

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number COMM 101 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Our department is requesting to add COMM 101 to the social and behavioral science menu. See attached application and syllabus.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	I	I	I
9.	Course fee(s)	A	–	A	–	–	–	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	–	A	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add ³	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Department/School Chair(s)	
 Signature	9-15-2022 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Dean(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

University General Education Council	
_____ Chair's signature	_____ Approval date

Abilene Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of Faculty Senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for Social and Behavioral Science Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Social and Behavioral Science Description

Courses within this domain help students examine behavior and interactions among individuals, groups, institutions, and events to understand the complexities of social systems.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be based on the rubric submitted as part of this course application.

Subject code, course number, and title of course:	COMM 101, Intro to Communication
Terms offered:	Fall, Spring, Summer
Catalog description:	This course provides a survey of the terminology, methods, theories, and topics within the discipline of communication.
Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	COMO 101
Other general education menus on which the course appears or you are applying for:	None

Description of Menu Fit

Please describe how your class fits into the Social and Behavioral Sciences Menu (200 words or less).

The course provides an introduction to the field of communication studies, focusing on understanding and applying terminology, methods, and theories to various types of interactions and behaviors. These include many of the major topic areas of the discipline (intrapersonal, interpersonal, small group, organizational, intercultural, nonverbal, persuasion, and communication with/through technology). This course also provides an introduction to social science research methods used in the field of communication, including quantitative and qualitative. Each area of course content is drawn from readings grounded in major social science research findings from communication scholars.

Course Content

Using your syllabus as evidence, demonstrate that either the majority of course content or the majority of graded student work adheres to the Social and Behavioral Sciences description above (200 words or less).

All four course objectives speak directly to the Social and Behavioral Sciences description above. Course objectives 1 and 2 (see syllabus) assess whether students understand and can apply communication terminology, principles, and theories through various objective and application assignments. Next, course objective 4 (see syllabus), assesses students' abilities to examine the complexities of social systems as they apply concepts, principles, and theories to their own lives through in-class discussions. Finally, objective 3 (see syllabus) assesses the extent to which students understand the complexities of social systems from ethical, moral, and theological perspectives (see exams and application assignments). This aspect of the course allows students to better interact with and be aware of the interpersonal, organizational, and societal communities in which they live.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

None

Relevant Outcomes

At a minimum, a course applying to the Social and Behavioral Science menu must address at least one performance indicator from each of the following areas:

- Social and Behavioral Sciences Subject Matter
- A2: Listen to, understand, and critically evaluate rhetorical claims.
- C1: Evaluate widely disparate sources of information and competing evidence to form their own reasoned positions.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each performance indicator. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
SBS subject matter	Final exam
Outcome A2	Application Assignments
Outcome C1	Application Assignments
Outcome C2	Application Assignments

Please use the following rubric to perform assessment each year. If a performance indicator is not assessed, please write “Not Assessed” in the “Meets Expectations” section. The last two pages have rubric examples for your reference; these pages may be deleted before submitting your application.

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Fewer than 84% of students will earn a "C" or above on the exam.	84% of students will earn a "C" or above on the exam.	90% of students will earn a "C" or above on the exam.

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Fewer than 84% of students understand intent of source.	84% of students understand intent of source.	90% of students understand intent of source.
Interpret source within rhetorical context			
Evaluate relevance of source within multiple contexts			

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic			
Develop and express an evidence-based viewpoint on a topic	Fewer than 84% of students develop and express an evidence-based viewpoint on the topic.	84% of students develop and express an evidence-based viewpoint on the topic.	90% of students develop and express an evidence-based viewpoint on the topic.
Synthesize information from multiple sources			

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Fewer than 84% of students have drawn informed conclusions from published writing or observed phenomena.	84% of students have drawn informed conclusions from published writing or observed phenomena.	90% of students have drawn informed conclusions from published writing or observed phenomena.

Example Shortcomings

- Students answer fewer than 75% of test questions correctly
- Students provide inaccurate or incomplete response to essay prompts
- Students fail to reference source material in defense of their own position, or misuse source material
- Students take ideas/information from only a single source to form a position

Example Interpretations for Meets Expectations

- Students correctly answer 75% or more of test questions focused on Social and Behavioral Sciences subject matter
- Students respond accurately and completely to an essay prompt targeting Social and Behavioral Sciences subject matter
- Students accurately paraphrase source material in their own words
- Students use source material to defend their own position
- Students take ideas/information from multiple sources to form a position
- Students correctly answer questions about data
- Students accurately draw conclusions about data

Example Points of Excellence

- Students correctly answer 90% or more of test questions focused on the subject matter above
- Student response to prompt is especially thorough and/or imaginative
- Student response to prompt successfully integrates knowledge from other courses
- Students recognize the conflict between multiple sources and build a position that solves that conflict

Example Rubric

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Students correctly answer fewer than 75% of SBS test questions in Exam 1	Students correctly answer 75% or more of SBS test questions in Exam 1	Students correctly answer 90% or more of SBS test questions in Exam 1

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Students have errors in their paraphrasing of source material in Essay 2	Students accurately paraphrase source material in their own words in Essay 2	N/A
Interpret source within rhetorical context	Students ignore or misrepresent context of a source in Essay 2	Students identify relevant aspects of context for a source in Essay 2	Students correctly use the context of a source to explain their own position in Essay 2
Evaluate relevance of source within multiple contexts		Not assessed.	

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic		Not assessed.	
Develop and express an evidence-based viewpoint on a topic	Students cite evidence from one or fewer sources in Essay 2.	Students cite evidence from two or more sources that effectively supports their position in Essay 2	Students cite evidence from four or more sources that effectively supports their position in Essay 2.
Synthesize information from multiple sources		Not assessed.	

Student Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Students answer fewer than 50% of test questions on data correctly in Exam 1.	Students answer the majority of test questions related to reading data correctly in Exam 1.	Students answer 80% or more of test questions related to reading data correctly in Exam 1.

COMM 101.01: Introduction to Communication, Fall 2022

Instructor: Sheila Ritchie, M.A. (sheila.ritchie@acu.edu)

Office Hours: Monday & Friday - 1:00 - 2:00 pm

Tuesday & Thursday - 2:30-4:30 pm

Wednesday - 3:00 - 4:00 pm

Office - Sherrod 206; Office number - 325-674-2387

Email Prof. Ritchie at sheila.ritchie@acu.edu

COURSE DESCRIPTION

COMM 101: This course introduces students to the discipline of communication, key communication theories, and issues and controversies facing communicators today.

ACU MISSION STATEMENT

To educate students for Christian service and leadership throughout the world.

MISSION OF THE COLLEGE OF ARTS & SCIENCES

To educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

MISSION OF THE DEPARTMENT OF COMMUNICATION & SOCIOLOGY

To create excellent and ethical communicators, transforming lives through teaching, scholarship and service.

REQUIRED TEXTS

- None

COURSE OBJECTIVES

Upon completion of the course, students should be able to:

1. Demonstrate understanding of key concepts and vocabulary within sub-disciplines of the communication discipline.
2. Apply a variety of communication theories to examine contemporary issues.

3. Explore the ethical, moral, and theological implications of current topics within the communication discipline.
 4. Craft quality discussion questions and participate in productive group discussion.
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COURSE POLICIES

Mask Policy

We will follow the university guidelines for masking. This could change throughout the semester based on changes in school policy. Be prepared to follow university guidelines carefully if changes occur.

Attendance and Engagement

The best advice I can give you is don't be absent unless you absolutely must. Due to the fact that we have quizzes, activities, and group work, absenteeism will end up naturally affecting your grade. Plus, there is a participation and engagement portion of the grade for the course (10%). After two unexcused absences, this grade will be reduced by 25% for each additional absence. You get two absences that won't affect your Attendance grade but they will affect it after that.

Class participation/engagement (part of your grade for the class) is comprised of two components: attendance and discussion. In order to receive the highest grade possible in this section, have no absences, be on time, participate in discussions/activities, and stay off your social media.

This is a Tuesday/Thursday course. If you miss more than 6 times (excused or unexcused) you will be at risk of being dropped. Due to COVID, this policy is not absolute, but the only exceptions will be excused absences due to illness or school sponsored events.

Late Work: *Late work will be penalized.* If an assignment is turned in after the due date, it will receive a 10% deduction for each day (not class day) it is late. The only time late work will not be penalized is if a student has a documented absence (see attendance policy). If an assignment is more than 10 days late, you will receive no credit for the assignment. At the end of the semester, any late work must be submitted by 11:59 pm on Dead Day to receive any credit whether the 10 days have elapsed or not. *Due to the nature of exams, students will not be allowed to make up exams unless the absence is excused.*

Make-up Work: If your absence has been excused (see attendance policy), you may turn in the assignment up to one week from the day you return to class. If the work is turned in past the seven-day grace period, it will receive a deduction based on the late work policy above.

CANVAS/EMAIL COMMUNICATION

Throughout the course, your instructor will communicate primarily via Canvas Announcements and email. Keep in mind that this is considered official course communication. It is your responsibility to check Canvas and your email regularly so that you are aware of course deadlines and requirements. [I would recommend setting up notifications so you never miss an announcement.](#)

I strive to answer all emails within 24 hours. However, you should not expect me to reply to emails sent after 7 pm until the next day. Please also remember that I take time for family and rest on weekends and holiday breaks. While I will always try to respond quickly, replies will often take longer during these times.

COOPERATION WITH THE AMERICANS WITH DISABILITIES ACT (ADA)

ACU and the College of Arts and Sciences comply with the ADA in making reasonable accommodations for qualified students with disability. If you have a disability as defined by the ADA and would like to request accommodations, please contact the Alpha Scholars Program at 325.674.2667 or [online](#) for more information about Student Disability Services at ACU.

ACADEMIC DISHONESTY

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God.

Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) **Receiving, giving, or using unauthorized aid on an examination or quiz.** Our exams are open note, so this includes using someone else's notes during the exam. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified.

See the full university policy, including how to appeal a decision, by following this link: <http://www.acu.edu/academics/provost/policies/index.html>.

GRADING DESCRIPTION

YOUR FINAL COURSE GRADE WILL BE DETERMINED AS FOLLOWS:

89.5-100 = A | 79.5-89.49 = B | 69.5-79.49 = C | 59.5-69.49 = D | 0-59.49 = F

Assignment	% of Final Grade
Attendance and Engagement	10%
Application Assignments (in and out of class)	30%
Exams	60%
TOTAL	100%

ATTENDANCE AND ENGAGEMENT

Daily attendance is expected and needed to succeed in this course. Ten percent (100 points) of the grade in the course will be for attendance and engagement. Failure to engage in the course with discussions and activities will result in incremental daily deductions for this grade. More than three unexcused absences will negatively affect this grade. Attendance and engagement are expected components of this course.

APPLICATION ASSIGNMENTS

For each module, you will be asked to apply what you learned with a reflection, in-class activity, or outside class activity. These application assignments allow for deeper processing and will help you prepare for the exams for this course.

EXAMS

Your knowledge of course material will be tested through four exams and one final exam. These exams will cover material presented in module videos; therefore, taking notes is important to your success. ****Please note, that many of the grades in this course are based on completion, and exams are open-note, so no extra credit will be available in this course.***

[Collapse All](#)[View Progress](#)[+ Module](#)

▼ Week 1



Module 0 Slides



Syllabus and Introduction to the Course



▼ Week 2



Tuesday - Module 1



Module 1 - What is Communication?



Thursday - Finish Module 1



Module 1 Application Assignment
Sep 11 | 100 pts



Module 1 Slides - What is Communication?



▼ Week 3



Tuesday - Start Module 2



Module 2 - Areas of Research



Thursday - No Class



⋮ ▼ Week 4	⊘ + ⋮
⋮ Tuesday - Finish Module 2	⊘ ⋮ -
⋮  Module 2 Application Assignment Sep 21 100 pts	⊘ ⋮ -
⋮  Module 2 Slides	⊘ ⋮ -
⋮ Thursday - Start Module 3	⊘ ⋮ -
⋮  Module 3 - Culture and Persuasion	⊘ ⋮ -

⋮ ▼ Week 5	⊘ + ⋮
⋮ Tuesday - Finish Module 3	⊘ ⋮ -
⋮  Module 3 Application Assignment Oct 2 100 pts	⊘ ⋮ -
⋮  Module 3 Slides	⊘ ⋮ -
⋮ Thursday - Exam One	⊘ ⋮ -
⋮  Exam 1- Requires Respondus LockDown Browser Sep 29 100 pts	⊘ ⋮ -

⋮ ▼ Week 6	⊘ + ⋮
⋮ Tuesday - Module 4	⊘ ⋮ -
⋮  Module 4 Slides	⊘ ⋮

⋮	📄	Module 3 - Stress	🔄	⋮
⋮	🔗	Module 4 - Interpersonal Communication	🚫	⋮
⋮	🚀	Module 4 Application Assignment Oct 5 100 pts	🚫	⋮
⋮		Thursday - Start Module 5	🚫	⋮
⋮	🔗	Module 5 - Friendship and Romance	🚫	⋮

⋮	▼	Week 7	🚫	+	⋮
⋮		Tuesday - Finish Module 5	🚫		⋮
⋮	🚀	Module 5 Application Assignment Oct 15 100 pts	🚫		⋮
⋮	📄	Module 5 slides	🚫		⋮
⋮		Thursday -	🚫		⋮

⋮	▼	Week 8	🚫	+	⋮
⋮		Tuesday - Module 6	🚫		⋮
⋮	🚀	Module 6 Application Assignment Oct 23 100 pts	🚫		⋮
⋮	🔗	Module 6 - Family	🚫		⋮
⋮	📄	Module 6 Slides	🚫		⋮
⋮		Thursday - No Class	🚫		⋮

.. Thursday - No class	⊘	⋮
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⋮ ▼ Week 9	⊘	+	⋮
⋮ Tuesday - Catch up/Review	⊘		⋮ -
⋮ 🔗 Module 7 - The Dark Side	⊘		⋮ -
⋮ 📄 Module 7 Slides	⊘		⋮ -
⋮ 🚀 Module 7 Application Assignment Oct 23 100 pts	⊘		⋮ -
⋮ Thursday - Exam Two	⊘		⋮ -
⋮ 🚀 Exam 2- Requires Respondus LockDown Browser Oct 20 100 pts	⊘		⋮ -

⋮ ▼ Week 10	⊘	+	⋮
⋮ Tuesday	⊘		⋮ -
⋮ 📄 Start Module 8	⊘		⋮ -
⋮ 🔗 Module 8 - Organizational Communication	⊘		⋮ -
⋮ Thursday	⊘		⋮ -

⋮ ▼ Week 11	⊘	+	⋮
⋮ Tuesday	⊘		⋮ -

⋮	📄	Finish Module 8	⊘	⋮
⋮	🚀	Module 8 Application Assignment Nov 3 100 pts	⊘	⋮
⋮	📄	Start Module 9	⊘	⋮
⋮	🔗	Module 9 - Risk and Crisis	⊘	⋮
⋮		Thursday - Nov 4, NO CLASS	⊘	⋮
⋮	📄	Module 8 Slides	⊘	⋮

⋮	▼	Week 12	⊘	+	⋮
⋮		Tuesday	⊘		⋮
⋮	📄	Finish Module 9	⊘		⋮
⋮	📄	Module 9 Slides	⊘		⋮
⋮	🚀	Module 9 Application Assignment Nov 13 100 pts	⊘		⋮
⋮		Thursday	⊘		⋮
⋮	📄	Module 10a - Teams and Conflict	⊘		⋮
⋮	🔗	Module 10 - Teams, Conflict, and Leadership	⊘		⋮
⋮	📄	Module 10a Slides	⊘		⋮
⋮	📄	Module 10b Slides	⊘		⋮

⋮ ▼ Week 13	⊘ + ⋮
⋮ Tuesday	⊘ ⋮ -
⋮  Module 10b - Leadership	⊘ ⋮ -
⋮  Module 10 Application Assignment Nov 20 100 pts	⊘ ⋮ -
⋮ Thursday	⊘ ⋮ -
⋮  Exam 3- Requires Respondus LockDown Browser Nov 17 100 pts	⊘ ⋮ -

⋮ ▼ Week 14 - Thanksgiving Week - NO CLASS - Do Module 11 on Your Own	⊘ + ⋮
⋮  Module 11 Slides	⊘ ⋮ -
⋮  Module 11 - Patient-Provider Communication	⊘ ⋮ -
⋮  Module 11 Application Assignment Nov 27 100 pts	⊘ ⋮ -

⋮ ▼ Week 15	⊘ + ⋮
⋮ Tuesday	⊘ ⋮ -
⋮  Module 12	⊘ ⋮ -
⋮  Module 12 - Health Campaigns and Theories	⊘ ⋮

⋮	📄	Module 12 - Health Campaigns and Theories	🔒	⋮
⋮	📄	Module 12 Slides	🔒	⋮
⋮	🚀	Module 12 Application Assignment Nov 30 100 pts	🔒	⋮
⋮		Thursday	🔒	⋮
⋮	📄	Module 13	🔒	⋮
⋮	🔗	Module 13 - Technology	🔒	⋮
⋮	🚀	Module 13 Application Assignment Dec 4 100 pts	🔒	⋮
⋮	📄	Module 13 Slides	🔒	⋮

⋮	▼	Week 16	🔒	+	⋮
⋮	🚀	Final Exam- Requires Respondus LockDown Browser Dec 8 100 pts	🔒	⋮	
⋮	📄	Mega Lecture/Review for Final Slides	🔒	⋮	