class Exercise</td>
</tr>
<tr>
<td>16</td>
<td>March 26th</td>
<td>Managing &amp; Leading New Solution Design</td>
<td>Case: Hyundai Motor Company: Design Takes the Driver's Seat</td>
<td>Case Write-Up</td>
</tr>
<tr>
<td>17</td>
<td>March 28th</td>
<td>When to Enter New Markets</td>
<td>Course Slides</td>
<td>N/A</td>
</tr>
<tr>
<td>18</td>
<td>April 2nd</td>
<td>Entering New Markets with New &quot;Technology&quot;</td>
<td>Case: Emotiv</td>
<td>Case Write-Up</td>
</tr>
<tr>
<td>19</td>
<td>April 4th</td>
<td>Adoption &amp; Diffusion of Innovations</td>
<td>Course Slides</td>
<td>N/A</td>
</tr>
<tr>
<td>20</td>
<td>April 9th</td>
<td>Adoption &amp; Diffusion Forecasting</td>
<td>Bring Laptops!</td>
<td>In-Class Exercise</td>
</tr>
<tr>
<td>21</td>
<td>April 11th</td>
<td>Product Launch Strategy</td>
<td>Course Slides</td>
<td>N/A</td>
</tr>
<tr>
<td>22</td>
<td>April 16th</td>
<td>Concept Testing</td>
<td>Case: Montreaux Chocolate</td>
<td>Case Write-Up</td>
</tr>
<tr>
<td>23</td>
<td>April 18th</td>
<td>Innovative Branding</td>
<td>Course Slides</td>
<td>N/A</td>
</tr>
<tr>
<td>24</td>
<td>April 23rd</td>
<td>Innovative Marketing</td>
<td>Course Slides</td>
<td>N/A</td>
</tr>
<tr>
<td>25</td>
<td>April 25th</td>
<td>Innovative Marketing (Continued)</td>
<td>Course Slides</td>
<td>In-Class Exercise</td>
</tr>
<tr>
<td></td>
<td>April 30th</td>
<td>Final Project Work</td>
<td>Instructions To Be Provided &amp; Additional Office Hours During Normal Class Hours</td>
<td>Final Group Assignment</td>
</tr>
<tr>
<td></td>
<td>May 2nd</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course Content:

This is a case and article based course, and there is no textbook.

1) Cases:

Cases are available in your Course Pack which is available for pickup at the bookstore. The cases in your course pack are as follows:

<table>
<thead>
<tr>
<th>Case Title</th>
<th>Author</th>
<th>(c) Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthes</td>
<td>John T. Gourville</td>
<td>2002</td>
</tr>
<tr>
<td>Innovation at 3M Corp. (A)</td>
<td>Stefan Thomke; Ashok Nimgade</td>
<td>2002</td>
</tr>
<tr>
<td>IKEA Invades America</td>
<td>Youngme Moon</td>
<td>2001</td>
</tr>
<tr>
<td>Hyundai Motor Company: Design Takes the Driver's Seat</td>
<td>Kyung-won Chung; Yu-Jin Kim; Sue Bencuya</td>
<td>2015</td>
</tr>
<tr>
<td>Emotiv Systems, Inc.: It's the Thoughts That Count</td>
<td>Elie Ofek, Jason Riss, Paul Hamilton</td>
<td>2012</td>
</tr>
<tr>
<td>Montreaux Chocolate USA: Are Americans Ready for Healthy Dark Chocolate?</td>
<td>John Quelch &amp; Diane Badame</td>
<td>2013</td>
</tr>
<tr>
<td>Rent the Runway</td>
<td>Thomas Eisenmann &amp; Lauran Winig</td>
<td>2012</td>
</tr>
</tbody>
</table>

2) Articles:

Some of these articles will be available in your Course Pack while others will need to be downloaded on your own.


5. The One Thing You Must Get Right When Building A Brand, Patrick Barwise and Sean Meehan, 2016, HBS


7. What AirBnB Understands About Customers' "Job To Be Done", Karen Dillon, 2016, HBS

To download articles go to the wustl libraries website at [http://library.wustl.edu/](http://library.wustl.edu/) make sure you login or access the site from campus. Click on the e-journals tab and search for the journal's name (e.g. Strategic Management Journal or Harvard Business Review). You will be given links to database(s) that have full text articles of these journals. You can search these database(s) by article title, author's name, or date of publication and download full text pdf files.
Course Requirements:

The main elements of this course are:

1. Lectures & Class Discussion
2. Case Readings & Write-Ups
3. In-Class Exercises
4. Mid-Term Group Project
5. Final Group Project

1. Lectures & Class Discussion

A vast majority of the learning and value of this course takes place in the classroom. Attendance is required. If for some reason you must miss a session, let me know ahead of time. Lectures will introduce new tools, frameworks, and concepts that are important for conducting a thorough analysis. These lectures will be interactive, so be prepared to ask and answer questions.

The best learning experiences occur when students are present, engaged, and participating which is why class “engagement” accounts for 25% of your total grade. You must be prepared to discuss all assigned readings and cases. Your comments should reflect a depth of understanding indicative of thorough analysis and most often discussions with other students prior to class. Active participation of all students is expected; but quality and frequency of comments is more important than duration of each comment.

As an overview, your “course engagement” evaluation will factor in your attendance, your attentiveness, and your participation. Questions you can ask yourself as it relates to this evaluation criteria are as follows:

1. Are you in class?
2. Are you paying close attention to the content and discussion?
3. Are you a good listener?
4. Do you contribute to the learning environment by sharing your relevant experiences and those you read about?
5. Do your comments show evidence of thorough analysis?
6. Do you ask constructive questions of other students that help to deepen everyone's understanding?
7. Do you distinguish between different kinds of data (i.e., facts and opinions)?
8. Are you willing to share ideas and information in a collegial fashion?
9. Are you willing to test new ideas, or are all comments “safe” (e.g., a repetition of the case facts without new insights)?
10. Are you willing to interact with your classmates to help refine ideas?
11. Do your comments build on earlier comments to advance the discussion or are you merely repeating earlier comments or raising points that do not fit into the current discussion?
12. Do your comments incorporate concepts presented in lectures, readings, and earlier cases?

Everyone's input, if not repetitious, must be considered valuable and encouraged. Feel free to question or disagree with other students, however, such disagreement must be based on the idea and not the person. Respect for your fellow students is an element of a great learning environment.
2. Case Readings & Write-Ups

Cases are descriptions of real-world business situations that provide opportunities to define and develop new product strategies. Case analyses will illustrate how new product concepts and tools apply to these complex situations. Analyzing cases promotes your decision-making capabilities by developing a process of thinking. Typically, there is no single “right” answer to a case, however, there are many weak answers resulting from inadequate analysis. Case discussions also provide opportunities to develop your communication skills. Your contribution to each case discussion will be evaluated immediately after each class.

The success of our case discussions is largely up to you. Good case discussions involve interactions among students. Case discussions are based solely on the material presented in each case. Please do NOT collect any post-case information. Our emphasis will be on the decision-making process at the time of the case rather than on the decision outcome. Since managers must constantly make decisions without all the information they desire, being able to make decisions under these circumstances is a critical skill. In our discussions, the roles of professor and students are crucial, but very different. You, collectively, own the discussion and are responsible for raising the relevant issues and maintaining the exchange of ideas. My role is to facilitate the discussion, rather than to direct the discussion in a predetermined direction. I will make sure that all opinions and recommendations have a chance to be raised. Then, we will work together to synthesize the different perspectives and form a framework for decision-making. I may share my views at the end of each case. However, it is important to remember that the purpose of case analysis is not to determine right and wrong answers (except for some of the quantitative analysis, where there will be right and wrong answers). The validity of any recommendation rests on its logic and incorporation of the relevant facts from the case.

In preparing cases, assume that you are a marketing manager or an outside consultant who has been given responsibility for the situation described in the case. Do not focus solely on a description of the facts in the case, but rather, focus on the following three factors: statement of the problem(s) or decision(s) to be made; description of your decisions or recommendations; supporting logic and analyses. Your recommendations should be based on quantitative and/or qualitative analysis of case data. Your analysis should anticipate potential objections to your recommendations and illustrate its superiority over alternative recommendations.

Case Write-ups (6 Individual Assignments)

You will be responsible for submitting 6 case write-ups for the cases listed below. For each case you will be asked to develop an objective position one or two key issues from the case. These should be positions and not opinions as they should be backed by qualitative and quantitative insights provided in the case reading. You may cite content from course lectures/ as well. Additional guidance is provided below.

- Innovation at 3M
- Ikea Invades America
- Hyundai Motor Company: Design Takes the Driver's Seat
- Emotiv
- Montreaux Chocolate
- Rent the Runway

These write-ups should be done individually and should not exceed one to two pages, single-spaced, size-12 font with 1-inch margins on all sides. The objective of these write-ups is to formalize your recommendations prior to discussing the cases. This leads to more lively discussions and more active learning during class discussions. These assignments will be graded satisfactory or unsatisfactory. I expect that every reasonable attempt at these assignments will be judged satisfactory. Completion of these three assignments is worth 10% of your total course grade. Please refer to the schedule of classes for due dates.
Case Preparation

1. Skim through the case to understand the basic setting and framework. This will help you to assimilate the facts of the case when you read it.

2. Review all tables and figures.

3. Now read the case and begin to analyze it qualitatively and quantitatively. What are the key issues? What do you recommend? What alternatives did you consider? Why did you select your preferred course of action? You may want to write down your analysis in a table such as the template below:

<table>
<thead>
<tr>
<th>Potential Solution</th>
<th>Pros</th>
<th>Cons</th>
<th>Evidence in Support of Solution</th>
<th>What Has to Be True for Potential Solution To Be Best</th>
<th>Additional Data to Collect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

4. Now with a reasonably good understanding of the situation, you should reread the case to incorporate important details that will impact your analysis.

5. In preparing the cases, don't look for a single right answer. Each case will raise a number of issues that need to be evaluated. A good recommendation is one that is based on solid analysis, considers multiple courses of action, and integrates its individual elements.

Case Write-Up Evaluation:

In addition to the guidance provided above, key questions you can ask yourself upon completion of each write-up are as follows:

1. Am I providing a position or an opinion?
   - grounded by qualitative and quantitative insights provided in the case
   - alternative positions (paths) are understood and were considered

2. Is my position well organized and clear to understand?
   - state position first then support it with insights in a clear and organized fashion

3. Was I able to further support my position in with content covered in the class lectures?
   - Theories, frameworks, tools, and/or use-cases discussed in class

4. Is my submission professional?
   - 1 to 2 pages single spaced within margin instructions and include appendices where applicable/relevant?
3. In-Class Exercises

There will be 5 in-class exercises throughout this course. Although some individual work may be required outside of class, all involve collaboration in the classroom. These exercises are designed to be collaborative, fun, and challenging ways to apply new concepts.

4. Mid-Term Group Project

Your mid-term project will be reviewed in class and posted onto Blackboard. As a group you will be responsible for picking a product you like and writing a report outlining and analyzing its history. It’s very important to stress that the assignment goes beyond simply telling a story or presenting a chain of events; rather, you should analyze those events using what you learned in class. The report should be 4 to 5 pages long (double-spaced, size-12 font) and you have as many additional pages as you like for cover, figures, charts, tables, etc.

5. Final Group Project

Pick a new product/service your team believes to have a high potential for success. Detail why you believe it will be successful and what your go-to-market plan (marketing plan) would be if you were responsible for launching it.

- Introduction: a brief description of product/service and associated goals and challenges.

- Industry/Situation Analysis: generally, this section covers the 3 C’s (customer, company and competition) and the industry. You should spend minimum time, if any, on the company part since it does not really exist (this section should support why you feel it will be successful). You can leverage the course content.
  - Customer Analysis: Your goal here is to describe the potential customers and how your product creates value to them. You should also include some information regarding the relevant customer characteristics such as number, type, value drivers, etc.
  - Competitor Analysis: Analyze existing and/or potential competitors. Pay attention to their market positions, shares, strengths and weaknesses.
  - Other Analyses: You can cover here any other relevant factors such as industry trends, market conditions, etc. You can use any tools or models (from this class or outside), that you think are useful.

- Marketing Strategy: Discuss why the strategy was selected, then the marketing mix decisions. You can incorporate the 4-P’s here as well as the topics covered in this course. It must include a description of the consumer segments, which one(s) you plan to target and why. (this section should be your plan).

- Conclusion: Briefly and strategically, summarize your position and the key elements of your plan.

In constructing your plan, remember that your analysis and recommended actions are supposed to build a coherent marketing system that works well for your product/service. You should convince the reader that your plan provides value to both consumers and the firm, does so better than anyone else, and builds a long-term competitive advantage.

The report should be at least 7-8 pages in length but not more than 10. Copy should be double-spaced, size-12 font. You can include as many additional pages as you like for cover, figures, charts, tables, etc.
Course Grading Policies:

Timeliness: All write-ups, assignments and projects will be graded with grades posted on Blackboard within one week of the date they were handed in.

Late Assignments: All assignments must be submitted via “assignments” (not digital dropbox) on Blackboard (https://bb.wustl.edu) by the day and time the assignment is due. Late assignments will receive a grade of zero.

Re-grading: If you strongly feel that your test/assignment was misunderstood or graded incorrectly, then your entire test/assignment will be graded again upon request. We will not conduct partial re-grades. Based on the re-grade, your grade may go up, or it may go down. After a re-grade has been conducted the grade is final and there will be no further grading activity. Re-grade requests must be submitted in writing within 3 days of the assignment’s return to students. Your written submission may include a description of areas of your assignment or exam where you believe your answer was not understood.

If there is an arithmetic error in tabulating the points for your assignment, please let us know and it will be corrected.

Weights: The contribution of each assignment to the final grade is given in the table below. Please note the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Engagement</td>
<td>30%</td>
</tr>
<tr>
<td>Individual Case Write-Ups</td>
<td>25%</td>
</tr>
<tr>
<td>Class Exercises</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-Term Group Project</td>
<td>10%</td>
</tr>
<tr>
<td>Final Group Project</td>
<td>25%</td>
</tr>
</tbody>
</table>

Final grade distribution: It is expected that all students should be able to earn a grade of Pass or higher. The number of HP grades will be limited to 20% of the total enrollment.
Academic Integrity

The Olin Business School is a community of individuals with diverse backgrounds and interests who share certain fundamental goals. Primary among these goals is the creation and maintenance of an atmosphere conducive to learning and personal growth for everyone in the community. Becoming a member of the Olin community is a privilege that brings certain responsibilities and expectations. The success of Olin in attaining its goals and in maintaining its reputation of academic excellence depends on the willingness of its members, both collectively and individually, to meet their responsibilities. All individuals associated with Olin should conduct themselves with the utmost integrity in all aspects of their life, both on and off campus. Below, I discuss three aspects of academic integrity. First, I present my commitment to matters of integrity. Second, I provide an overview of Olin’s Code of Conduct as it relates to Academic matters, and third, I discuss matters of Olin’s code of Conduct as it relates to Professional behavior.

My commitment to Integrity as the instructor of this course

The purpose of Olin’s Code of Conduct is to clarify expectations about academic and Professional behavior. The Code is meant to encourage and clarify appropriate academic, classroom, interpersonal, and extra-curricular etiquette that is expected of each individual by their peers, the faculty and the institution. It is also intended to help describe the overall environment of excellence and professionalism that members of the Olin community seek to establish and to continually enhance. It is the responsibility of each member of the Olin community to uphold the spirit, as well as the principles, of the Code.

As an instructor, I will consistently and fully support Olin’s Academic Code of Conduct and Olin’s Code of Professional Conduct. I take the matters of academic integrity and professional conduct seriously and expect that you do, too. I encourage you to ask if you have any questions about academic integrity in this course.

Please refer to the publication Integrity Matters: Olin Business School Code of Conduct for specific responsibilities, guidelines and procedures regarding academic integrity. You may also consult with MBA Program Dean Joe Fox or BSBA Program Dean Steve Malter if you have questions or concerns.

Olin’s Code of Conduct as it relates to Academic matters

The following is a summary of the Code as it applies to Academic matters:

Student Academic Violations. It is dishonest and a violation of student academic integrity if you:

1. Plagiarize – You commit plagiarism by taking someone else’s ideas, words or other types of product and presenting them as your own. You can avoid plagiarism by using proper methods of documentation and acknowledgement.

2. Cheat on an examination – You must not receive or provide any unauthorized assistance on an examination. During an examination you may use only material authorized by the faculty.

3. Copy or collaborate on assignments without permission – It is dishonest to collaborate with others when completing graded assignments or tests, performing laboratory experiments, writing and/or documenting computer programs, writing papers or reports and completing problem sets (unless expressly discussed in class). If you have any questions regarding the definition of allowable behavior, it is your responsibility to ask for clarification prior to engaging in the collaboration.
4. **Fabricate or falsify data or records** – It is dishonest to fabricate or falsify data in laboratory experiments, research papers, reports or other circumstances; fabricate source material in a bibliography or “works cited” list; or provide false information on a resume or other document in connection with academic efforts. It is also dishonest to take data developed by someone else and present them as your own.

5. **Engage in other forms of deceit or dishonesty that violate the spirit of the Code**

For details, please refer to *Integrity Matters: Olin Business School Code of Conduct*

**Class code of Conduct as it relates to Professional behavior**

**Expectations – Professional Standards of Conduct**

Olin students are expected to conduct themselves at all times in a professional manner. Professional behavior includes, but is not limited to, the following:

**In the classroom**

- **Attendance**: Students are expected to attend each class session. Students should never register for courses scheduled in conflict with one another. Please display your name card in class at all times.

- **Punctuality**: Students are expected to arrive and be seated prior to the start of each class session. If you arrive late, please talk to me after class to explain.

- **Behavior**: Classroom interaction will be conducted in a spirited manner but always while displaying professional courtesy and personal respect.

- **Preparation**: Students are expected to complete the readings, case preparations and other assignments prior to each class session and be prepared to actively participate in class discussion.

- **Distractions**:
  - **Exiting and Entering**: Students are expected to remain in the classroom for the duration of the class session unless an urgent need arises or prior arrangements have been made with the professor.
  - **Laptop, PDA, and Other Electronic Device Usage**: No laptops, PDAs, or other electronic devices in classrooms are permitted
  - **Cellular Phone and Pager Usage**: Students are expected to keep their mobile phones and pagers turned off during class. Answering or using phones or pagers while class is in session is not permitted.

For details, please refer to *Integrity Matters: Olin Business School Code of Conduct*
POLICY ON MISSING CLASSES AND EXAMS FOR INTERVIEWS

We strongly advise that students schedule job and internship interviews around their class times and exam schedules. Employers understand that academics are your top priority. For off-campus interviews at the employer’s site, most will accommodate a student who needs to schedule an interview around a class or exam. For on-campus interviews, you should sign up quickly—as soon as possible—since these timeslots are fixed and are available on a first-come first-served basis only. In the event that an interview conflicts with a scheduled class, you must notify the professor in advance; the sooner you do that you demonstrate professional courtesy and a sense of commitment to the professor. How the professor treats the absence is at the professor’s discretion in accordance with the course syllabus or other means of communication. An interview conflict is not a valid reason for missing an exam. If you experience or anticipate problems, you should seek advice from Weston Career Center advisors.

DISABILITIES

Reasonable accommodations will be made for students with verifiable disabilities. Students who qualify for accommodations must register through Washington University’s Center for Advanced Learning Disability Resources (DR) in Cornerstone. Their staff members will assist me in arranging appropriate accommodations.

CHANGES IN SYLLABUS

The professor may need to change the syllabus during the course of the semester for any number of reasons. In the event of a change, an announcement of the change and a revised syllabus will be posted on a Blackboard.