

University of Florida  
College of Health and Human Performance  
Department of Sport Management

## SPM 3025 – Diversity and Inclusion in Sport Organizations

<b>Location</b>	Web
<b>General Education Designations</b>	Social Science (S) and Diversity (D)
<b>General Education Credit</b>	A minimum grade of C is required for General Education credit
<b>Instructor</b>	Dr. Christine Wegner
<b>Phone Number</b>	352-294-2821
<b>Email</b>	The best method to contact me is via email at <a href="mailto:christinewegner@ufl.edu">christinewegner@ufl.edu</a> <i>Expect a response within 24 hours M – F until 4 pm and 48 hours after 4 pm F, Sat and Sun.</i>
<b>Office Hours</b>	Thursday 9am-10am via Zoom; by appt.
<b>Office Location</b>	Florida Gymnasium, Room 300A (3 <sup>rd</sup> floor)
<b>Credit Hours</b>	3 credits
<b>Course Website</b>	Canvas: <a href="http://elearning.ufl.edu">http://elearning.ufl.edu</a>

**Department Chair:** Dr. George Cunningham

### **Course Description:**

This course evaluates diversity, inclusion, and equity in predominately domestic and international sport organizations. The course provides students with an understanding of how differences based on race, ethnicity, gender, age, physical and mental ability, class, and sexual orientation, among others, impact and intersect the organizational experience. It allows students to explore tensions through the range of diversity dimensions among a variety of stakeholders in professional sport settings. Diversity is also assessed as an asset to enrich the professional environment. Inclusive practices are also examined in the context of policies, systems, and processes in places of employment in sport settings.

## General Education and Course Objectives:

<p><b>Social &amp; Behavioral Science Objectives (S)</b></p>	<p>Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe, and explain social institutions, structures, or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes, or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.</p>
<p><b>Diversity Objectives (D)</b></p>	<p>This designation is always in conjunction with another program area. Courses with Diversity should demonstrate that a majority of the course addresses Diversity content and engagement and it should be a substantial, defining feature of the course. In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.</p>
<p><b>SPM 3025s Course Objectives</b></p>	<p>This course will introduce students to the theoretical and institutional underpinnings of the social and cultural categories that serve to shape opportunity and experience at the macro, mezzo, and micro level.</p> <p>This course will evaluate the impact of race, ethnicity, gender, age, physical and mental ability, class, and sexual orientation, among others. Students will engage in research and analysis of marginalized groups to understand how socio-structural factors play a role the opportunities and experiences for diverse populations.</p>
<p><b>Objectives Accomplished Through:</b></p>	<ol style="list-style-type: none"> <li>1 . Description and analysis of diversity, inclusion, and equity through a theoretical and institutional perspective.</li> <li>2. Evaluation and deconstruction of the social categories that affect and interact to affect opportunity and experience at the macro, mezzo, and micro levels.</li> <li>3. Evaluation and reflection of personal biases about diverse populations and social differences.</li> <li>4. Recommendation of diverse and inclusive practices within sport organizations.</li> </ol>

**General Education and Course Student Learning Outcomes (SLOs):**

	<b>Social And Behavioral Sciences SLOs</b> Students will be able to...	<b>Diversity SLOs</b> Students will be able to...	<b>SPM 3025's SLOs</b> Students will be able to...	<b>Assessment</b> Student competencies will be assessed through...
<b>Content</b>	Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.	Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability.	Identify, describe, and explain the impact of diversity specific to the dimensions of race, ethnicity, gender, age, physical and mental ability, class, and sexual orientation, as well as their intersection.  Identify, describe, and implement key sport management research methods and analysis to the diversity and inclusion space.	Class participation and discussion in which the historical and institutional elements of social categories are explained and explored; a self-reflection paper in which personal biases are analyzed; and mid-term exam that serves to evaluate knowledge of concepts.
<b>Critical Thinking</b>	Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.	Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society.	Analyze and evaluate diversity and inclusion practices, using established best practices in sport management and social and behavioral sciences.  Devise their own best practices for diversity and inclusion in sport organizations.	Class participation and discussion in which social and organizational inequities are analyzed and critiqued; a self-reflection paper; a presentation in which diversity and inclusion in practice is analyzed; mid-term and final exams that apply diversity and inclusion to real cases; and a project in which strategies for diversity and inclusion are devised.
<b>Communication</b>	Communicate knowledge, thoughts, and reasoning clearly and effectively.	The diversity designation is always in conjunction with another category. Communication outcomes are listed in those subject areas.	Communicate the significance and importance of diversity and inclusion accurately and effectively.	Small- and large-group discussions; a reflection paper; a presentation in which knowledge is presented and an evaluation of strategies is argued; and a project.

**Required Text:**

Staurowsky & Hart, Eds. (2023) *Diversity, Equity, and Inclusion in Sport*. Human Kinetics: Champaign, IL. This text is part of the UF All Access Program. ISBN: **9781718207264**

All other required materials will be provided via Canvas.

**Recommended Textbooks:**

Oluo, I. (2019). *So You Want to Talk About Race*. New York: Seal Press.

Ross, H. (2011). *Reinventing Diversity: Transporting Organizational Community to Strengthen People, Purpose, and Performance*. New York: Rowman and Littlefield Publishers, Inc.

**Instructional Methods:** The instructional methods for this course consist of recorded lectures, readings, discussions, and other activities to provide students with a variety of learning methods.

**Evaluation of Grades:** Students will be assessed based on the assignments below:

Assignments	Points
Exam I	50
Exam II	50
Weekly Discussions (12x5pts each)	60
Life Learning Lab (13x5pts each)	65
Other Assignments	75
Diversity & Inclusive Handbook (3 Parts: 10pts, 15pts, 100 pts)	125
<b>Total Points</b>	<b>425</b>

**Grading Policy:**

<b>A</b>	92.5-100	4.0	<b>B+</b>	86.5-89.4	3.33	<b>C+</b>	76.5-79.4	2.33	<b>D+</b>	66.5-69.4	1.33	<b>E</b>	59 & below	0.0
<b>A-</b>	89.5-92.4	3.67	<b>B</b>	83.5-86.4	3.0	<b>C</b>	73.5-76.4	2.0	<b>D</b>	63.5-66.4	1.0			
			<b>B-</b>	79.5-83.4	2.67	<b>C-</b>	69.5-73.4	1.67	<b>D-</b>	59.5-63.4	0.67			

**Grading Rubric:**

- A & A- Outstanding: The project far surpasses the assignment requirements, well organized, analytical rather than descriptive, and excellent grammar.
- B+, B, & B- Very Good: Project exceeds the minimal requirements of the assignment, organized, descriptive rather than analytical, and good grammar.
- C+, C, & C- Average: Project may not meet all criteria of the assignment, organization is below average, paper is far too descriptive, and poor grammar.
- D+, D, & D- Below Average: Project barely meets minimum criteria.
- E Fail: Project does not meet the minimum criteria.

**Exams I and II (2 x 50 pts each):**

- Two exams are administered based on the lectures, discussions, readings, and supplemental materials.
- Exams are short answer and short essay questions.  
Make-up exams are NOT permitted unless absences are in accordance with UF's Make-Up Policy.

**Weekly Discussion Board (12 x 5pts each)**

- Uses a reading or video to allow discussion around the week's topic with peers
- Submitted each week using Perusal in the Canvas Platform
- First annotation is due each week by Wednesday at 11:59pm. Final annotations are due by the following Monday at 9am.

**Life Learning Lab (13 x 5pts each)**

- Creates a weekly practice applying course concepts to spaces in the real and virtual world
- Submitted each week via Canvas by 11:59pm
- Sometimes requires investigation or activity beyond the Canvas interface.

**Other assignments (75 points):**

- All assignments will be submitted via Canvas.
- All assignments must be typed and follow APA guidelines unless otherwise noted. Refer to the policy section of the syllabus.
- Assignment due dates are posted in the course schedule.

## Course Policies

**1. Professional Behavior:** Topics discussed in this class might make you feel uncomfortable; however, this is not the goal. The goal is to explore diversity to learn how to promote inclusivity in sport organizations. Professional behavior is expected from all students. This includes respect and consideration for the instructor and other students. Use respectful language through written and verbal communication and make relevant points about the course content.

**2. Excused Absences:** Students are considered excused from class activities for the following reasons: illness, serious family emergency, certain curricular requirements, military obligations, severe weather conditions or observance of religious holidays, as noted by the UF: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

**3. Unexcused Absences:** Unexcused absences include but are not limited to outside extracurricular activities, work, family or personal vacations, or choosing not to participate.

### 4. Assignments: Word Files Only

- All written assignments will be submitted via Canvas
- **Late or emailed assignments are not accepted** unless in accordance with the UF's Make-Up Policy.
- Assignments must follow **APA guidelines** unless otherwise noted ([https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)) and use appropriate grammar, spelling, punctuation, and sentence structure; otherwise, points are deducted.
- Hand-written assignments are not accepted.
- Include citations, if necessary.
- Refer to the Course Schedule and/or Canvas for assignment due dates.
- Please proofread all assignments.
- Plagiarism is not tolerated in this course.

### 6. Grades:

- Grades are dependent on the student's performance measured by, but not limited to, exams, assignments, in-class activities, and participation.
- Final grades are based on the accumulation of points the student earns throughout the semester.
- Total points are converted to letter grades using the grading scale located at the beginning of the syllabus and I do round up grades ending in .5. No other rounding occurs.
- The grading scale is strictly enforced and unchangeable.
- The professor will NOT change grades at the end of the semester because the student is unhappy with their academic performance.
- Grades are posted on the Canvas site.

## 7. DRC Accommodations:

- It is important to me that I accommodate students with disabilities.
- If you are aware of your disability or might be concerned you have a disability, register with the Disability Resource Center (DRC) (352-392-8565, <https://disability.ufl.edu/>) in the Dean of Students Office.
- Please meet with me to discuss your accommodations, during the first two weeks of the semester to ensure I fully understand your needs.
- It is my goal to provide you with the tools necessary to ensure you are successful in the classroom.

**8. Honor Code:** University of Florida students are required to abide by the Honor Code pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida. The following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."* It is assumed all students will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams, etc.). As part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code: (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>). You are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor. **Violations of the Honor Code at the University of Florida will not be tolerated.** Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, refer to <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>."

**9. Course Evaluations:** Students can provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu/>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

**10. Student Privacy:** There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

## 11. Campus Resources:

- *U Matter, We Care:* The U Matter, We Care initiative is committed to creating a culture of care by encouraging members of the UF community to look out for one another and

to reach out for help. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. If you or a friend needs help, please call 352-1575 or send an email to [umatter@ufl.edu](mailto:umatter@ufl.edu). Please remember that asking for help is a sign of strength. In case of emergency, call 911.

- *Counseling and Wellness Center*: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- *Sexual Assault Recovery Services (SARS)*: Student Health Care Center, 392-1161.
- **University Police Department**: 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

## 12. Academic Resources:

- *E-learning technical support* : 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- *Career Resource Center*: Reitz Union, 392-1601. Career assistance and counseling. <https://www.career.ufl.edu/>.
- *Library Support*: <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*: Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.
- *Writing Studio*: 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.
- *Student Complaints Campus*: <https://www.sfa.ufl.edu/pub/StudentComplaintPolicy.pdf>.
- *On-Line Students Complaints*: <http://www.distance.ufl.edu/student-complaint-process>.

## 13. Changing Name Display in Canvas

- It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.
- You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to [one.ufl.edu](http://one.ufl.edu), click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

#### **14. Respect for Diversity**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Important note: Given that some of the material discussed in class may be sensitive or difficult, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

# SPM3025: Diversity and Inclusion in Sport

## Course Outline

Dates	Readings and Other Content	Deadlines
<b>Orientation and Module 1: Introduction to Diversity and Inclusion</b>		
Aug 24-26	Course Syllabus Orientation Video	<b>Friday, Aug 26:</b> Orientation Module Discussion <b>Friday, Aug 26:</b> Orientation Module Quiz
Aug 29-Sept 2	Hart & Staurowsky (Ch. 1 of Hart & Staurowsky, Eds.) <u>What is Diversity and Inclusion?</u> Module Lecture Video	<b>Wednesday, Aug 31:</b> First Discussion Board Annotations Due <b>Friday, Sept 2:</b> Life Learning Lab Due <b>Tuesday, Sept 6:</b> Final Discussion Board Annotations Deadline
<b>Monday, Sept 5: Labor Day</b>		
<b>Module 2: Difficult Dialogues</b>		
Sept 6-9	Staurowsky (Ch. 2 of Hart & Staurowsky, eds) Module Lecture Video	<b>Wednesday, Sept 7:</b> First Discussion Board Annotations Due <b>Friday, Sept 9:</b> Life Learning Lab Due <b>Monday, Sept 12:</b> Final Discussion Board Annotations Deadline
<b>Module 3: Bias</b>		
Sept 12-16	Prejudicing, Stereotyping, and Discrimination: An Introduction <u>Nine Types of Bias</u> UCLA Implicit Bias Videos Module Lecture Video	<b>Wednesday, Sept 14:</b> First Discussion Board Annotations Due <b>Friday, Sept 16:</b> Life Learning Lab Due <b>Monday, Sept 19:</b> Final Discussion Board Annotations Deadline
<b>Module 4: A Framework for Understanding Diversity Forms</b>		
Sept 19-23	Cunningham, Chapter 4 (scanned PDF) Module Lecture Video	<b>Wednesday, Sept 21:</b> First Discussion Board Annotations Due <b>Friday, Sept 23:</b> Life Learning Lab Due <b>Monday, Sept 26:</b> Final Discussion Board Annotations Deadline
<b>Module 5: DISO Part 1 Review</b>		
Sept 26-30	Exam 1 Review Questions	<b>Wednesday, Sept 28 – Friday,</b>

	Module Lecture Video	<b>Sept 30:</b> Exam 1 (60 minutes)
<b>Module 6: Social Class</b>		
<b>Oct 3-6</b>	Shin (Ch. 3 of Hart & Staurowsky, Eds.) <u>Inequity, eSports, and the Poverty Line</u> Module Lecture Video	<b>Wednesday, Oct 5:</b> First Discussion Board Annotations Due <b>Thursday, Oct 6:</b> Life Learning Lab Due <b>Monday, Oct 10:</b> Final Discussion Board Annotations Deadline
<b>Friday Oct 7: Homecoming</b>		
<b>Module 7: Race and Ethnicity</b>		
Oct 10-14	Cooper (Ch. 4 of Hart & Staurowsky, Eds.) <u>The NFL and inclusive hiring</u> Module Lecture Video	<b>Wednesday, Oct 12:</b> First Discussion Board Annotations Due <b>Friday, Oct 14:</b> Life Learning Lab Due <b>Monday, Oct 17:</b> Final Discussion Board Annotations Deadline
<b>Module 8: Intersectionality and Gender</b>		
Oct 17-21	Houston & Montez de Oca (Ch.5 of of Hart & Staurowsky, Eds.) Davis, p. 95-110 (Ch. 6 of Hart & Staurowsky, Eds.) Module Lecture Video	<b>Wednesday, Oct 19:</b> First Discussion Board Annotations Due <b>Friday, Oct 21:</b> Life Learning Lab Due <b>Monday, Oct 24:</b> Final Discussion Board Annotations Deadline
<b>Module 9: Sexual Orientation and Gender Identity</b>		
Oct 24-28	Davis, p.110-end (Ch. 6 of Hart & Staurowsky, Eds.) Duckworth & Maurer (Ch. 7 of Hart & Staurowsky, Eds.) Module Lecture Video	<b>Wednesday, Oct 26:</b> First Discussion Board Annotations Due <b>Friday, Oct 28:</b> Life Learning Lab Due <b>Monday, Oct 31:</b> Final Discussion Board Annotations Deadline
<b>Module 10: Disability and Weight</b>		
Oct 31-Nov 4	Hums & Wolff (Ch. 8 of Hart & Staurowsky, Eds.) Module Lecture Videos	<b>Wednesday, Nov 2:</b> First Discussion Board Annotations Due <b>Friday, Nov 4:</b> Life Learning Lab Due <b>Monday, Nov 7:</b> Final Discussion Board Annotations Deadline
<b>Module 11: Religion and Age</b>		
Nov 7-10	Mirabito & Hardin (Ch. 11 of Hart & Staurowsky, Eds.) Staurowsky, Paule-Koba, & Sachs (Ch. 12 of Hart	<b>Wednesday, Nov 9:</b> First Discussion Board Annotations Due <b>Thursday, Nov 10:</b> Life Learning

	& Staurowsky, Eds.) Module Lecture Videos	Lab Due <b>Monday, Nov 14:</b> Final Discussion Board Annotations Deadline
<b>Friday, Nov 11: Veteran's Day</b>		
<b>Module 12: DISO Part 2 Review</b>		
<b>Nov 14-16</b>	Exam 2 Review Questions Module Lecture Video	<b>Tuesday Nov 15 – Wednesday Nov 16:</b> Exam 2 (60 minutes)
<b>Module 13: Diversity Training</b>		
<b>Nov 17-22</b>	Cunningham, Chapter 14 (scanned PDF) Module Lecture Video	<b>Friday, Nov. 19:</b> First Discussion Board Annotations Due <b>Tuesday, Nov. 22:</b> Life Learning Lab Due <b>Tuesday, Nov 22:</b> Final Discussion Board Annotations Deadline
<b>Nov 23-25: Thanksgiving Break</b>		
<b>Module 14: Leadership's Role in Making Change</b>		
Nov 28-Dec 2	Hawkins (Ch. 13 of Hart & Staurowsky, Eds.) <u>Tides Race and Gender Report Card</u> Module Lecture Video	<b>Wednesday, Nov 30:</b> First Discussion Board Annotations Due <b>Friday, Dec 2:</b> Life Learning Lab Due <b>Monday, Dec 5:</b> Final Discussion Board Annotations Deadline
<b>Module 15: Strategies for Inclusion</b>		
Dec 5-Dec 12	Armstrong (Ch. 14 of Hart & Staurowsky, Eds.) <u>How Sharing Our Stories Builds Inclusion</u> Module Lecture Video	<b>Wednesday, Dec 7:</b> First Discussion Board Annotations Due <b>Monday, Dec 12:</b> Life Learning Lab Due <b>Monday, Dec 12:</b> Final Discussion Board Annotations Deadline
<b>Module 16: DISO Part 3 Review and Course Closeout</b>		
Dec 12-15	Course Closeout Video	<b>Dec. 15:</b> Final Project Due

**Highlighted text** denotes change in typical dates due to Holidays or Reading Days

*This course schedule is tentative and might change based on the pace of the lectures and student needs. Changes to the syllabus will be announced through Canvas.*