

**Course Prefix, Number:**

**Course Title**

CRN, Section #, Credit Hours

College Name, Department Name

**COURSE SYLLABUS**

Last Updated: 11/24/2020

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CRN, Section #, Credit Hours

College Name, Department Name

**COURSE SYLLABUS**

|  |  |  |  |
| --- | --- | --- | --- |
| *Instructor:* | Instructor Name | *E-Mail:* | Instructor E-mail |
| *TA/GA:* | TA/GA name *(if applicable)* | *E-Mail:* | TA/GA E-mail |
| *Term:* | Spring 2021 | *Dates:* | x/xx/21-x/xx/21 |
| *Delivery Method:* | Online, Off-campus | *Location:* | Off Campus / Online |
| *Minimum  Technical Skills & Requirements:* | Include minimum technical skills, and a list of minimum technical requirements (hardware, subscriptions, plug-ins, etc.)  *Example language for minimum requirements:*  *In order to take courses online at USF, you will need to be able to demonstrate proficiency at basic computer skills, maintain reliable internet access, and meet the computer system requirements listed here:*  <https://www.usf.edu/it/remote/requirements-for-students.aspx> | | |
| *Virtual Office Hours:* | Technology Used (Microsoft Teams or Blackboard Collaborate Ultra) | | |
| *Synchronous Sessions:* | Meeting Times and Technology (if applicable-this is part of the class meeting time and location requirement)  *Required verbatim, if recording live synchronous sessions.* In this class, software will be used to record live class lectures and discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor. | | |

# Welcome!

If desired, address your students directly with a statement of welcome or a call to learning. Set the stage early for how this class could change their lives for the better. This early statement can optimally inspire the students about the skills they will learn. You may wish to map these skills onto the nationally-standardized career readiness competencies (see <http://www.naceweb.org/career-readiness/competencies/career-readiness-defined/> for details).

# University Course Description

Paste the approved description from USF’s course inventory (<http://ugs.usf.edu/course-inventory/>). If teaching a special topics course, note the 250 character limit when submitting electronically.

# Course Prerequisites

List any course prerequisites (required to be verbatim from the catalog).

# Course Purpose

What is the course about? Why is the course relevant? An expanded description, beyond the state-approved course description. One option is to provide context for the course: what role does it serve in the overall curriculum? Is it a core class or an elective?

# Instructor Contact Information and Communication

Provide a brief description of how you would like your students to address you, the best way for them to reach you regarding any questions or to request office hours. You can also include expectations regarding general communication, clarify if students need to use only the email system through Canvas or USF email, and how often they should check it.

# First Week Attendance Policy

Briefly explain the required activity for students to do during the first week of class, which will count as first week attendance. Some suggestions include syllabus quiz, introduce yourself discussion board, or online contract survey. Students who don’t complete the first week activity by the due date run the risk of being dropped from the course.

# How to Succeed in this Course

Provide students with a primer on how to perform well in this course specifically. Given the subject matter, are there certain study strategies you suggest? Many students may benefit from an overall introduction to effective study techniques. Consider also listing what students need to know as they begin this course, including specific knowledge or content that should have been mastered in previous courses. It can be very beneficial to provide them with links to learn more if they need to get up to speed with particular skills or knowledge sets.

# Course Structure

How is the learning process structured and carried out? This can include information on delivery modalities (online or synchronous), module structure, types of learning activities, and how learning will be assessed.

# Course Objectives

Course objectives describe how the instructor would like to teach the content, often presented as a numbered list. They should not be confused with the Student Learning Outcomes, which are essential to proper course planning. Note: course objectives will need to be included in course proposals at USF, but are not required or recommended on syllabi delivered to students.

# Student Learning Outcomes

Learning Outcomes are statements that describe significant and essential learning that learners have achieved and can reliably demonstrate at the end of a course. Outcomes are achieved results or consequences of what was learned; i.e., evidence that learning took place and are more student-centered and describe what it is that the learner should learn or be able to perform. In general, outcomes use “action” verbs that can be measured rather than hard-to-assess verbs like “know,” “comprehend,” or “understand.”

*Example  
By the end of this course, you will be able to:*

1. *Identify and apply various tools of critical theory to modern cinema*
2. *Critically examine cultural artifacts normally left unanalyzed*
3. *Perform humanities-style research at a high level consistent with full professors*
4. *Translate the analysis of films to present-day concerns and situations*

*Note: you have to use the exact SLOs as approved by Gen Ed or Undergrad Council; access approved SLOs here, under "Search" or "Search Archive":* [*https://www.systemacademics.usf.edu/proposals/tracking/courses*](https://www.systemacademics.usf.edu/proposals/tracking/courses)

*While you may not delete or alter the SLOs unless the relevant council approves this action as a substantive change, you are permitted to add sub-outcomes (ideally, mapped under the approved SLOs) that more directly target your current learning intention.*

*If the course has not recently been approved by the Gen Ed or Undergrad Council, verbatim SLOs may not be available and this requirement does not apply.*

# Required Texts and/or Readings and Course Materials

* Full text citations of all required materials (including ISBN)
* List of required instructional materials, and the source where they may be found
* If software is required, this is to be noted as well
* Required library/library-accessible resources may be described here

# Supplementary (Optional) Texts and Materials

* Full text citations of any supplementary materials
* Any optional materials should be indicated in the course modules, activities, etc.

*If this is not applicable for your course, please include the following text:*

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

# Grading Scale

Insert grading scale (with plus/minus scaling, if applicable) here. We have provided templates for your grading scale, including one for plus/minus grading, and the general grading scale. Feel free to use either one of these, and adjust for your own grading scale, if different:

|  |  |  |
| --- | --- | --- |
| Grading Scale (%) | |  |
| 90-100 | A |  |
| 80 - 89 | B |  |
| 70 - 79 | C |  |
| 60 - 69 | D |  |
| 0 - 59 | F |  |

Or

|  |  |  |
| --- | --- | --- |
| Grading Scale (%) | |  |
| 94-100 | A |  |
| 90 – 93 | A- |  |
| 87 – 89 | B+ |  |
| 84 – 86 | B |  |
| 80 – 83 | B- |  |
| 77 – 79 | C+ |  |
| 74 – 76 | C |  |
| 70 – 73 | C- |  |
| 67 – 69 | D+ |  |
| 64 – 66 | D |  |
| 60 – 63 | D- |  |
| 0 – 59 | F |  |

# Grade Categories and Weights

Provide a listing of assessments and their weighting in the semester total. In addition to (or even in lieu of) tests, consider exploring “authentic” assessments, which are based as closely as possible to real world experiences. Here is an example:

|  |  |
| --- | --- |
| Assessment | Percent of Final Grade |
| Project | 20% |
| Essay | 15% |
| Final Exam | 15% |
| Midterm | 15% |
| Homework | 10% |
| Online Quizzes | 10% |
| In-Class Quizzes | 10% |
| Participation and Attendance | 5% |

# Essay and Project Assignments

You may wish to list each assignment and what characterizes this assignment from all others. You made add reference text page numbers, the topics needed to complete this project, brief problem specification, etc. Ideally, include not just WHAT to do, but WHY we are doing it, and HOW it will be assessed (such as linking to a rubric).

*Example:* ***Project: Hovercraft Creation***

*Due Date: February 27*

*Working in teams of three, design and build a hovercraft made out of blow dryers (hair dryers) provided in class. Teams will compete for furthest distance traveled. Your project must consist of an abstract, design drawings, and a discussion paper that includes the theories used and their applications in your design. This project is meant to provide you with a chance to unify the skills and concepts learned throughout the semester into one culminating project, and to showcase your ability to transfer these concepts into new contexts. Projects will be graded on originality, completeness, functionality, scientific depth, engineering applicability and design, and integration of concepts. Click here for the grading rubric.*

# Instructor Feedback Policy & Grade Dissemination

Include a plan for classroom response time and feedback on assignments. Explain how students will learn of their grades from assignments and assessments, and when they can expect feedback on their assignments.

*Example: Instructor will respond to email communication relevant to the subject matter within 48 hours of the date received. Instructor will provide feedback on assignments within one week of the posted deadline, and feedback on final papers within two weeks of the posted deadline. Graded tests and materials in this course will be returned individually only by request.* [*You can access your scores at any time using "Grades" in Canvas*](https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-my-grades-in-a-current-course/ta-p/493)*.*

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Date** | **Finish This Homework Before Class** | **Topics to be Discussed in Class** |
| **1/9** | First day of class; no homework is due | List the main learning objectives or topics covered during this class period.  Example:  Overview of Fluid Dynamics  Fluid Properties  Fluid Properties, Pressure |
| **1/16** | List readings or homework assignments that are to be finished BEFORE students arrive at this class period. It may also useful to include reminders about due dates for important assessments.  Example:  Read Chapter 1 (Textbook pp. 36-73) Read Manometers handout (pdf) Listen to audio recording #1 (mp3) Browse website [www.wingtheory.com](http://www.wingtheory.com)  Homework #1 is due in class on 1/16 | Example:  Turn in HW #1  Manometers, Fluid Statics  Fluid Statics |
| **1/18** | **Holiday (No Class)** |  |
| **1/20** | Example:  Read Chapter 2 (Textbook pp. 74-92) Answer problems #13-36 at chapter’s end  Find three entries in Fluidex Abstracts Database Homework #2 is due in class on 3/14 | Example:  Turn in HW #2  Forces on Curved Bodies  Eueler’s Equation  Bernoulli’s Equation |
|  | (continue with this pattern for the remainder of the term) |  |
| **4/23 Wed.** |  | **Final Exam, 7:00pm-10:00pm** |

\* Note: The Schedule is subject to revision

# General Education Statement (undergrad only – Required if a Gen Ed course)

“This course is part of the University of South Florida's Enhanced General Education Curriculum. It is certified for *[list appropriate category]*. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This will involve submitting copies of writing assignments for review via Canvas.”

# *All USF Sarasota-Manatee courses approved for the Core Curriculum are required to have a statement on the course syllabus after the course description that clarifies which core areas are met by the courses, i.e. general education, upper-level pillar course, and/or Gordon Rule.*

*All USF St. Petersburg courses approved for General Education are required to explicitly note what requirements the course satisfies (e.g., “This course satisfies the general education area: social sciences requirement”, Gordon Rule, etc.). Please include general education student learning outcomes (SLOs) or program learning outcomes (e.g., from your program ALCs). Include assignments used for General Education student learning outcomes (SLOs) or program (ALC) assessment.*

# Integration of This Course into your Academic Experience (Gen Ed only)

*Use this section of the general education syllabus to explain to students where your course “fits” in their overall education. How are you building on courses taken previously? How are you preparing them for courses coming up? Or, if it’s a capstone course or a final course, how are you preparing them for life after their undergraduate career?*

# Global Citizens Project (only required if a GCP course; must be verbatim)

*[Insert course prefix and number] is certified as a Global Citizens course and may be used to fulfill partial requirements of the Global Citizen Award upon successful completion of the course (final grade of B or higher).*

# Standard University Policies

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

# Course Policies: Grades (as applicable)

**Late Work Policy**: Offer specifics about your policy on late work.

*Example: There are no make-ups for essays, quizzes, the midterm, or the final exam. Essays turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.*

**Extra Credit Policy**: Offer specifics about your policy on extra credit.

*Example: There is only one extra credit assignment: building a wiki of course content (see "course wiki" below for details). If extra credit is granted, the additional points are added to the "First Midterm" portion of the semester grade. You cannot earn higher than 100% on the "First Midterm" portion of the grade; any points over 100% are not counted.*

**Grades of "Incomplete"**: Offer specifics about your policy on incomplete grades.

The current university policy concerning incomplete grades will be followed in this course.

For undergraduate courses: An “I” grade may be awarded to a student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the “I” is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. “I” grades not removed by the end of the time limit will be changed to “IF” or “IU,” whichever is appropriate.

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

**Rewrite Policy**: Offer specifics about your policy on rewrites.

*Example: Rewrites are entirely optional; however, only the formal essay may be rewritten for a revised grade. Note that an alternate grading rubric will be used for the rewrite, featuring an additional column that evaluates the changes made specifically.*

**Make-up Exams Policy**: Offer specifics about your policy on exam make-ups.

*Example: If a student cannot take an examination for a valid reason (validity to be determined by the instructor), a make-up exam will be given only if the student has notified the instructor in advance that s/he cannot be present for the exam. Make-up exams are given at the convenience of the instructor.*

**Exam Retention Policy**: Describe how long you will keep graded work.

*Example: After exams are graded, the instructor will review the examination with the class and collect all exams. The exams will be retained for one semester following the current one, and then they will be destroyed.*

**Essay Commentary Policy**: Offer specifics about your policy on essays.

*Example: Commentary on essays will be delivered in written format, at the end of the essay. However, upon request, an alternate delivery method can be used. If desired, instructor comments will be made verbally and delivered to the student as an mp3 through Canvas. This approach yields far fewer written comments, but much more commentary in general is delivered, due to the speed and specificity of speech. Those requesting mp3 feedback must state so when the essay is turned in.*

**Group Work Policy**: Offer specifics about your policy on group work.

*Example: Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed, and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. Also, everyone must take part in a group essay (see essay assignments below). The grading criteria are the same as the group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.*

**Final Examinations Policy**: *All final exams are to be scheduled in accordance with the University’s final examination policy.*

# Course Policies: Technology and Media (as applicable)

**Online Proctoring (optional based on use):** If your course uses online proctoring, you must inform students of this on the syllabus, as well as their need to have a webcam. This verbatim statement is required:

All students must review the syllabus and the requirements including the online terms and video testing requirements to determine if they wish to remain in the course. Enrollment in the course is an agreement to abide by and accept all terms. Any student may elect to drop or withdraw from this course before the end of the drop/add period. Online exams and quizzes within this course may require online proctoring. Therefore, students will be required to have a webcam (USB or internal) with a microphone when taking an exam or quiz. Students understand that this remote recording device is purchased and controlled by the student and that recordings from any private residence must be done with the permission of any person residing in the residence. To avoid any concerns in this regard, students should select private spaces for the testing. The University library and other academic sites at the University offer secure private settings for recordings and students with concerns may discuss location of an appropriate space for the recordings with their instructor or advisor. Students must ensure that any recordings do not invade any third-party privacy rights and accept all responsibility and liability for violations of any third-party privacy concerns. Setup information will be provided prior to taking the proctored exam. For additional information about online proctoring you can visit the online proctoring student FAQ at <https://www.usf.edu/innovative-education/digital-learning/learn-new-tool/proctorio-student-faq.aspx>.

# Course Policies: Student Expectations

**Course Hero / Chegg Policy:** Offer specifics about your policy on contract cheating, paper mills, or the use of websites that enable cheating.

*Example: The* [*USF Policy on Academic Integrity*](http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf3.027.pdf) *specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.*

**Turnitin.com:** If you are using this plagiarism-detection service, it is recommended that you clearly state so on the syllabus. In order to comply with privacy laws, students are not required to include personal identifying information, such as name, in the body of the document. Turnitin provides an originality report letting the instructor know how much of the assignment is original.  
*Example: In this course, turnitin.com will be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. For a more detailed look at this process visit* [*http://www.turnitin.com*](http://www.turnitin.com)*. Essays are due at turnitin.com the same day as in class.*

**End of Semester Student Evaluations:** Explain the evaluations and context.

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

**Netiquette Guidelines:**

1. Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people’s ideas and be constructive when explaining your views about points you may not agree with.
2. Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
3. Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
4. Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
5. Be clear with your message. Avoid using humor or sarcasm. Since people can’t see your expressions or hear your tone of voice, meaning can be misinterpreted.

**Email and Discussion Board Guidelines:**

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

# Learning Support and Campus Offices

**Academic Accommodations:**

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus.](https://www.usf.edu/student-affairs/student-accessibility/)

[SAS website for the St. Pete campus.](https://www.stpetersburg.usf.edu/student-life/resources/student-accessibility-services/)

[SAS website for the Sarasota-Manatee campus.](https://www.sarasotamanatee.usf.edu/campus-life/campus-resources/accessibility-services/index.aspx)

**Academic Support Services:**

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the Office of Student Success website.

[Office of Student Success website for the Tampa campus.](https://www.usf.edu/student-success/undergrads/)

[Office of Student Success website for the St. Pete campus.](https://lib.stpetersburg.usf.edu/c.php?g=728128&p=5199234)

[Office of Student Success website for the Sarasota-Manatee campus.](https://www.sarasotamanatee.usf.edu/students/)

**Canvas Technical Support:**

Include information where students can find technical support.

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

[IT website for the Tampa campus.](https://www.usf.edu/it/about-us/helpdesk.aspx)

[IT website for the St. Pete campus.](https://lib.stpetersburg.usf.edu/c.php?g=728128&p=5199235)

[IT website for the Sarasota-Manatee campus.](https://www.sarasotamanatee.usf.edu/academics/academic-resources/technology-services/index.aspx)

**Center for Victim Advocacy**

*Example*: The Center for Victim Advocacy empowers survivors of crime, violence, or abuse

by promoting the restoration of decision making, by advocating for their rights, and by

offering support and resources. Contact information is available [online](https://www.usf.edu/student-affairs/victim-advocacy/contact-us/index.aspx).

[Center for Victim Advocacy website for the Tampa campus.](https://www.usf.edu/student-affairs/victim-advocacy/contact-us/index.aspx)

[Center for Victim Advocacy website for the St. Pete campus.](https://www.stpetersburg.usf.edu/student-life/wellness/victim-advocacy-services/index.aspx)

[Center for Victim Advocacy website for the Sarasota-Manatee campus.](https://www.sarasotamanatee.usf.edu/campus-life/health-and-safety/campus-safety/other-resources/victims-advocacy-center.aspx)

**Counseling Center**

*Example*: The Counseling Center promotes the wellbeing of the campus community by

providing culturally sensitive counseling, consultation, prevention, and training that

enhances student academic and personal success. Contact information is available [online](https://www.usf.edu/student-affairs/counseling-center/about-us/contact-us.aspx).

[Counseling Center website for the Tampa campus.](https://www.usf.edu/student-affairs/victim-advocacy/contact-us/index.aspx)

[Counseling Center website for the St. Pete campus.](https://www.stpetersburg.usf.edu/student-life/wellness/about/schedule-appointment.aspx)  
[Counseling Center website for the Sarasota-Manatee campus.](https://www.sarasotamanatee.usf.edu/campus-life/health-and-safety/counseling-and-wellness-center/index.aspx)

**Tutoring**

*Example:* The Tutoring Hub offers free tutoring in [several subjects](https://www.usf.edu/undergrad/academic-success-center/tutoring/courses-tutored.aspx) to USF undergraduates.

Appointments are recommended, but not required. For more information, email

[asctampa@usf.edu](mailto:asctampa@usf.edu).

[Tutoring website for the Tampa campus.](https://www.usf.edu/undergrad/academic-success-center/tutoring/courses-tutored.aspx)

[Tutoring website for the St. Pete campus.](https://www.stpetersburg.usf.edu/student-life/student-success-center/tutoring/index.aspx)

[Tutoring website for the Sarasota-Manatee campus.](https://www.sarasotamanatee.usf.edu/academics/academic-resources/tutoring.aspx)

**Writing Studio**

*Example*: The Writing Studio is a free resource for USF undergraduate and graduate

students. At the Writing Studio, a trained writing consultant will work individually with

you, at any point in the writing process from brainstorming to editing. Appointments are

recommended, but not required. For more information or to make an appointment, email

[writingstudio@usf.edu](mailto:writingstudio@usf.edu).

[Writing studio website for the Tampa campus.](https://www.usf.edu/undergrad/academic-success-center/writing-studio/)

[Writing studio website for the St. Pete campus.](https://www.stpetersburg.usf.edu/student-life/student-success-center/writing/writing-tutoring.aspx)  
[Writing studio website for the Sarasota-Manatee campus.](https://www.sarasotamanatee.usf.edu/academics/academic-resources/tutoring.aspx)

# Important Dates to Remember

Add a short statement that describes that all the dates and assignments are tentative and can be changed at the discretion of the professor. <http://www.usf.edu/registrar/calendars/>

*Example:*

*Drop/Add Deadline:                Fri, Aug 28, 2020*

*Labor Day Holiday:                 Mon, Sept 7, 2020*

*Mid-term Grading Opens:      Mon, Oct 5, 2020*

*Mid-term Grading Closes       Fri, Oct 16, 2020*

*Withdrawal Deadline:            Sat, Oct 31, 2020*

*Veteran's Day Holiday:           Wed, Nov 11, 2020*

*Last Day on Campus:              Wed, Nov 25, 2020*

*Thanksgiving Holiday:            Thurs, Nov 26 & Fri, Nov 27, 2020*

*Classes Online Only:              Mon, Nov 30, 2020 - Fri, Dec 4, 2020*

*Final Examination Week:      Sat, Dec 5 - Thurs, Dec 10, 2020*