



COURSE SYLLABUS

CJ 497-71W: Introduction to Homeland Security Spring 2017

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

White, R., Markowski, T., & Collins, K. (Eds.). (2010). *The United States Department of Homeland Security: An overview*. (2nd ed.). Boston, MA: Pearson
ISBN: 978-0-558-83488-3*

Required Reading(s):

McCaul, M. (2016). *Failures of imagination: The deadliest threats to our homeland--and how to thwart them*. New York: Crown Forum.
ISBN: 978-1-101-90541-8*

*The ISBN: # was placed after the reference for the student's benefit. Note that ISBN: # is not part of the citation or reference.

Supplement Reading(s):

Bacevich, A. (2015). Soft thinking, hard problems: The Obama administration's new national security strategy. *Commonweal*, (6), 8.

Doyle, R. (2007). The U.S. national security strategy: Policy, process, problems. *Public Administration Review*, 67(4), 624629. doi:10.1111/j.15406210.2007.00748.x

Foxell, J. (2009). How is the terrorist threat changing? *American Foreign Policy Interests*, 31(6), 389-399. doi:10.1080/10803920903417621

Friedman, B. H. (2011). Managing fear: the politics of homeland security. *Political Science Quarterly*, (1), 77.

Hatch, P. (2013). Maritime governance as an instrument of national security: A new perspective for DHS and the U.S. Coast Guard. *American Foreign Policy Interests*, 35(2), 82-92. doi:10.1080/10803920.2013.775908

Homeland Security Act of 2002

National Preparedness Goal 2015

National Security Strategy 2015

Nordenman, M. (2013). The end of the war on terror and the future of US counterterrorism. *Mediterranean Quarterly*, 24(3), 619. doi:10.1215/104745522339516

Robbins, H. (2015). Holding the line: Customs and border protection's expansion of the border search exception and the ensuing destruction of interior fourth amendment rights. *Cardozo Law Review*, 36(6), 2247-2282.

Note: The aforementioned supplemental readings are subject to change as the term progresses. As the supplemental readings or alternative readings are needed or utilized, the instructor will provide links to the material. The links may be URL or pdf. file attachments, which is contingent on the source of the material.

Course Description

This course provides a comprehensive overview of the Department of Homeland Security (DHS). The course will introduce students to the fundamental components of DHS and provide an overview of some historic events that have had an impact on Homeland Security as well as provide students with a fundamental understanding of DHS's organization, mission requirements, mission components, and critical partners.

Additional Course Description

This course will further add to the student's knowledge base by examining commentary from Congressman Michael McCaul, Chairman of the House Homeland Security Committee, who has prioritized the threat of international and domestic terrorism, cyber security, and airport security, in his newly released novel: *Failures of imagination*.

Student Learning Outcomes

1. Students will be able to explain what DHS is.
2. Students will be able to articulate why DHS is needed.
3. Students will be able to explain how DHS protects America.
4. Students will develop an understanding of the programs designed to reduce America's vulnerability to attack.
5. Students will develop an understanding of the programs designed to enhance America's recovery from disaster.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course will provide a variety of activities and assessments to assist you in achieving the outcomes and objectives for this course. Each week you will work toward achieving these outcomes through discussion boards and exams.

A core competency of this course is critical thinking. There are numerous texts and articles that articulate and define critical thinking that students can locate and review to improve in this area. Critical thinking requires students to think through situations, facts, and issues with an open mind and in an objective way to analyze and evaluate information in an informed manner. Critical thinkers consider all points of view and carefully consider other's perspectives.

Student Responsibilities

This course is designed to enable you to work at your own pace but, as the class web site is our classroom, you should check in regularly. This includes checking the class announcements and email. It is recommended that you check your official university email daily. Please be sure to read and review the course outline/calendar for important due dates. As mentioned, the course is designed for you to work at your own pace; however, course deadlines are firm. No late work will be accepted without prior approval.

The course is designed so that each week begins on Monday (12:00AM) and ends on Sunday (11:59PM), with the exception of the first and last week of the course.

Students are expected to have properly formatted papers/assignments. The format standard for this course is the American Psychological Association (APA) style format. To aid in properly formatting written work for this course students can purchase:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN: 9781433805615*

...or students can review the online manual locate at:

<https://owl.english.purdue.edu/owl/resource/560/01/>

Discussion Forums

This class will have 10 discussion forums. Each discussion will count for a total value of 60 points towards your final grade for this course. The combined value of all 10 discussion forums is 600 points (60% of the overall course grade).

The discussion topic will be selected and a question will be formulated for you to answer. The question may consist of several parts. Be sure to read the question carefully. Be sure to answer the question entirely and post it to the discussion forum.

To receive full credit for the discussion, you are required to post your initial response (answer the question completely) by the end of the day (11:59PM) on Thursday, then you should reply to 2 other classmate's post by the end of the day (11:59PM) on Sunday. Think of this as a two part process:

- Part 1 – Initial response to the question
- Part 2 – Reply to 2 other classmate's posts

This should be a conversation among students. In other words, during part 2 of this process, you should begin to reply to classmate's post on Friday. However, you may respond to other classmate's post sooner. The purpose of the reply is to engage in conversation. Your classmate's will need time to formulate a response. That being said, if you wait until Sunday to post a reply, then your classmate will not have time to review and respond back. Please understand this process because I will deduct points from your grade.

Your reply to your classmates must add to the discourse. As I said, this is a conversation. The simple reply, "I agree" or "That is a very interesting position" will not be sufficient. If you do not add to the conversation, then I will deduct points from your grade.

Exams

This course will have two exams. The mid-term will be valued at 150 points (15% of the overall course grade). The final exam will be valued at 250 points (25% of the overall course grade).

The mid-term exam will cover the material (assigned reading) from Part 1-3 in the course outline. The mid-term exam will be posted on Monday (March 6) and is due by Sunday (March 12) by the end of the day (11:59PM). You will need to complete the exam and upload it to the course web site in rich text format (i.e. .doc, .docx, etc.). The exam will be essay style questions and these questions may contain multiple parts. You will need to answer all of the question to

receive full credit for your answer. Your answer should contain a minimum of 250 words. You may use your notes that you have taken during your assigned reading. You may not copy information from your text. The purpose of the exam is to test your individual knowledge and understanding of the material. This is not a group assignment.

The final exam will cover the material (assigned reading) from Part 4-5 and the Supplement reading (McCaul, 2016) in the course outline. The final exam will be posted on Monday (May 8) and is due by **Friday (May 12) by noon (12:00PM)**. You will need to complete the exam and upload it to the course web site in rich text format (i.e. .doc, .docx, etc.) by the due date and time. The exam will be essay style questions and these questions may contain multiple parts. You will need to answer all of the question to receive full credit for your answer. Your answer should contain a minimum of 250 words. You may use your notes that you have taken during your assigned reading. You may not copy information from your text. The purpose of the exam is to test your individual knowledge and understanding of the material. This is not a group assignment.

GRADING

Final grades in this course will be based on the following scale:

900-1000	points = A or 90%-100%
800-899	points = B or 80%-89%
700-799	points = C or 70%-79%
600-699	points = D or 60%-69%
0-599	points = F or 59% or Below

Assessments

10 discussion forums	600 points (60%)
Mid-term	150 points (15%)
Final	250 points (25%)
Total:	1000 points (100%)

Remember that the lack of participation will result in the deduction of points from your overall course grade.

I have been asked in the past how one can calculate grade percentages based on the point system. I have included an example below:

To figure the percentage for a single grade, multiply the fractional grade by 100.

Points earned divided by Points available multiplied by 100

$$12/15 \times 100 = 80\%$$

$$30/35 \times 100 = 85.7\%$$

$$55/70 \times 100 = 78.6\%$$

To figure out a numerical grade, add up all your earned points (total earned points), add up all the possible points (total possible points available), and write that as a fraction:

Total earned points	$12 + 30 + 55 = 97$
Total possible points	$15 + 35 + 70 = 120$
Multiply this fraction by 100	$97/120 \times 100 = 80.83333$

In this example the grade would be a “B”.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled browser. For PC users, the suggested browser is Google Chrome or Mozilla Firefox. For Mac users, the most current update of Firefox is suggested.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: **JAVA web site**
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website.
Browser Check http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset
- Running the browser check will ensure your internet browser is supported.
 - Pop-ups are allowed.
 - JavaScript is enabled.
 - Cookies are enabled.
- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - **Adobe Reader** <https://get.adobe.com/reader/>
 - **Adobe Flash Player** (*version 17 or later*) <https://get.adobe.com/flashplayer/>
 - **Adobe Shockwave Player** <https://get.adobe.com/shockwave/>
 - **Apple Quick Time** <http://www.apple.com/quicktime/download/>

- At a minimum, you must have Microsoft Office 2013, 2010, 2007, or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: **System Requirements for LearningStudio** <https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to **myLeo**. <http://www.tamuc.edu/myleo.aspx>

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the “My Courses” tab, and then select the “Browser Test” link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit **Pearson 24/7 Customer Support Site** <http://247support.custhelp.com/>

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. You then will be able to get assistance via online chat, email or by phone.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at **myLeo**. <https://leo.tamuc.edu>

Learner Support

Go to the following link **One Stop Shop**- created to serve you by attempting to provide as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>


Go to the following link **Academic Success Center**- focused on providing academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE MOBILE APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LEARNINGSTUDIO NOTIFICATIONS

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

My primary form of communication with the class will be through announcements and email. Any changes in the syllabus or important information critical to this class will be disseminated to students via your official university email address. It is your responsibility to check your university email on a regular basis. Students who email me outside of regular office hours can expect a reply within 24 hours Monday through Friday. Students who email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

Attendance/Lateness

As previously mentioned, this is an on-line course. Your actual presence in a classroom will not be required; however, your participation and contributions in class activities are required.

Late Work

As previously mentioned, no late work will be accepted without prior approval.

Missed Exams

Exams will have a start date and an end date. The exam must be taken during this period and submitted by the due dates. An exam cannot be made up; therefore, an effort to complete the exam during the assigned period must be made. If a problem still exists, then you should contact me immediately. Do not wait until the last minute to communicate an issue.

Quizzes

No quizzes will be given in this course.

Extra Credit

Extra credit may be provided at the instructor's discretion.

Academic Honesty

Students who violate university rules on scholastic dishonesty will be subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of receiving an "F" in the course, and dismissal from the university. Policies on scholastic dishonesty will be strictly enforced. Incidents of academic dishonesty will be reported to the Department Head. Students should be aware that academic dishonesty includes (but is not

limited to) cheating, plagiarism, and collusion. The mid-term and final exams are not considered group assignments.

Drop Course Policy

Your grades in this class will be an accurate reflection of your time, effort, and commitment to the subject matter. Everyone begins the class with an “A”. No curves will be assessed in the course. If you feel that you have dropped below an acceptable level in this course, it is your responsibility to contact your instructor for possible remedies, drop, or withdraw from the course.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced.

University Specific Procedures

Student Conduct

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum (i.e. discussion boards): **Netiquette**

<http://www.albion.com/netiquette/corerules.html>

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf> and/or consult your event organizer. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: Office of Student Disability Resources and Services

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE OUTLINE / CALENDAR

Week 1 (Jan. 17 – Jan. 22)

- Syllabus review.
Take time to review the syllabus for this course. If you have questions regarding the syllabus, then direct them to the instructor for clarification.
- Class introductions.
Introduce yourself to your classmates in the designated discussion forum. During your introduction:
 - Tell us about you (i.e. likes, dislikes, hobbies, etc.).
 - Give a brief description of your educational background.
 - Tell us why are you taking this course?
 - Tell us what you're hoping to learn in this particular course.
 - What are your aspirations upon completing your degree at TAMUC?

Part 1

- Assigned reading(s)
White, R., Markowski, T., & Collins, K. (2010).
Chapters 1-7 (pp. 1-97).

Week 2 (Jan. 23 – Jan. 29)

- Discussion #1
 - Initial post due by 11:59PM on Thursday, Jan. 26
 - Begin replying to follow classmates
 - Discussion ends on Jan. 29 at 11:59PM

Week 3 (Jan. 30 – Feb. 5)

- Discussion #2
 - Initial post due by 11:59PM on Thursday, Feb. 2
 - Begin replying to follow classmates
 - Discussion ends on Feb. 5 at 11:59PM

Part 2

- Assigned reading(s)
White, R., Markowski, T., & Collins, K. (2010).
Chapters 8-12 (pp. 101-171).

Week 4 (Feb. 6 – Feb. 12)

- Discussion #3
 - Initial post due by 11:59PM on Thursday, Feb. 9
 - Begin replying to follow classmates

- Discussion ends on Feb 12 at 11:59PM

Week 5 (Feb. 13 – Feb. 19)

- Discussion #4
 - Initial post due by 11:59PM on Thursday, Feb. 16
 - Begin replying to follow classmates
 - Discussion ends on Feb. 19 at 11:59PM

Part 3

- Assigned reading(s)
 - White, R., Markowski, T., & Collins, K. (2010).
Chapters 13-18 (pp. 177-288).

Week 6 (Feb. 20 – Feb. 26)

- Discussion #5
 - Initial post due by 11:59PM on Thursday, Feb. 23
 - Begin replying to follow classmates
 - Discussion ends on Feb. 26 at 11:59PM

Week 7 (Feb. 27 – March 5)

- Discussion #6
 - Initial post due by 11:59PM on Thursday, March 2
 - Begin replying to follow classmates
 - Discussion ends on March 5 at 11:59PM

Week 8 (March 6 – March 12)

- Midterm
 - Due on Sunday March 12 by 11:59PM

Spring Break (March 13 – March 19)

- TAMUC is closed

Week 9 (March 20 – March 26)

Assigned Reading

McCaul, M. (2016).
Introduction, Chapters 1-8, and Afterword (pp. 1-253)

Week 10 (March 27 – April 2)

- Discussion #7
 - Initial post due by 11:59PM on Thursday, March 30
 - Begin replying to follow classmates

- Discussion ends on April 2 at 11:59PM

Week 11 (April 3 – April 9)

- Discussion #8
 - Initial post due by 11:59PM on Thursday, April 6
 - Begin replying to follow classmates
 - Discussion ends on April 9 at 11:59PM

Part 4

- Assigned reading(s)
 - White, R., Markowski, T., & Collins, K. (2010).
Chapters 19-25 (pp. 293-406).

Week 12 (April 10 – April 16)

- Discussion #7
 - Initial post due by 11:59PM on Thursday, April 13
 - Begin replying to follow classmates
 - Discussion ends on April 16 at 11:59PM

Week 13 (April 17 – April 23)

- Discussion #8
 - Initial post due by 11:59PM on Thursday, April 20
 - Begin replying to follow classmates
 - Discussion ends on April 23 at 11:59PM

Part 5

- Assigned reading(s)
 - White, R., Markowski, T., & Collins, K. (2010).
Chapters 26-30 (pp. 411-484).

Week 14 (April 24 – April 30)

- Discussion #9
 - Initial post due by 11:59PM on Thursday, April 27
 - Begin replying to follow classmates
 - Discussion ends on April 30 at 11:59PM

Week 15 (May 1 – May 7)

- Discussion #10
 - Initial post due by 11:59PM on Thursday, May 4
 - Begin replying to follow classmates
 - Discussion ends on May 7 at 11:59PM

Week 16 (May 8 – May 12)

- Final Exam
 - Final Exam is due by **noon (12:00PM) Friday, May 12.**