

Fall 2017

## EDAD 6960

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*University of New Orleans*

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**UNIVERSITY OF NEW ORLEANS**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**Department of Educational Leadership, Counseling, and Foundations**

**CONCEPTUALIZING PK-16+ EDUCATION**

**EDAD 6960- Section 001: Fall 2017**

**Tuesdays: 5:00 – 7:40 PM**

**Bicentennial Education Bldg. 308**

**Instructor: Elizabeth K. Jeffers, PhD**

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**E-mail: [ekjeffel@uno.edu](mailto:ekjeffel@uno.edu)**

**Office Hours: Tuesdays & Thursdays: 3:00-5:00 p.m.**

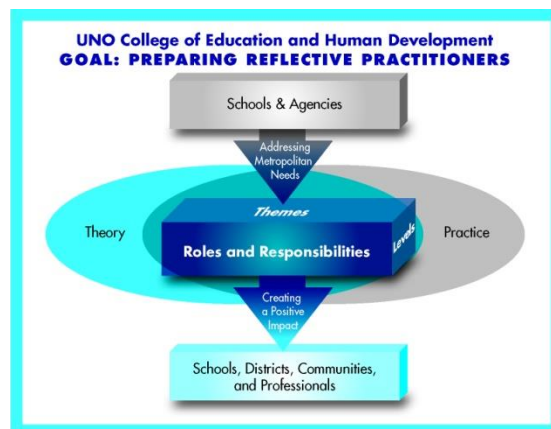
**Wednesdays: 10 a.m.- 12:00 p.m.**

**College Mission**

The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships. The unit's purpose is to prepare reflective practitioners who develop, implement, and evaluate effective education and human development programs/services through a program of study grounded in the interaction of practice and theory.

**Conceptual Framework**

Our conceptual framework, the theory-practice interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. As candidates engage in various clinical and field experiences that are included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice interaction model, as they develop into reflective practitioners who are constantly reassessing the educational theories, beliefs, and assumptions they embrace.



In addition, a number of key concepts support the Conceptual Framework. In short, the Conceptual Framework is role focused, inquiry based, and metropolitan focused.

**Role Focused**

In terms of the emphasis on roles, the educational leadership program prepares educators for specific professional roles which are aligned with the program of study and grow out of the standards set forth by Educational Leadership Constituent Council (ELCC), the Interstate School Leadership Licensure Consortium (ISLLC), and the state of Louisiana. The roles of educational leaders are

- establishing and supporting vision,
- supporting effective teaching and learning,
- managing the school environment,
- improving school and system practice,
- implementing professional development,

- building school and community relations, and
- aligning practice with ethical standards.

### Inquiry Based

The program of study supports candidates in the use of multiple inquiry methods to gain new knowledge, demonstrate performances in field settings, and develop plans for continued professional development.

### Metropolitan Focused

The program of study addresses the needs of diverse communities in both urban and suburban settings.

### Professional Themes/Unit Standards:

The program of study supports the following professional themes incorporated into the unit's conceptual framework as follows. These themes are integrated into candidate's coursework from the point of admission through program completion.

- Assessment: Candidates must be able to use multiple approaches to assess the needs of students, teachers, schools and community.
- Communication: Candidates must be effective communicators to be successful leaders.
- Diversity: Candidates must be able to meet the needs of students, teachers, and community members representing diverse needs and backgrounds.
- Technology: Candidates must be able to utilize technology to enhance teaching and learning and school organization and management.

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## **Course Purpose/Description**

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This course will examine socio-cultural contexts and key themes, questions, and practices relevant to challenging social, ethnic, and racial inequities throughout PK16+ education. Students will explore challenges faced by education leaders associated with constructive interaction between culturally different teachers and learners within and beyond metropolitan contexts. Students will be challenged to define, reflect upon, and rethink effective leadership approaches associated with student preparedness and advancement as viewed through a variety of lenses: school-university relationships; school culture; the role of postsecondary education in addressing related issues; and, various reform mechanisms which shape the current landscape.

This course assumes that: (a) student academic progress is critical in optimizing individual talent in an increasingly knowledge-based society; (b) an important goal of 21<sup>st</sup> century educational reform is to effectively facilitate student preparedness for future academic and occupational success, and, (c) a more intentional alignment of the goals and emphases of K-12 education with postsecondary education should be considered a mandate for educators. Students will examine: (a) issues related to the preparedness of students for success at each educational level and beyond, and (b) concepts, problem-solving procedures, and attitudes which aid constructive interaction between culturally different administrators, teachers and learners that will aid in the preparation of all students for advancement to the next level. Students will be challenged as educational leaders in their respective contexts to rethink their role in curricular reform and the restructuring of institutions, specifically students' educational experiences, for their success.

Classroom activities and assignments are designed to engage students in discussion, application, and analysis of emerging issues, ideas, concepts, theories and research related to student preparation for ongoing academic success, curriculum and its articulation across levels, and student transition from one level to the next, with some

attention to teaching across PK-16+ boundaries and learning across the lifespan. Research and theory in these, and related, areas will be studied in ways that emphasize scholarly writing and concrete applications for educational leaders.

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### Course Materials

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#### **Required Books**

Bernal, D. D., & Alemán, E. (2017). *Transforming educational pathways for Chicana/o students: A critical race feminista praxis*. New York: Teachers College Press.  
ISBN-13: 978-0807757918

Dill, B. T., & Zambrana, R. E. (Eds.). (2009). *Emerging intersections: Race, class, and gender in theory, policy and practice*. New Brunswick, NJ: Rutgers University Press. Available online:  
<http://ezproxy.uno.edu/login?url=http://www.jstor.org/stable/10.2307/j.ctt5hj8r5>  
ISBN-13: 978-0813544540

Howard, T. C., Tunstall, J., & Flenbaugh, T. K. (Eds.). (2016). *Expanding college access for urban youth: What schools and colleges can do*. New York: Teachers College Press.  
ISBN-13: 9780807757642

Kirst, M. & Venezia, A. (Eds.). (2004). *From high school to college: Improving opportunities for success in postsecondary education*. San Francisco: Jossey Bass.  
ISBN-13: 978-0787970628

#### **Recommended Books**

American Psychological Association. (2015). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.  
ISBN-13: 978-1433805615

Hartlep, N. D., Eckrich, L. L., & Hensley, B. O. (Eds.). (2017). *The neoliberal agenda and the student debt crisis in U.S. higher education: Indebted collegians of the neoliberal American university*. New York: Taylor & Francis.  
ISBN-13: 978-1138194656

#### **Recommended Symposia Books (select one)**

Alexander, M. (2010). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York: The New Press.

Asante, M. K. (2009). *It's bigger than hip-hop: The rise of the post-hip-hop generation*. New York: St. Martin's.

Asante, M. (2010). *Speaking my mother's tongue: An introduction to African American language*. Fort Worth, TX: Temba House Books.

Barnett, B., Felten, P., & Patel, E. (2016). *Intersectionality in action: A guide for faculty and campus leaders for creating inclusive classrooms and institutions*. Sterling, VA: Stylus Publishing, LLC.

Berila, B. (2016). *Integrating mindfulness into anti-oppression pedagogy: Social justice in higher education*. New York: Routledge.

- Bok, D. C. (1991). *Beyond the ivory tower: Social responsibilities of the modern university*. Cambridge, MA: Harvard University Press.
- Causey, T., & Montgomery-Richard, M. (Eds.). (2018). *Called to Sankofa: Leading in, through and beyond disaster: A narrative account of African Americans leading education in post-Katrina New Orleans*. New York: Peter Lang.
- Cho, A., Gee, H., Holody, K. J., Li, K., Lu, A., Mendez, G., ... & Zhang, X. (2016). *Asian/Americans, education, and crime: The model minority as victim and perpetrator*. Lanham, MD: Lexington Books.
- Collins, P. H., & Bilge, S. (2016). *Intersectionality*. Cambridge, MA: Polity Press.
- Conchas, G. (2006). *The color of success: Race and high-achieving urban youth*. New York: Teachers College.
- Delgado, B. D. (2006). *Chicana/Latina education in everyday life: Feminista perspectives on pedagogy and epistemology*. Albany: State University of New York Press.
- Delpit, L. D., & Dowdy, J. K. (2002). *The skin that we speak: Thoughts on language and culture in the classroom*. New York: New Press.
- Delpit, L. D. (2013). *Multiplication is for white people: Raising expectations for other people's children*. New York: New Press.
- Evans-Winters, V. E. (2005). *Teaching black girls: Resiliency in urban classrooms* (Vol. 279). New York: Peter Lang.
- Felten, P., Gardner, J. N., Schroeder, C. C., Lambert, L. M., & Barefoot, B. O. (2016). *The undergraduate experience: Focusing institutions on what matters most*. San Francisco, CA: Jossey-Bass.
- Ferguson, A. A. (2001). *Bad boys: Public schools and the making of black masculinity (law, meaning & violence)*. Ann Arbor, MI: University of Michigan Press.
- Gonzales, N., & Moll, L. (2005). *Funds of knowledge: Theorizing practices in households and classrooms*. Mahwah, NJ: Erlbaum.
- Greer, B., Mukhopadhyay, S., Powell, A., & Nelson-Barber, S. (2009). *Culturally responsive mathematics education*. New York: Routledge.
- Hartlep, N. D., & Porfilio, B. J. (Eds.). (2015). *Killing the model minority stereotype: Asian American counterstories and complicity*. Information Age Publishing.
- Hilliard, A. G. (1995). *Testing African American students: Special re-issue of The Negro Educational Review*. Chicago, IL: Third World Press.
- Hooks, B. (2014). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.
- Horvat, E. M., & O'Connor, C. (2006). *Beyond acting white: Reframing the debate on black student achievement*. Lanham, MD: Rowman & Littlefield.
- King, J. E. (2015). *Dysconscious racism, Afrocentric praxis, and education for human freedom: Through the years I keep on toiling: the selected work of Joyce E. King*. New York: Routledge.
- King, J. E., & Swartz, E. (2016). *The Afrocentric praxis of teaching for freedom: Connecting culture to learning*. New York: Routledge.
- Ladson-Billings, G. (2005). *Beyond the big house: African American educators on teacher education*. Teacher College Press.
- Ladson-Billings, G., & Tate, W. F. (2016). *"Covenant keeper": Derrick Bell's enduring education legacy*. New York: Peter Lang.
- Laura, C. T., Ayers, W., & Meiners, E. R. (2014). *Being bad: My baby brother and the school-to-prison pipeline*. New York: Teachers College Press.

- Lew, J. (2006). *Asian Americans in class: Charting the achievement gap among Korean American youth*. New York: Teachers College Press.
- Lopez, N. (2002). *Hopeful girls: Troubled boys--Gender disparity in urban schools*. New York: Routledge.
- Louie, V. (2004). *Compelled to excel: Immigration, education, and opportunity among Chinese Americans*. Stanford, CA: Stanford University Press.
- Luttrell, W. (2003). *Pregnant bodies, fertile minds: Gender, race and the schooling of pregnant teens*. New York: Routledge Press.
- Meiners, E. R. (2007). *Right to be hostile: Schools, prisons, and the making of public enemies*. New York: Routledge.
- Moraga, C., & Anzaldúa, G. (Eds.). (2015). *This bridge called my back: Writings by radical women of color*. Suny Press.
- Morris, M. W. (2016). *Pushout: The criminalization of Black girls in schools*. New York: The New Press.
- Moses, R., & Cobb, C. E. (2002). *Radical equations: Civil rights from Mississippi to the Algebra Project*. Boston, MA: Beacon Press.
- Mutakabbir, Y. T., & Nuriddin, T. A. (2016). *Religious minority students in higher education*. New York: Routledge, Taylor & Francis Group
- Oakes, J., Rogers, J. & Lipton, M. (2006). *Learning power: Organizing for education and justice*. New York: Teachers College Press.
- Paris, D. (2011). *Language across difference: Ethnicity, communication and youth identities in changing urban schools*. Cambridge: Cambridge University Press.
- Payne, C. (2008). *So much reform—so little change: The persistence of failure in urban schools*. Boston: Harvard Education Press.
- Perry, T., Steele, C., & Hilliard, A. G. (2003). *Young, gifted, and Black: Promoting high achievement among African-American students*. Boston: Beacon Press.
- Tuck, E. (2012). *Urban youth and school pushout: Gateways, get-aways, and the GED*. New York: Routledge.
- Walker, V. S. (2009). *Hello, professor: A black principal and professional leadership in the segregated south*. Chapel Hill, NC: Univ. of North Carolina Press.

### Course Objectives

Candidates will...	Standards
1. develop an understanding of the Louisiana legal structure and the role of schools in that context.	ELCC: 6 ISLLC: 6
2. acquire an understanding of the sources of law affecting Louisiana schools.	ELCC: 6 ISLLC: 6
3. further their ability to implement legal and policy requirements at their school sites.	LA: 5 ELCC: 6 ISLLC: 6
4. develop an ability to adapt instruction and practices to a diverse school population, including all students, regardless of ability, based upon legal principles.	LA: 2 ELCC: 4 ISLLC: 4
5. promote a safe and positive school culture by appreciating students' and teachers' rights.	LA: 1; 6 ELCC: 2, 3 ISLLC: 2, 3

6. act with integrity, fairness, and in an ethical manner when responding to student, teacher, and parental complaints.	LA: 7 ELCC: 5 ISLLC: 5
7. apply a framework for ethical decision making to problem issues.	LA: 7 ELCC

### Evaluation

1. Book Symposium and Report	30%
2. Final Project	50%
4. Class Participation/Attendance	20%

### **Grading**

A = 90 – 100

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = Below 60

### Assignments

#### **Book Symposium and Report (30%)**

A book symposium may be defined as: “a meeting or conference for the discussion of some subject, especially a meeting at which several speakers talk on or discuss a topic before an audience.” Several group talks will be grouped together for presentation, or students may elect to organize their presentation with others. The professor must provide pre-approval for your book. You should select and read materials that will enhance our understanding of PK16+ education in relation to required course texts and course themes.

Your individual paper should be 8-10 pages long, including the title and reference pages. Additional information will be provided in Moodle.

#### **FINAL PROJECT (55%)**

##### Part One (20%, Due September)

A description of your project, its overall objective, identification of assessment data required and your plan for procuring it from all relevant sites. A complete plan will name key school/college personnel (e.g., school teachers, college faculty, and administrators at each level) who will participate, dates set for interviews, and an overall project timeline to guide the group in its work including time devoted to data analysis and report writing.

##### Part Two (30%, Due December 5th)

The final project, to be written in the form of a research report, is to culminate in a paper of 25 pages (maximum) excluding references and appendices.

Refer to Moodle for rubrics and handout.

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### **Attendance and Participation**

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Class participation score will be based on a standard requiring each student's substantive participation in class and online. *Substantive participation* in discussions will demonstrate critical thinking around the readings and clear articulation of ideas.

Evaluation of students' participation will in general consider the following:

1. To what extent do you incorporate class readings into your participation in class discussion?
2. To what extent do you link readings with your practical experience?
3. To what extent do you engage your colleagues in the class in meaningful thought, critical analysis, and debate around the course material?
4. To what extent do you contribute to your colleagues' understanding of complex ideas and perspectives by raising insightful, probing questions?

More specifically, substantive class participation will mean that the student has demonstrated one or more of the following:

1. Challenged assumptions, conclusions, or arguments;
2. Suggested a new perspective on an issue;
3. Illuminated the complexities of an argument or an issue raised;
4. Analyzed an argument using an issue of practice;
5. Provoked discussion beyond description, that is, engaged classmates in discussion around application, analysis, synthesis, or evaluation of the material.

To avoid disruptions to our class discussions, please turn off cell phones or pagers or put them on vibrate/mute settings. Students using cell phones in class may be asked to leave and/or have class participation and attendance points reduced.

Since the class setting is highly interactive, attendance at every class session is required. Should illness or emergencies arise preventing your attendance please contact me in advance to be excused. Absence from class is one factor that can impact class participation scores.

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### **Course Requirements**

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#### **Attendance/Participation**

Students are expected to attend all classes regularly and punctually. A student/candidate who is not present in class is marked absent. All students will receive 1 excused absence without penalty. Only with prior instructor approval, in rare exceptions, will more than 1 absences be permitted.

Class attendance/participation includes all assigned activities, including Moodle assignments. While daily attendance may or may not be taken, students are expected to attend class and to arrive on time, which means attendance for the full class period. Habitually arriving late for class will result in a deduction of one point from the student's final grade. Students who have professional obligations in this regard may be exempt from this policy—only with prior approval from the instructor.



***Laptop computers can be used in class only with permission of the instructor.*** Students taking notes using a laptop during class may be asked to share a summary of these notes at various points during the class or at the end of class.

### **Late Work**

The instructor will not typically accept late work without extenuating circumstances. The acceptance of late work will be solely at the discretion of the instructor and may result in the automatic deduction of one full letter grade for each calendar day the assignment is late. Please inform the instructor of any potential conflicts with class assignments as soon as possible.

### **Student Rewrite Policy**

Given the general grade distribution of graduate school courses, it is unlikely but possible, that any student will earn a grade other than the grade of “A.” To assure that students are on the proper path to earning the grade of an “A,” and to prepare students for the dissertation process, students may (at the instructor’s sole discretion) be asked to revise and resubmit work receiving any grade less than 85%.

### **Grading Policy and Appeals of Grades**

The assignment of grades in this course is the exclusive province of the instructor. It is customary and expected for instructors to provide prompt and constructive feedback to students. **Late assignments will be graded at the instructor’s convenience and may not be eligible for a “Revise and Resubmit.”** Students seeking to dispute a grade assigned to a specific assessment or a final grade in the course are strongly encouraged to first contact the instructor.

*Reminder:* Errors in punctuation, grammar, and spelling will result in deductions from your grade. Please proofread carefully.

*Criteria for Judging Scholarly Work:* Graduate-level writing is expected. In sum, student performance in this course will be evaluated according to the following criteria:

- command of the concepts and information covered in class and assigned readings;
- maturity, depth, and sophistication of thought, including the abilities to analyze, synthesize, apply and extrapolate from course content;
- clarity and completeness of written work and expression, including professional presentation of assignments and written work; and
- willingness to participate in class activities and discussions along with quality contributions to such activities and discussions.

### **Resources**

UNO’s Writing Center: <http://www.uno.edu/lrc/writingcenter/>

Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/560/01/>

Grammarly: <https://www.grammarly.com/1>

Additional resources are available in Moodle.

### **Other Course Policies and Expectations**

University of New Orleans’ policies as articulated in the UNO Student Policy Manual apply in this course. Policies concerning Academic Dishonesty are of particular importance. As such, it is critical that you adhere to the following:

*Statement on Academic Integrity:* Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. *Self-plagiarism is a type of plagiarism. If you are using elements of a previously submitted paper word for word, you must cite yourself.* Refer here for further information: <http://www.uno.edu/studentaffairs/sa-documents/academicdishonestypolicy.pdf>

### **Disability Statement**

It is also university policy to provide, on a flexible and individualized basis, reasonable accommodations to candidates who have disabilities that may affect their ability to participate in course activities or to meet course requirements. The Office of Disability Services (ODS) in conjunction with the Office of Academic Affairs campus-wide administrative policy regarding the accommodations of students with disabilities, has two primary objectives: 1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs; and 2) to uphold the academic integrity of UNO. When these two objectives are met, those students who qualify for services based on clear, comprehensive, and relevant documentation will receive those services or academic modifications for which they are legally entitled.

### **Communication**

Make sure to take down contact information for at least one classmate, and if you have questions throughout the semester, first contact him or her to ask for help. If your classmate is not able to answer your question or address your concern, please expect at least one professional day for an email response from the instructor. The instructor will not be available on the weekends or during the holidays. Students should use the following email to contact the professor: [ekjeffel@uno.edu](mailto:ekjeffel@uno.edu).

### **Writing Requirements**

*Suggestions for a Successful Paper:* A good paper requires a clear, strong thesis statement. Your paper should be unified and cohesive; there should be a close relationship between the beginning and the end. Keep in mind that you are graded not just on good writing (sentence structure, grammar, etc.), but on the evidence that you have presented strong elements of *critical thinking* (analysis, evidence, argument building). All written work must you use current **APA formatting**. See Moodle section with APA and writing resources.

Students will submit all written work via Turnitin Assignments in Moodle, which provides a similarity report for the student and the instructor. You do not have to set up a separate Turnitin account; your access comes automatically with Moodle. The instructor will not accept papers via email.

## Tentative Course Assignments and Schedule

BA = Bernal, D.D. & Alemán, E.

KV = Kirst, M.W. & Venezia, A.

HTF = Howard, T., Turnstall, J. D. & Flennaugh, T. K.

Additional readings and discussions will be posted online in Moodle.

Week Beginning	Topic	Readings Due	Assignment Due Dates
<b>Week 1: 8/22</b>	Course requirements  Vision	Ladson-Billings: “From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools”	
<b>Week 2: 8/29</b>	Introduction to the Problem	KV Ch. 1  Dill & Zambrana Ch. 4  Delpit, L. (2012). (Intro & Ch. 1)	
<b>Week 3: 9/5</b>	Creating Postsecondary College Access  Response to the College Access Problem	HTF Ch. 1 & 2  Hartlep, N. D. Eckrich, L. L. T. & Hensley, B. O. (2017). (Ch. 1 & Ch. 2)	<b>Due in class: Symposium Book selection</b>
<b>Week 4: 9/12</b>	Secondary and College Success Conceptualized <ul style="list-style-type: none"> <li>• Early school leaving (dropping out)</li> <li>• The first year experience</li> <li>• Student departure from college (Tinto’s Theory)</li> </ul>	Dill & Zambrana Ch. 8  Elkins et al. (2000) “Tinto’s Separation Stage and its Influence on First-Semester College Student Performance”  McKinney, L. (2015). “Community College	

		Students' Assessments of the Costs and Benefits of Borrowing to Finance Higher Education"	
<b>Week 5: 9/19</b>	Stratification and Transition Implications	KV Ch. 8  Goldrick-Rab, S. & Pfeffer, F. T. (2007). "Beyond Access: Explaining Socioeconomic Differences in College Transfer"	Due in Moodle Sept. 24 <sup>th</sup> @ 11:59 p.m. Final Project Part 1
<b>Week 6: 9/26</b>	Technical and Vocational Education	Cohen & Brawer (2003) Ch. 1 & 8	
<b>Week 7: 10/3</b>		Cohen & Brawer Ch. 9  Dare, D. E. (2006). "The Role of Career and Technical Education in Facilitating Student Transitions to Postsecondary Education"	
<b>Week 8: 10/10</b>	Social Support Networks	HTF Ch. 3-4	
<b>Week 9: 10/17</b>	Programmatic Elements of Outreach	HTF Ch. 5-6	
<b>Week 10: 10/24</b>	Postsecondary Pathways	HTF Ch. 7  KV Ch. 4	
<b>Week 11: 10/31</b>	Book Symposium Presentations		Due Nov. 5 <sup>th</sup> in Moodle by 11:59 p.m.: Book Symposium Reflection Paper

<b>Week 12: 11/7</b>	Transforming Educational Pathways	BA Ch. 1-3	
<b>Week 13: 11/14</b>		BA Ch. 4-6	
<b>Week 14: 11/21</b>	Thanksgiving Week – No Class		
<b>Week 15: 11/28</b>	Final Project Presentations	Hartlep, et. al. (2017). Ch. 3	
<b>12/5</b>	<b>DEADLINE FOR ALL ASSIGNMENTS</b>	Wednesday, Dec. 6 <sup>th</sup> : COLAEHD Poster Session (optional)	<b>Due Dec. 5<sup>th</sup> in Moodle by 11:59 p.m.: Final Project</b>