

EEX 2000: Impact of Disabilities: Home, Community, and Workplace

Sections (1398; 4F26; 0001; 0018; 0236)

Spring 2026

Instructors: Dr. Megan McMillan & Dr. Joey McKinley

Course Leader: Dr. Megan McMillan

Course GA: Shantoy Maxwell & Brooke Streicher

Course TAs: Various – Will be announced via Canvas announcement.

Office: Zoom; Norman Hall

Office Hours: All office hours will be held via zoom on **Mondays from 11 am – 12 pm EST** or by appointment.

- [Zoom link for office hours](#)
- Office hours by appointment will be scheduled using my [Bookings Link](#)
- All links are available in Canvas.

Email: Please **utilize Canvas messenger** for all course contact. Please do NOT use my/GA/TA UF email addresses.

Course Format:

This course will be delivered **fully online**. The course site will be open continuously throughout the semester allowing students to access it at any time and allowing them to be involved asynchronously.

If you are having issues with Canvas, you can contact one of two sources.

1. **College of Education Help desk:** Email the helpdesk at help@coe.ufl.edu and be sure to include the course number, section number, and your Gatorlink ID.
2. **UF Campus-wide:** Email the campus online office at the HUB at help@ufl.edu (352 392 4357) and be sure to include the course number, section number, and your Gatorlink ID.

It is important to keep in mind that an online course requires you to be self-disciplined as there are no weekly face-to-face meetings with me to remind you of due dates.

Attention to Your Syllabus

- **Be sure to review this syllabus thoroughly.**
- Please read your course syllabus a few times. Refer to the summary of important dates on the last page. Important dates also appear in your Canvas course calendar.

This syllabus is subject to change at the discretion of the instructor.

Information typically announced in face-to-face classes is provided in the syllabus and on the course website. You must become completely familiar with the syllabus to be successful in this course.

- I will communicate with you frequently through course announcements.
 - Please assume that *every announcement* is important for you to read.
 - Additionally, please make sure your Canvas settings are set to send all announcements to your UF email address. This will help to ensure that you are receiving assignments in a timely manner.

Course Instructor Communications.

All communications with your instructor can be **handled via Canvas Messenger** and/or by appointment. Canvas messenger is the most efficient way to contact me - **please include your course TA in your messages**. Please do not use my UF email address.

Requesting Accommodations

If you require test accommodations, please email your documentation from the Disability Resource Center (DRC) as soon as possible. Please send your documentation via Canvas messenger and please state in the subject line ACCOMODATION DOC. For more information regarding DRC accommodations please refer to the information provided here: <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>.

Extensions for Handing in Assignments

If you need to request an extension for a deadline due to athletic commitments, illness etc., **you must contact me PRIOR to the deadline** via Canvas messenger to discuss an alternative deadline and plan for assignment submission. All extensions and late submissions will be handled on a case-by-case basis at the discretion of the course instructor. You may be required to submit documentation of your need for an extension, upon instructor request.

- Extension Hot Topics:
 - Extensions will not be given for exams except in EXTREMELY rare circumstances.
 - *Examples:* military deployment to a remote region, illness requiring hospitalization, etc. (at instructor discretion)
 - *Non-examples:* vacations (planned or unplanned), personal internet outage, etc. (at instructor discretion)
 - If you ask for an extension after a due date has passed, you will face a late penalty for any time between the due date and when you requested an extension.
 - Include your TA when requesting an extension.
 - Plan to take the exam as close to the opening of the window as possible. Falling ill at the end of the exam window does not grant an extension.

Expectations for Assignment Completion & Make-up Work:

Students are expected to be involved in regular interactions with their classmates and with the instructor. Active participation is essential to building an effective learning community. All This syllabus is subject to change at the discretion of the instructor.

students are expected to be regular and active participants in discussion and learning activities throughout the semester. Requirements for make-up exams, assignments, and other work are consistent with university policies that can be found at:

<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

It is the **student's responsibility to follow-up on all missed work, exams, assignments, etc.** in a timely matter.

- If you have an excused absence or an unexcused absence the instructor may consider your request to make-up work within a short time (e.g., one-to-two-week window), per the instructor's discretion, AFTER the work was missed.
 - **Note: It is REQUIRED to contact and plan with the instructor PRIOR to missing an assignment – planning constitutes a specific message with notification of missing a due date or exam, the reason for missing this item(s), and when and how you plan to make up the missed work.**
- If the student fails to communicate with the instructor during this time, they may not be eligible to make up missed work/assignments.
- Delays in making-up work limit the ability of the instructor to provide grades and feedback to students in a timely manner and once assignment grades have been released content (for example on exams) may no longer be secure.

Course Description:

The purpose of this course is to provide participants with opportunities to learn about (1) how disabilities impact the lives of individuals who have disabling conditions, (2) how the presence of individuals with disabilities enhances diversity in a variety of settings, and (3) how their own experiences compare to those of people with disabilities. Attention will be given to the impact of disabilities in home, community, and work environments. Physical, cognitive, and emotional/behavioral disabilities will be considered.

Purpose:

This course will provide students with opportunities to learn about how disabilities impact home, community, and work experiences. In so doing, they will examine their own experiences and values to determine differences from those of people with disabilities.

Student Learning Outcomes:

Upon successful completion of this course, participants will be able to:

- Identify types of physical, cognitive, and emotional/behavioral disabilities.
- Identify implications of physical, cognitive, and emotional/behavioral disabilities.
- Identify common disability-related issues (i.e. communication; access; discrimination) affecting individuals with disabilities and people with whom they interact.
- Demonstrate understanding of ways different types of disabilities affect communication.
- Demonstrate understanding of ways different types of disabilities affect physical access in various settings.

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- Demonstrate understanding of ways discrimination is shown with regard to different types of disabilities

The following table outlines specific Student Learning Outcomes and their corresponding course assignments for assessment.

General Education Objectives & Student Learning Outcomes	Course Learning Outcomes	Course Assessments
<p>Content</p> <ol style="list-style-type: none"> 1. Identify, describe, and explain key themes, principles, and terminology within the subject area 2. Identify, describe, and explain the history, theory, and/or methodologies used within the subject area 3. Identify, describe and explain social institutions, structures, and processes within the subject area 	<ul style="list-style-type: none"> • Students will identify types of physical, cognitive, and emotional/behavioral disabilities and describe corresponding behaviors. • Students will identify implications of physical, cognitive, and emotional/behavioral disabilities for the individual and surrounding community. • Students will identify instances in the assigned media where access barriers are depicted for individuals with disabilities, providing specific examples and analyzing their implications within the context of disability rights. • Students will recognize instances of discrimination against individuals with disabilities within the assigned media, citing examples and critically evaluating the portrayal of discriminatory behaviors and attitudes. • Students will identify examples of communication challenges faced by individuals with disabilities in the assigned media, analyzing how these challenges impact their interactions with others and their ability to access resources and opportunities. • Students will articulate their thoughts and reasoning clearly in written form, communicating their understanding of disability- 	<p>Exam 1, 2, & 3 Media Review Assignments 1-12 Packback Assignments 1-12</p>

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	<p>related issues and engaging in written dialogue with peers.</p> <ul style="list-style-type: none"> • Students will analyze how cultural and societal factors shape the experiences of individuals with disabilities, requiring them to identify the most accurate interpretation of a given scenario. 	
<p>Critical Thinking</p> <ol style="list-style-type: none"> 1. Apply formal and informal qualitative and/or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions 2. Assess and analyze ethical perspectives in individual and societal decisions 	<ul style="list-style-type: none"> • Students will apply informal qualitative analysis to write weekly media reviews about media that references varying abilities, specifically the effect of communication, discrimination, and physical access on those portrayed in the media. • Weekly students will generate an open-ended question related to disability rights and inclusion, encouraging discussion and critical thinking among peers. Through this activity students will be able to highlight their own perspectives and beliefs. Student will engage with a classmate's post, providing constructive feedback or additional perspectives on the topic of discussion, demonstrating active participation and collaboration. 	<p>Media Review Assignments 1-12 Packback Assignments 1-12</p>
<p>Communication</p> <ol style="list-style-type: none"> 1. Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and in groups 	<ul style="list-style-type: none"> • Student will effectively express their understanding of disability-related issues and engage in meaningful dialogue with peers through written communication in Packback (i.e., online discussion forum) assignments. • Student will communicate their analysis of disability portrayals in the assigned media reviews, conveying their insights and reflections on the disability subject. Students will make 	<p>Media Review Assignments 1-12 Packback Assignments 1-12</p>

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	<p>connections to their own lived experience and personal perspectives via these assignments.</p> <ul style="list-style-type: none"> • Students will gain the tools to engage meaningfully with individuals of varying abilities. 	
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Text & Readings

No text is required for this course. Readings relevant to course topics are listed on Canvas. You WILL be required to purchase a Packback license for this course. Information is posted in Canvas and below in "Packback Requirements".

Course Topics by Week:

Part 1: Overview; Types of Disabilities

January 12th: Introduction

January 19th: Historical Perspective on Disabilities

January 26th: Defining and Understanding Disabilities

February 2nd: Physical, Sensory, and Cognitive Disabilities

February 9th: Emotional/Behavioral Disabilities and Autism

February 17th & 18th: **Exam 1**

Part 2: Disabilities in the Home

February 16th: Families; Sibling Relationships

February 23rd: Parenting Children with Disabilities

March 2nd: Health Care Decisions; Sexuality

March 9th: Parents with Disabilities

March 24th & 25th: **Exam 2**

Part 3: Disabilities in the Community and Workplace

March 23rd: Residential Living Options

March 30th: Victimization, Civil Participation

April 6th: Inclusive Workplaces

April 13th: Post-Secondary Education

April 20th: Looking Back, Looking Ahead

April 21st & 22nd: **Exam 3**

Course Requirements

- (1) **Syllabus Quiz (0 points, but still required!)** A syllabus quiz must be completed before the end of the first week of class.
- a. This quiz will be included in the Introduction module and is *not timed*.
 - b. The purpose of the quiz is to highlight important information from the syllabus that you will be responsible for knowing throughout the semester.
 - c. No points are awarded for the Syllabus quiz, **but subsequent assignments will not be graded until the quiz is completed.**
 - d. Successful completion of this syllabus quiz allows you to set up Honorlock on your device for future exams.
- (2) **Packback Discussions (300 points total; 25 points each):** A total of 12 assignments related to topics discussed in class will be posted on the course site.
- a. These assignments are in the form of discussions that will be completed through packback.co/questions.
 - b. You will need to achieve a **minimum curiosity score of 75** on your initial post AND in your response to a peer and to the pinned post in order to earn full credit for your posts and responses.
 - c. More details regarding the curiosity score and how to earn full credit for posts can be found on our Canvas site.
 - d. See the Canvas site for more information about Packback.co. Each of the 12 discussions is worth 25 points.
 - e. **Packback posts must be made during the discussion period. Posts made before or after the published dates will not count toward that week's discussion points.**
 - f. **Participation is a requirement for this course**, and the Packback Questions platform will be used for online discussion about class topics. Packback is an online community where you can be *fearlessly curious* and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements & Scoring:

Your participation on Packback will count toward 300 points of your overall course grade.

There will be a **Weekly Sunday at 11:59PM EST deadline for submissions**. In order to receive full credit, you should submit the following per each deadline period:

- 1 open-ended Question every week with a minimum Curiosity Score of 75, worth 15 pts of each assignment grade
- 1 response to the pinned (i.e., instructor posted question) per week (5 pts) - These questions come directly from your PB assignment page for the week.

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- 1 response to a classmate per week (5 pts) - Please respond only to other students within your assigned TA/GA group.

How to Register on Packback:

Note: Only access Packback through **Canvas** in order to ensure your grades sync properly

1. Click the Packback assignment link within **Canvas** to access the community
2. Follow the instructions on your screen to finish your registration.
3. **In order for your grade to be visible in Canvas**, make sure to click each Packback assignment link as you post your Packback submissions.

Packback requires a paid subscription. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, [watch this video](#).

- (3) **Weekly Media Review (300 points total; 25 points each):** Over the course of the semester, you will review 12 different pieces of media linked to the weekly course content.
 - a. Through watching, reading, and/or interacting with this media you will have the opportunity to apply what you have learned in the course to understanding the lived experience of individuals with disabilities and their loved ones, employers, and communities.
 - b. After viewing the media, you will respond to items and discuss disability related issues.
 - c. The Weekly Media Review will be available for you to access within the Canvas site in each module.
 - d. If you wish, you may complete your media review assignments in advance.
- (4) **Exams (300 points total; 100 points each):** Three exams will be administered online throughout the semester.
 - a. Each exam will be worth a total of 100 points.
 - b. Exams will be open for 48 hours and must be completed **individually**.
 - i. *Individually* means no assistance from other people or artificial intelligence.
 - c. The exams are open notes (notes must be printed in advance of the exam) but will include a time limit.
 - d. The exams will consist of multiple choice, matching, and true/false items.
 - e. All exams are administered using Honorlock.
 - f. No electronic or assistive devices but your computer is permitted during exams without express advanced written permission from the Disability Resource Center.

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A note on “open notes”:

- Your notes must be on paper. They may be handwritten or typed but must be generated prior to beginning the exam. You may not print content during the exam.
- Your notes must be your own thought. They may NOT be generated by artificial intelligence of any kind.
- Your notes may not include test questions and answers. (Example: test answer key)
- The most helpful notes are those you took when watching lecture videos or reading through module content. These will be the best resource during exams.

Exams will be **open for 2 days and must be completed within the posted time frame**. Each exam session will last 2 hours. Missed exams will be made up under very limited conditions at the discretion of the instructor. A missed exam will require documentation of the reason for missing the exam to be considered (see Extensions for more information).

Oral Examination and Reassessment

If you are suspected of violating [UF's Honor Code](#), you may be required to complete an oral examination that will replace your exam grade at the sole discretion of the instructor. If you choose to not sit for the oral examination, your exam grade will be replaced with a zero and you will be subject to any additional penalties under [UF's Honor Code](#) for cheating.

Course Grading

The learning you do in this class is more valuable than your grade in this class. Grades are computed by totaling the number of points received on each assignment. Letter grades are assigned based on the percentage of the total possible points received. Total of possible points for this course is **900**. Across the semester, all grades will be completed in Canvas and students may track their progress using the Canvas report. Final percentages (as calculated in the Canvas report unrounded) will be used to assign letter grades using the following point breakdown:

Percentage to Letter Grade Conversion

94% - 100% = A	80% - <83% = B-	67% - <70% = D+
90% - <94% = A-	77% - <80% = C+	64% - <67% = D
87% - <90% = B+	74% - <77% = C	60% - <64% = D-
83% - <87% = B	70% - <74% = C-	Below 60% = E

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For more information on UF grading policies can be found at:

<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

Note: If you require special adaptations or accommodations for you to participate fully in the class, please contact the instructor as soon as possible. Students with disabilities requesting accommodations are encouraged to register with the Disability Resource Center. Information about that process can be found here: <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

OTHER IMPORTANT COURSE INFORMATION

Teaching Assistants

You will be assigned to a Teaching Assistant (TA) group or pair. You will receive communication and feedback on your work (Packbacks and Media Reviews) from your TAs throughout the semester. Your TA will be your initial point of contact for grading and assignment submission. They will email you if you lose points on an assignment for any reason so that you can make edits to your process and improve your grade as the course progresses.

Artificial Intelligence

Academic Integrity information

Any student engaging in academic misconduct (as defined by the University Florida) will be subject to appropriate disciplinary action. The current student handbook contains a detailed discussion of the University's policy on academic misconduct. Violations of academic integrity include cheating, fabrication or falsification of information or documents, plagiarism, abuse of academic materials, and complicity in academic misconduct. Students may be subject to any and all of the following: academic counseling, reprimand, a failing grade for the assignment that involved the misconduct, a failing grade for the course, and referral of the behavior to the School Director or Dean. The student handbook outlines procedures for students wishing to appeal the academic decisions of the Professor.

All students at the University of Florida agree on admission to abide by the University *Honor Code*. Please review this Academic Integrity page to familiarize yourself with UF policies and procedures pertaining to the UF honor code.

EEX 2000 Artificial Intelligence (AI) Policy:

You may use AI to brainstorm or research in the process of producing your own work; **however, you cannot include writing or other product that has been generated by AI in your submissions for this course.**

In this course, we recognize the potential value of AI tools including, but not limited to ChatGPT, Claude, Gemini, Copilot, etc., in enhancing learning and assisting with certain assignments. However,

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to maintain academic integrity and ensure that students fully engage with the course material, the use of AI tools must be in accordance with the following guidelines:

- a. **Permitted Use:** Students may use assistive (**NOT generative**) AI or LLM (large language model) *only for assignments that explicitly state its use is allowed in the instructions*. For any assignment that does not explicitly permit the use of AI, using the tool will be considered a violation of the academic integrity policy.
- b. **Proper Citation:** When using AI for an assignment, students must provide proper citation to acknowledge the assistance received. This ensures transparency and academic honesty. The citation should be included in the relevant section of the assignment, such as footnotes, endnotes, or bibliography, depending on the assignment format.

Citation instructions for AI: To cite AI (specifically ChatGPT in this example) in your work, please use the following format:

OpenAI. (2021). ChatGPT, version [insert version number]. Retrieved [insert date], from <https://openai.com/chatgpt>

For example: OpenAI. (2021). ChatGPT, version 4. Retrieved April 23, 2023, from <https://openai.com/chatgpt>

Please ensure that you provide accurate information regarding the version number and the date on which you accessed the AI tool.

Any violation of these guidelines may result in disciplinary action, including but not limited to grade penalties, assignment of a failing grade for the course, required resubmission of assignments in different format (like oral examination), or referral to the academic integrity office for further investigation. It is the responsibility of each student to adhere to the academic integrity policy and to seek clarification from the instructor if they have any questions or concerns about the appropriate use of AI in this course.

Detailed information on current University policies can be found at:

<https://go.ufl.edu/syllabuspolicies>

Refer to this up-to-date resource for all University policy information including (among others):

- **Academic Integrity and Honor Code** (The UF Student Honor Code and Student Conduct Code, including expectations and acceptable use of Artificial Intelligence)
- Accommodations for Students with Disabilities,
- Student Assistance and Emergencies,
- Course Evaluation, and
- University of Florida Computer Policy.

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Student Assistance and Emergencies

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. Resources can be found here:

<https://go.ufl.edu/syllabuspolicies>

Tentative Course Schedule

In the table below, please note due dates for all Packback Discussion Posts, Weekly Media Review assignments, and Exams.

Note: These due dates are subject to change per the course instructor/TA. Please make sure to check Canvas regularly for all required dates/information.

SAMPLE SYLLABUS

Tentative Course Schedule			
<i>Please Note: This Schedule is Subject to Change at the Discretion of the Course Instructor</i>			
Week of	Topic	Readings & Media	Assignments Due (by Sunday at 11:59pm)
January 12 th – January 18 th	Course Introduction Lecture: Welcome & Intro to Course Structure “How-to Use Packback”	Read: Syllabus, Packback (PB) Info Page, & Media Review Info Page	DUE: * Syllabus Quiz- 1/18 * Honorlock Set-Up- 1/18 * Packback (PB) Account Set-Up- 1/18
January 19 th – January 25 th	Historical Perspective on Disabilities Lecture: Module Intro Video	Read: See Canvas for assigned readings. Media: Abandoned to Their Fate Review all Media Posted in Canvas Note: UF Closed, 1/19- <i>Dr. Martin Luther King, Jr. Day</i>	DUE: * Weekly Media Review #1- 1/22 * PB Discussion 1- 1/25
January 26 th – February 1 st	Defining disability: Overarching issues related to disabilities Lecture: Module Intro Video	Read: Liebowitz (2015) Kassenbrock (2015) What is ableism? Media: Review all Media Posted in Canvas	DUE: * Weekly Media Review #2- 1/29 * PB Discussion 2- 2/1
February 2 nd – February 8 th	Types of Disabilities: Physical/Sensory/ Health; Cognitive Lecture: Module Intro Video	Read: See links to readings on canvas Media: <i>Born this Way</i> , Season 1, Episode 2 Review all Media Posted in Canvas	DUE: * Weekly Media Review #3- 2/5 * PB Discussion 3- 2/8

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February 9 th – February 15 th	Types of Disabilities: Emotional/Behavioral; Autism Lecture: Module Intro Video	Read: The History of Autism Media: Curated Media-See Canvas. Review all Media Posted in Canvas	<u>DUE:</u> *Weekly Media Review #4-2/12 *PB Discussion 4-2/15
February 17 th – February 18 th	EXAM 1 (Open online for 48 hours; 2-hour testing window)		
February 16 th – February 22 nd	Family Climate; Siblings with Disabilities Lecture: Module Intro Video	Read: Mandleco & Webb (2015) Moyson & Roeyers (2012) Media: Review all Media Posted in Canvas	<u>DUE:</u> * Weekly Media Review #5-2/19 *PB Discussion 5-2/22
February 23 rd – March 1 st	Parents of Children with Disabilities Lecture: Module Intro	Read: Bibby (2012) Media: Review all Media Posted in Canvas	<u>DUE:</u> *Weekly Media Review #6-2/26 *PB Discussion 6-3/1
March 2 nd – March 8 th	Health Care Decisions; Sexuality Lecture: Module Intro Video	Read: See links to readings on Canvas Media: <i>Fair Chance</i> Video Clips Review all Media Posted in Canvas	<u>DUE:</u> *Weekly Media Review #7-3/5 *PB Discussion 7-3/8
March 9 th – March 15 th	Parents with Disabilities Lecture: Module Intro Video	Read: See links to readings on canvas Media: Curated Media-See Canvas. Review all Media Posted in Canvas	<u>DUE:</u> *Weekly Media Review #8-3/12 *PB Discussion 8-3/15
March 16 th – March 22 nd	UF Spring Break Have Fun & Stay Safe, Gators!		
March 23 rd – March 29 th	Community Involvement; Residential Options; Leisure Activities	Read: See links to readings on Canvas.	<u>DUE:</u>

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	Lecture: Module Intro Video	Media: Curated Media-See Canvas. Review all Media Posted in Canvas	*Weekly Media Review #9-3/26 *PB Discussion 9-3/29
March 24 th – March 25 th	EXAM 2 (Open online for 48 hours; 2-hour testing window)		
March 30 th – April 5 th	Law Enforcement and Victimization / Civic Participation Lecture: Module Intro Video	Read: See links to readings on Canvas. The Boys in the Bunkhouse / The Men of Atalissa Media: The Boys in the Bunkhouse / The Men of Atalissa Review all Media Posted in Canvas	DUE: * Weekly Media Review #10-4/2 • PB Discussion 10-4/5
April 6 th – April 12 th	Inclusive Workplaces Lecture: Module Intro Video	Read: Kaletta, Binks, & Robinson (2012) Media: Curated Media-See Canvas. Review all Media Posted in Canvas	DUE: • Weekly Media Review #11-4/9 • PB Discussion 11-4/12
April 13 th – April 19 th	Disabilities in Higher Education Lecture: Module Intro Video	Read: Hendrickson, et al (2013) Miller et al (2016) Grigal & Hart (2013) Media: “Rethinking College” Review all Media Posted in Canvas	DUE: • Weekly Media Review #12-4/16 • PB Discussion 12-4/19
April 20 th – April 24 th	Looking Back and Looking Ahead Lecture: Module Intro Video	Read: Russell (2015) Note: Reading Days are 4/23 & 4/24	DUE: All assignments submitted to Canvas-4/22 by 11:59 p.m.
April 21 st – April 22 nd	EXAM 3 (Open online for 48 hours; 2-hour testing window)		

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