



**FLORIDA INTERNATIONAL UNIVERSITY  
UNIVERSITY CURRICULUM COMMITTEE**  
*Proposal for a New Course*

**DO NOT TYPE IN THIS BOX**

Bulletin # : \_\_\_\_\_

Academic Year : \_\_\_\_\_

1. School/College \_\_\_\_\_  
Div./Dept. in Which Taught \_\_\_\_\_

2. \_\_\_\_\_ CIP Code (Leave this blank): \_\_\_\_\_  
 Alpha Prefix    1st Digit    Last 3 Digits    "C"-lec-lab "L"-Lab    Cr. Hrs.

3. Grading Method (select one):  Graded  Pass/Fail

4a. Course Title \_\_\_\_\_

b. Abbreviated course Title (for computer class schedules, transcripts)   
LIMITED TO 25 Characters (including spaces)

5. Statewide Course Numbering Subject Matter Area \_\_\_\_\_

6. Catalog Description/Major Topics (not to exceed 200 characters including spaces)  
*College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.*

7. Attach detailed syllabus course outline and course justification on separate page(s).

8. Prerequisite(s): \_\_\_\_\_

9. Corequisite(s): \_\_\_\_\_

10. Objective(s) of Course:

11. Does this course duplicate/overlap other courses at FIU?  No  Yes  
 If yes, please explain: \_\_\_\_\_

12. What other closely related department(s) have been consulted about this course?  
 \_\_\_\_\_

13. Is this course used for the assessment of a program or a certificate (if yes, then send a notification to [assessment@fiu.edu](mailto:assessment@fiu.edu))?    No    Yes

**PROPOSAL REQUESTED BY:**

Faculty Contact			
	(Type name)	(Signature)	____ / ____ / 20__
	(Email address)	(Phone number)	
Chairperson (Dept./Div.)			
	(Type name)	(Signature)	____ / ____ / 20__
Chairperson (Curr. Comm.)			
	(Type name)	(Signature)	____ / ____ / 20__
College/School Dean			
	(Type name)	(Signature)	____ / ____ / 20__

Submit one original form. Attach one copy of the course justification and a draft of the course syllabus for this New Course Proposal. The syllabus should include the course description, objectives, learning outcomes, major topics, and textbooks.

## Course Justification for HIS 3XXX: Careers for History Majors

This course developed in response to what I perceive as a need to increase awareness of careers options and preparation for careers among majors. While we had previously worked to meet career preparation needs through extracurricular programming, but given the increased need, growing number of online-only students, and diminished attendance at live (hybrid, online, and in person) events across the university, this approach no longer seems adequate.

A course seemed a way to address the need for career awareness and preparation, meeting students where they are. At FIU, Criminal Justice and Psychology have faced similar challenges and courses on or incorporating career preparation introduced by those respective departments have yielded good results in helping students in those areas. I have consulted with Dr. Rosa Change of Criminal Justice and Dr. Rachel Richie of Psychology, who have both been generous with advice. The UCF Department of History also offers a course—HIS 3600 in the state catalog—with similar objectives and the professor has published on the development and usefulness of the course.

The course was developed with a team of faculty. It has the objectives of helping students articulate the skills of history majors in a way employers understand, making students aware of the various career paths they can follow, and helping them understand and take steps towards those careers, and supporting them in networking among themselves.

**HIS 3xxx: Careers for History Majors**  
Fully Online  
Spring 2023

**Course Description and Purpose:**

What can you do with a degree in history? Lots! The study of history doesn't mean just learning about what happened in the past; it also means building skills that transfer to a wide range of professions. To help you make a plan for what to do after graduation, this course will introduce you to possible career paths for history majors. We'll start by reviewing the specific skills that history courses teach, such as assessing different kinds of sources, making evidence-based arguments, and clearly communicating your ideas. Then we'll learn about the different careers that history majors can pursue, including law, medicine, politics, teaching, and more, including the options for advanced credentials and graduate study in each field. Finally, you'll prepare for life after graduation by making a career plan based on one of these fields and preparing a portfolio of materials to use in job applications. By the end of the course, you'll be prepared to find, apply for, and land a job that uses the skills you're developing as a history major.

**Course Goals and Objectives:**

Students will be able to

1. Name the skills they gain as history majors and articulate those skills in a way that speaks to employers
2. Identify various career paths they can follow with a degree in history
3. Identify and articulate the steps towards those careers, and specifically towards a career of your choice.
4. Produce some of the materials necessary to embark on the career of their choice.
5. Participate in a scholarly community in a way that is both supportive and constructive for all involved, thereby building a professional network.

**Contacting me:**

Email: [tbender@fiu.edu](mailto:tbender@fiu.edu)

Office Hours: T 12:30-1:45 in GC café  
and online

Office: DM 391C

I am happy to answer questions and here to help you. The best way to reach me is via DM on Slack. You can also contact me by email, whether direct or through Canvas Message. I will reply to all emails within 24 hours unless there are extenuating circumstances. If I don't reply by then, please send a polite nudge ("Hi Dr B! Still waiting for your reply to my question. Thanks!")

**Textbook & Course Materials:**

There are no required materials to purchase. All materials will be available for free online, with links through Canvas. One major source will be the online version of:

Ed. Julia Brookins and Sarah Fenton. *Careers for History Majors*. Oxford: The American Historical Association, 2019. ISBN: 9780872291348

We will be drawing from a wide variety of materials to reflect the wide variety of paths History majors can take. In many modules, you will have choices the materials you read, to best suit your career interests.

**Prerequisites:** While there are no prerequisites to this course other than being a history major.

This is **an online course**. Online courses are in some ways more challenging for students as they require a high degree of self-discipline, time management, and willingness to ask for help. Keep in mind that I am as available to you as I am to in-person students.

In this course, you will be expected to:

- Have access to a computer (not just a phone or tablet) that you can use for this course.
- Have access to and know how to use Canvas, Slack, and word processing software such as Word, among others.
- Have internet access that allows you to keep up.
- Log in a minimum of 3-4 times per week.
- Look for to emails from me and announcements related to the course.
- Respond within 24 hrs to messages from me.
- Read/watch ALL materials posted in the modules, including all policies and assignment guidelines. I cannot offer reminders in the classroom.
- be organized and potentially work through learning new technology on your own.
- Interact with your classmates and with me online.
- Be willing to reach out to me when you have questions or encounter problems. This is even more important in an online course than an in person one.

**Promises and Responsibilities:**

I will do my best to work with each of you as these unforeseen disruptions come up. In order to do so to the best of my ability I need from you:

- Review the syllabus and the Canvas site as a whole in the first week, to ensure that you understand the sources expectations and that they will be manageable for you this semester.
- Your best effort to stay on top of things, both weekly and long-term assignment, and engaging in each class session.
- Clear communications about issues as early as possible, ideally as a heads-up that something *might become* an issue. (Am I repeating what I said above? Yes, but this one is really important!)
- Flexibility and understanding for me as I deal with many of the same issues you are wrestling with.

For my part, I will

- Log onto the course daily (M-F), respond to all messages within 24 hours (or less), and grade all assignments within two weeks or before the next assignment is due, whichever is sooner.
- Listen and respond to your questions and concerns; make adjustments if necessary.
- Do the best I can to stick to the syllabus and deadlines as laid out below.

- Be as transparent as possible about when and how things will play out (including but not limited to due dates, when to expect individual assignments back, why things might change, etc)
- Be flexible with individuals and the group in meeting your needs as best as possible, even as they evolve.

### **Assignments:**

Weekly activities:

Goal: Most weeks of the semester you will be responsible for 1-2 assignments of different types. These assignments are not busy work but are absolutely crucial to helping you develop your understanding of the materials. They are also vital to me as a way to help me understand your progress and allow me to reach out to you before there is a problem. Finally, they require you to participate in a scholarly community in a way that is both supportive and constructive for all involved. They therefore help you work, in a low-stakes way, towards all of the objectives of the course. (O5; Supporting O1 O2 O3 O4)

All weekly activities will be graded on a scale of 1-5 using a rubric appropriate to the assignment. Remember that meaningful engagement with others is a vital component of nearly all of the weekly activities and counts towards the grade!

Group Discussion: Most weeks, especially in the beginning I will ask you to post a response to a question I post to the discussion board. Please respond to my question in the form of a new message. Please create a new message to answer the question; do not make your post as a threaded reply to my question. This message should be at 100-200 words long.

Once you have posted your message, you are responsible for posting 3 responses (as threaded replies) to your classmates' posts. Replies can respond directly to someone else's post but they can also respond to a question or comment directed to you, whether on your post or on the post of your classmate. You do not need to wait until after midnight on Thursday to make those replies; you can begin as soon as there are posts or someone comments on your posts. You have until Saturday at 11:59pm to complete 3 replies.

Posts and replies should (1 point for each element):

- Post should be on time, 100-200 words, and respond to the question asked.
- Post should be grounded in evidence from the materials for that week and previous weeks, demonstrating a clear understanding of those materials.
- Post should demonstrate thought about the question and progress in your thinking about careers.
- There need to be three replies on time.
- Replies should genuinely account for the post and push the discussion forward. Responses of "I agree" are not acceptable. Ask questions. Offer an alternative interpretation. Offer suggestions based on your experience. Respond to the questions of others

Other Activities: Just as with the discussion, these activities build on materials for the week, allowing you to build and demonstrate your understanding, and also help you move towards your

larger projects in a low stakes way. These activities differ only in that they take place not on our discussion board but in other places, as described on the individual assignments in Canvas. They will be due on at the same time as initial discussion posts and, in almost all cases, also involve a period of comments and discussion. With each assignment, I will grade on a scale of 1-5.

### Career Map

Goal: Focus in on one career. Articulate what someone in that position does and identify the steps towards that position. (O3; Supporting O2)

This assignment asks you to envision where you would like to end up, in terms of your career, in the short or long term. It will then require you to do some research on what holding that position actually means and what you need to do, again in both the short and long term, to achieve it.

Remember that this is a thought exercise and a research project. You don't have to be sure about where you want to go, and this is a good way to explore on possibility that you are interested in. If you decide in the process that you aren't that interested after all, that's good information too!

### Portfolio

Goal: Produce some of the materials necessary to take the next steps of your career path. (O4; Supporting O1, O2, O3)

Create a portfolio, which contains a set of documents you might use for your application to jobs or graduate programs in your chosen field. What you include in your portfolio will depend on your particular job field, however, there are some kinds of documents or pieces of writing that virtually all fields will require.

Each portfolio should contain the following:

1. **A title page:** Your title page will tell your professor what specific career path you have in mind while building your portfolio. It should include (1) a description of the job, job field, or graduate program for which you are tailoring your materials and (2) a table of contents for your portfolio
2. **A sample “inquiry” email:** Draft a sample email in which you introduce yourself and request information from a prospective employer or graduate program
3. **A resume or CV**
4. **A cover letter or personal statement**
5. **A Handshake Profile**
6. **Optional additional materials:** you decide what additional materials would be helpful to add and develop for your portfolio

### Initial and Final Reflections

Goal: Reflect on where you are in thinking about your career. This will help direct your work in the course and your steps after the course.

### Grading:

Weekly Activities	30%
Career Map	30%
Portfolio	30%
Initial and Final Reflections	10%

These are the grading standards that are in use in Dr. Bender’s classes. Please be aware that these are not necessarily the standards used by other professors. When in doubt, ask!

Letter Grade	Percentage	Meaning of Grade
A	93%-100%	Achievement <b>outstanding</b> relative to the course requirements.
A-	90%-92%	
B+	87%-89%	
B	83%-86%	Achievement <b>significantly above</b> the course requirements.
B-	80%-82%	
C+	77%-79%	
C	73%-76%	Achievement <b>meeting the basic course requirements</b> in every way without going beyond them.
D	60%-73%	Achievement <b>worthy of credit</b> even though <b>it does not meet the basic course requirements.</b>
F	below 60%	Performance <b>failing to meet the basic course requirements.</b>

**Support:**

**ME!** Come see me. I want to help you succeed in this class.

I am happy to talk with you about ways to approach the class, or at any stage of the paper-writing process, including brainstorming.

Once you have a draft (even a rough draft), we are also happy to offer suggestions on how to make the paper stronger. I do ask for 48 hours turn-around time to get it back to you.

**The History Tutors!** There are several history tutors working in the history department main office (DM 390). Their job is to tutor students in history classes. They are experienced upper-level history majors and graduate students who can help with papers, preparing for exams, or keeping on top of class in general. To set up an appointment, please visit their website:

**<http://history.fiu.edu/tutoring>**

**The Center for Excellence in Writing!** The Center for Excellence in Writing is freely available to you. The staff can help you with all aspects of writing, from approaching the question and brainstorming to techniques for editing. Their website is: <http://writingcenter.fiu.edu/>

**Panthers Care & Counseling and Psychological Services (CAPS)**

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with [FIU’s Panthers Care website](#).

[Counseling and Psychological Services \(CAPS\)](#) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Professional counselors are available for same-day appointments. Don’t wait to call (305) 348-2277 to set up a time to talk or visit the online self-help portal.

## Course Policies:

**Policies:** Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses. For additional information, please visit [FIU's Policy and Procedure Library](#).

As a member of the FIU community you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Conduct and Honor Code](#).

**Participation:** Historians, at any level, cannot work in isolation; we depend on the insights, experience and knowledge of colleagues to help us. In order to achieve this dialogue, you must participate in discussions and activities, work through all instructional materials and readings, and be willing to learn from them.

The assignments and instructional materials might at times seem boring or besides the point of the larger project, but they are designed to help you work towards that longer project. If you keep on top of them, they will guide you through. If you do not, it not only affects your grade directly but leaves you open to falling seriously behind on your project.

This is important in any course but far more so in an online course. The best I can do in delivering the information to you is to include it in the Canvas module. It is on you to read or work through it and let me know if you have questions. It is simply the nature of an online course that you must be even more self-disciplined than you might be in a face-to-face course.

**Classroom Behavior:** FIU defines sexual harassment as any unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature which 1) makes submission to or rejection of such conduct either an explicit or implicit basis for employment and/or academic decisions affecting the individual; or 2) unreasonably interferes with the individual's employment or academic performance by creating an intimidating, hostile or offensive environment.

In accordance with the Student Code of Standards, you have the right to agree, disagree, challenge, and question the opinions and comments of others, including the instructor. You do not have the right to be disrespectful to anyone else in the classroom or to act in a way that makes others uncomfortable or detracts from their ability to learn. **Such behavior will not be tolerated.**

**Late Policy:** Assignments are due via the class's Canvas site by 11:59pm on the assigned day. The grade on any late written work is automatically reduced by one-third of a letter (B+ becomes a B; the number of points varies by assignment) for each day the paper is late, including Saturday and Sunday, unless an extension is granted by me. No quizzes will be accepted after the start of the class they are due. No regular-semester work will be accepted beyond 5pm on the last day of regular classes (4/22).

**Academic Misconduct:** Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful

exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Conduct and Honor Code. Academic Misconduct includes:

#### Cheating

- The unauthorized use of any materials, information, study aids or assistance from another person on any academic assignment or exercise, unless explicitly authorized by the course Instructor;
- Assisting another Student in the unauthorized use of any materials, information, study aids, unless explicitly authorized by the Instructor; and
- Having a substitute complete any academic assignment or completing an academic assignment for someone else, either paid or unpaid; and

#### Plagiarism

- The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the Student's own.
- Assisting another Student in the deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

**Note to Students with Disabilities:** The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

For additional assistance please contact [FIU's Disability Resource Center](#). Please visit our [ADA Compliance](#) webpage for additional information about accessibility involving the tools used in this course.

If you have or believe you might have a disability-related need for modification or reasonable accommodations in this course, contact the Disability Resources Center. I am very happy to work with you and with them to accommodate you in the best way possible.

Even if you do not need accommodation, *I highly advise you to let me know if you have a disability that might affect your performance in this class.*

**Accommodations:** If you foresee any possible problem meeting any of the requirements of this course—including attendance and prompt submission of all assignments—please see your TA or me as soon as possible. **It is much easier on all of us if we address an issue before it becomes a problem.**

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and to honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

**A Word on WhatsApp:** While I can't prevent the class from starting a WhatsApp group, I discourage it. First and foremost, I hope you feel comfortable asking your questions on Slack or directly of me. Secondly, sometimes unintentionally incorrect information can end up on the WhatsApp and mislead everyone. Finally, a little bit of negativity on WhatsApp—which pops up frequently—can go a long way in making everyone feel uncomfortable and discouraged about a course.

Weekly Schedule:

Week	Module	Topic	Possible Assignment(s)	Materials
Week 1	Intro to the Course	Introduction to the Course	-Introduction Discussion : introduce yourself to your colleagues. Include when you think you might graduate/how long you've been at FIU, what you might be interested in doing after graduation ("I don't know" is fine!) and why you are interested in	<a href="#">Paul B. Sturtevant, "What Can You Do with That History Degree?"</a>

			<p>taking this course.</p> <p>-Beginning of course self-assessment</p>	
Week 2	Module 1: Skills	What do you learn as a history major?	<p>-Discussion: The AHA mentions 4 essential skills of historians. Can you identify these skills in your own words (summarize the article; don't quote). Can you link each skill to something you have done in a history class.</p> <p>- Career Assessment: What careers did the Online Career Coach suggest for you (or suggest you steer clear of)? Do you think this is an accurate reflection of your interests?</p>	<p>Constance Schulz, Page Putnam Miller, Aaron Marrs, and Kevin Allen. "Careers for Students of History" American Historical Association, accessed May 26, 2022. Read "Introduction" and "Skills of the Professional Historian" (Skip "The Importance of Professional Organizations") <a href="https://www.historians.org/jobs-and-professional-development/career-resources/careers-for-students-of-history/careers-for-students-of-history-introduction">https://www.historians.org/jobs-and-professional-development/career-resources/careers-for-students-of-history/careers-for-students-of-history-introduction</a></p> <p>Indeed Editorial Team. "What Are the Humanities and What Types Can You Major In?" Indeed.com, last modified March 30, 2022. <a href="https://www.indeed.com/career-advice/career-development/what-are-the-humanities">https://www.indeed.com/career-advice/career-development/what-are-the-humanities</a> Pay particular attention to the skills that humanities majors learn.</p> <p>Take the Career Assessment through FIU's online Career Coach site. You can do either the short or long one; neither takes more than 10 minutes. <a href="https://fiu.emsicc.com/?radius=&amp;region=State%20of%20Florida">https://fiu.emsicc.com/?radius=&amp;region=State%20of%20Florida</a></p>

			Why or why not?	
Week 3	Module 1: Skills	What are employers looking for and how do the skills you have learned as a history major fit into those needs?	- exercise: Identify what jobs ads are looking for and link to skills and experience you have (this could be done through Perusall or by reading a PDF of the job ads & commenting in discussion board)	Ashley Finley. <i>How College Contributes to Workforce Success: Employers Views on What Matters Most</i> AAC&U/ Hanover Research. 2021. <a href="https://dgm81phvh63.cloudfront.net/content/user-photos/Research/PDFs/AACUEmployerReport2021.pdf">https://dgm81phvh63.cloudfront.net/content/user-photos/Research/PDFs/AACUEmployerReport2021.pdf</a> Read pp 6-14.  A collection of recent, diverse job ads
Week 4	Module 1: Skills	What is Graduate School for History?	- Informational Video(s) with questions? (playposit? Perusall?)  - Discussion: What is one thing that you learned about grad school in this week's readings that you genuinely did not know before? How has that changed your thinking (if at	- FAQs on Grad School - <a href="https://history.ucsc.edu/undergraduate/grad-school-guide/index.html">https://history.ucsc.edu/undergraduate/grad-school-guide/index.html</a> - <a href="#">"The Purpose of a History PhD: Lessons Learned from Career Diversity,"</a> AHA Career Diversity Fellows

			all)? Also include any questions you still have.	
Week 5	Module 2: Career Fields	Exploring Career Fields: Researching the Possibilities and Choosing 2-3 Careers/ Areas of Interest	-Research Reflection and choice of fields - playposit or perusall activity involving definitions - possible activity on the career map assignment (using playposit or perusall)	History Terminology  -Bureau of Labor Statistics “Occupational Outlook Handbook” will allow students to see projections for different fields, information about the job itself, similar fields, etc. <a href="https://www.bls.gov/ooh/">https://www.bls.gov/ooh/</a>  Read the Instructions on the Career Map
Week 6	Module 2: Career Fields	In-Depth Research: Career Field #1	Discussion: reflection on unit (maybe 3 careers w/in field, something appealing, something not appealing, something you learned?)	Materials for units (choose one of the career units)
Week 7	Module 2: Career Fields	In-Depth Research: Career Field #2	Discussion: reflection on unit (maybe 3 careers w/in field, something appealing, something	Materials for units (choose one of the career units)

			not appealing, something you learned?)	
Week 8	Module 2: Career Fields	In-Depth Research: Career Field #3	Discussion: reflection on unit (maybe 3 careers w/in field, something appealing, something not appealing, something you learned?)	Materials for units (choose one of the career units)
Week 9	Module 3: Work to Careers	Mapping your Future Plans	-Work on Career Map  - Discussion: again, what career field are you heading towards. Identify an internship/part-time job/volunteer opportunity/fellowship	-Introduce Portfolio Assignment
Week 10	Module 3: Work to Careers	Portfolio Focus: Resume/CV	-Complete Career Map?  -work on Portfolio Element: Resume/CV	Elements from CTD

			<p>and submit draft</p> <p>Discussion: what are two things you've done that you can list under experience on your resume? How are they relevant to your job goals?</p>	
Week 11	Module 3: Work to Careers	Portfolio Focus: Element 2	<p>-work on Portfolio (Element: LinkedIn or Handshake Profile and submit draft URL ?)</p> <p>Discussion: find or take a photo that you could use on linkedIn or handshake. Why do you like this photo? What does it say about you, that you want said professionally?</p> <p>Discussion: "what are you working on this week? Why did you choose that for your</p>	Elements from CTD

			career path? What issues are you encountering "	
Week 12	Module 3: Work to Careers	Portfolio Focus: Element 3	-work on Portfolio (Element: Cover Letter or One-Way Interview and submit draft?)  Discussion: "what are you working on this week? Why did you choose that for your career path? What issues are you encountering "	Elements from CTD
Week 13	Module 3: Work to Careers	Revise Portfolio Elements based on feedback	-revise Portfolio Elements  Discussion: What do you feel is a hole in your portfolio or experience? How might you fill that hole? (now's the time to do this!)	Elements from CTD
Week 14	Module 3: Work to	Long-Term Plans and End-of- Course Self-	-End-of- Course Self Assessment	

	Careers	Assessment	-Continue revising Portfolio Elements	
Finals Week	N/A	N/A	-Turn in Final Portfolio	N/A