

**PADM 4250 Community Resources Mapping, Development and Collaboration****Instructor:** Dr. Laura M. Keyes**Office Hours:** Tuesday and Thursday 11:30 AM- 1:30 PM and by appointment**Office:** Chilton Hall, 204 P, UNT, Denton Campus**Location:** BLB 270**Time:** Thursday 2:00-3:20 PM**Phone:** 940-891-6790**Email:** laurakeyes@my.unt.edu**Course overview:**

This course will explore the why and how of city planning and the tools and nonprofit community based organizations we rely on to shape our neighborhoods, communities, cities, and regional metropolitan areas. The course will focus on identifying and documenting community assets to address community issues. Cities and the organizations that comprise them are the primary focus of this course because they provide a virtual laboratory for examining the forces that shape them such as politics, population, finance, environment, etc. Students will apply relevant theory and research on asset identification and documentation. Students will also have an opportunity to do community mapping for a community as a service learning experience.

This course is a blended course. Students meet in the classroom as scheduled and should have completed the required reading and any assignments prior to class. The second part of the class is a online component students will engage in via Blackboard. Each weekly online workshop will open the Monday of each week. The module is approximately 1 hour in length.

**Learning objectives:**

- Introduce community development concepts and theories
- Identify and use theoretical orientations for the exploration of community assets
- Understand basic methodological techniques used in community asset research
- Provide students with experience using and interpreting public data
- Enhance writing skills
- Public speaking

<i>Assignment</i>	<i>Short Description</i>	<i>Undergraduate</i>
Quizzes	12 weekly quizzes on class readings	120 points
Class Participation	Come to class; actively participate in discussions	40 points
Homework	Weekly online homework postings	130 points

Research paper	Community Resource Mapping Project (Min 10 pages, Due week 10 (report due 12/7/2017; presentation begin week 13)	100 points
Volunteer Experience	6 hours of volunteer experience with a journal reflection (due 12/7/2017)	60 points
Midterm	Exam	100 Points
Final	Exam	100 Points
<b>TOTAL</b>		<b>650 points</b>

### Requirements:

**Community Mapping Assessment Project:** Students will be assigned a community to assess using an outline provided. This assessment may be shared with selected nonprofits in the community at the conclusion of the course. It is an example of experiential learning and may also provide a valuable community service. Report will be at least 10 pages min and no more than 30 including the appendix. A full project description will be available on BB.

### Quizzes:

There will be 14 weekly 10-question quizzes on the reading. These will be open on BB prior to class. These quizzes are intended to test the student's mastery of the material covered thus far in the semester. In addition, these quizzes will help the student prepare for the final exam. Quizzes are designed to help students review the required reading prior to class. Students will have 3 attempts to take the quiz. Quizzes will help the student prepare for the type of questions/format that will be found in the midterm and final exams.

### Collaboration Journal and Reflection:

Students are expected to do **6 hours** of volunteer work in a nonprofit organization and keep a journal. A time sheet is required to be signed by the student's supervisor at the nonprofit organization. The Journal and time sheet will be submitted with a reflective essay.

### Exams:

There will be two exams worth 100 points each. Exams will cover material from the assigned readings, quizzes, PowerPoint slides/lectures, posted supplemental material including posted videos and posted articles and will consist of multiple choice, true or false, matching, and/or essay questions. All exams will be administered in class. No make-up exams will be given unless a university- approved excuse has been

provided. Exams are to be taken without assistance from anyone else. All online class materials will be hidden the moment that the exam opens. The final exam will not be comprehensive.

**Required text:**

Gary Paul Green and Anna Haines. 2016. *Asset Building and Community Development*, 4th Edition. Thousand Oaks, CA: Sage Publications, Inc.

McLaughlin, Thomas. 2010 *Nonprofit Mergers & Alliances*, 2nd Edition. San Francisco: Jossey- Bass Publishers.

Other required readings are listed in the syllabus and will be made available on Blackboard.

**Week 1 – Observations about Cities and Communities**

**In Class Reading:**

What is Community? What is Resource Mapping? Green & Haines, preface, Ch. 1

The City Image and Its Elements, Lynch (BB reading)

Seattle bike plan – master plan

[https://youtu.be/jR\\_QpgfI5ag](https://youtu.be/jR_QpgfI5ag)

**Quiz 1: Following class opens 8/31 at 8:00 AM and Closes 9/1 at 11:59 PM; 3 attempts.**

**Online Workshop:**

<https://exploring-and-observing-cities.org/page/3/>

Observations of a city – its look, feel, surroundings, community, quality of life

Discussion Board – Select city on the exploring and observing cities site.

Identify unique features of the city and how they create a sense of place.

Identify some of the assets of that community? How are those assets being leveraged to build community?

Post your answers and respond to at least one other students post.

**Week 2 What is community development?**

**Quiz 2 – Prior to class – Opens 9/4 8AM, Closes; 9/7 2PM**

**In Class Readings:**

## History of community development; Green & Haines, Ch. 2

Baum, H. S. (1998). Ethical behavior is extraordinary behavior; it's the same as all other behavior: A case study in community planning. *American Planning Association Journal of the American Planning Association*, 64(4), 411-423. (be prepared to discuss the case and relationship to public participation historically and in present day).

### Online Workshop: What is community development

Watch: TEDTalk Envisioning community development

Assignment: ½ page discussion – 300-500 words

- Map your community – Discuss your examination of the maps
  - Community then?
  - Community now?
  - What are the similarities?
  - What are the differences?
- What are the current demographics? [www.census.gov](http://www.census.gov); [dataus.io](http://dataus.io)
  - What is a community based or neighborhood based organization in your community and what role does it play in promoting public participation?

## Week 3 What is the process of community development and planning?

Quiz 3 – Prior to class – Opens 9/11 8AM, Closes; 9/14 2PM

### In Class Readings:

Green & Haines, Ch. 4

Wheeler, S. M. (2015). Built Landscapes of Metropolitan Regions: An International Typology. *Journal of the American Planning Association*, 81(3), 167-190.

Allred, D., & Chakraborty, A. (2015). Do Local Development Outcomes Follow Voluntary Regional Plans? Evidence From Sacramento Region's Blueprint Plan. *Journal of the American Planning Association*, 81(2), 104-120.

### Online workshop: Introduction to community assets

<http://plannersweb.com/wp-content/uploads/2001/07/213.pdf>

- The article presents 8 key concepts of community.
- Locate the comprehensive plan for the city you selected for your project on the city's website
- Identify the types and process of public engagement used to get input put the plan

- Identify the goals of the plan.
- What do you think the strengths of the engagement processes are? What are the weaknesses? What could be done differently.
- How do the goals and objectives of your community's plan relate to the attached reading?
- Post your final assessment on Blackboard.

#### **Week 4 What are the forces that shape community? Physical assets and human capital/**

##### **Quiz 4– Prior to class – Opens 9/18 8AM, Closes; 9/21 2PM**

##### **In Class Reading:**

Green & Haines, Ch. 6 and 8

Talen, E. (2006). Neighborhood-level social diversity: Insights from Chicago. *Journal of the American Planning Association*, 72(4), 431-446.

Fields, D. 2014. "Contesting the Financialization of Urban Space: Community Organizations and the Struggle to Preserve Affordable Rental Housing in New York City. *Journal of Urban Affairs*. 37(2): 144-165

##### **Online workshop:**

##### **Watch Brooklyn Matters: Via UNT Library Online Resources**

Answer the following questions on BB

What is eminent domain and what is the proper use of it?

Who should represent the community?

What determines if an area is "blighted"?

Does the public have a right to know about the use of public finances in large scale real estate projects?

How does the development project impact the jobs and housing for the current residents?

#### **Week 5 What are the forces that shape planning? Political Capital -**

##### **NO QUIZ PRIOR TO CLASS**

##### **In Class Readings:**

Green & Haines Ch 11

Smith, S. & Evans, D. 2001. "Nonprofit Organizations in Urban Politics and Policy." *Policy Studies Review*. 18(4): 7-26

RR - <https://insight.kellogg.northwestern.edu/article/four-tips-to-gain-influence-in-your-organization>

For class: Analyze a local power structure in the community (mapping project) and analyze using the methods for measuring power – reputational, positional, and decision making. Are there any overlaps or differences? Bring your summary to class for discussion purposes.

### **What is community power and what are some problems and issues with measuring it?**

#### **Online workshop:**

**Watch:** [Who Rules the United States of America part 1?](#)

#### **Discussion Board:**

What are the issues regarding access to political capital?

How does political capital tie to community development?

- How do we measure power?
- How do we measure processes?
- How do we know who influences power?
- This video was produced 30 years ago. How would you characterize differences in leadership and power today?

**Post your response and respond to at least 2 other student posts**

### **Week 6 Tools for community development – Financial Capital**

**Quiz 6– Prior to class – Opens 10/2 8AM, Closes; 10/5 2PM**

#### **In Class Readings:**

Green & Haines, Ch. 9

Immergluck, D. (2008). Community response to the foreclosure crisis: Thoughts on local interventions.

#### **Online Workshop:**

**Watch:** [Hiding in Plain Sight: The Walls that Divide Us](#)

**Discussion Board:** What are the issues regarding access to financial capital?

- Do consumers have adequate supply to credit? Is there a problem to accessing short-term and long-term credit?
- What type of credit is being demanded?
- What is the structure of the credit institution in area? Is there competition among lenders?
- How well are lenders meeting the needs of local residents? What is invested locally?

## **Week 7 Cultural Assets and Economic Development**

**Quiz 7– Prior to class – Opens 10/9 8AM, Closes; 10/12 2PM**

### **In Class Reading:**

Green & Haines Ch 12

### **Online workshop:**

Watch: Arlington Cultural Development - <https://youtu.be/kgH48vyN8IA>

Submit via blackboard 1 page, double spaced essay:

Explain how the development of the amphitheater in downtown Arlington, TX supported the city's economic goals and explain how venue helped the city grow in the areas of social capital, human capital, cultural capital, and financial capital.

## **Week 8 – Midterm – in class**

### **Online workshop – Understanding Economic Data**

No online workshop this week

## **Week 9 – Creating Social Capital -**

**Quiz 9– Prior to class – Opens 10/23 8AM, Closes; 10/26 2PM**

### **In Class Reading:**

Green & Haines, Ch. 7

Sander, T. H., & Putnam, R. D. (2010). Still bowling alone?: The post-9/11 split. *Journal of Democracy*, 21(1), 9-16.

DeFilippis, J. (2001). The myth of social capital in community development. *Housing policy debate*, 12(4), 781-806.

### **Online Workshop:**

Worksheet – Map your individual social capital; measure your strong and weak ties, network location, and network diversity?

Discussion Board: What makes up an individual's social capital? What roles do organizations, clubs, team, etc. play in developing social networks? Why is social capital important to community development? Have you ever used your networks to solicit help for a social cause or charity? If yes how effective has it been?

Respond to the response of 2 other posts.

## **Week 10 – Environment Assets and equity**

**Quiz 10– Prior to class – Opens 10/30 8AM, Closes; 11/2 2PM**

### **In Class Readings:**

Green & Haines, Ch. 10, 14

Campbell, S. (1996). Green Cities, Growing Cities, Just Cities. Urban Planning and the Contradictions of Sustainable Development. *Journal of the American Planning Association* 26(3): 296-312.

Mueller, E. J., & Schwartz, A. (2008). Reversing the tide: Will state and local governments house the poor as federal direct subsidies decline?. *Journal of the American Planning Association*, 74(1), 122-135.

### **Online workshop:**

#### **Watch:**

- Oil Pipeline in North Dakota -<http://www.cnn.com/2016/10/22/us/dakota-access-pipeline-arrests/>
- <http://www.cnn.com/2017/02/07/politics/dakota-access-pipeline-easement-granted/index.html>
- <http://www.desmoinesregister.com/story/money/business/2017/05/11/oil-flowing-dakota-access-pipeline-but-protesters-arent-giving-up/310704001/>

### **Discussion Board Questions:**

What is environmental capital?

- What are the issues regarding access to environmental capital relative to the videos?
- What is environmental justice and how does this concept apply to the Dakota pipeline?
- Discuss the role of 2 different community based organizations and their efforts in the area of environmental capital?
- Respond to 2 other student posts

## **Week 11 – Planning and food policy**

### **No Quiz**

### **In Class Readings:**

Green & Haines Ch 12 and Ch 13

Pothukuchi, K., & Kaufman, J. L. (2000). The food system: A stranger to the planning field. *Journal of the American planning association*, 66(2), 113-124.



Slocum, R. (2011). Race in the study of food. *Progress in Human Geography*, 35(3), 303-327.

Clifton, K. J. (2004). Mobility strategies and food shopping for low-income families: A case study. *Journal*

- **Watch:** <https://youtu.be/QJcACw--Nk>

### **Online workshop:**

Watch: <https://youtu.be/BuogTgasSmU>

<http://www.pbs.org/now/shows/344/video.html> – or <http://www.pbs.org/now/shows/344/> **Growing Local, Eating Local, Directed by Bill McKibben, available on PBS**

### **Discussion Board:**

- What are the environmental impacts of local food?
- Describe the local food system in your community? Are there issues with food insecurity?
- What are criticisms of our food system?
- What are obstacles communities face with establishing a food system?
- What state or federal policies could facilitate renewable energy systems at the local level?
- Describe some efforts to overcome food insecurity? Such as a CSA, Community based agriculture, farm to school, community garden, or farmer's market.
- What is the current debate on access to food and food security?

## **Week 12**

**Quiz 12– Prior to class – Opens 11/13 8AM, Closes; 11/16 2PM**

### **In class reading:**

Mergers Integrating services McLaughlin Ch. 1-4

Community Mapping Projects: Student Reports

### **Online Workshop:**

Watch: Nonprofits and local impact - <https://youtu.be/J9yUKxeEHeA>

Review: Review the findings from A 2010 national study done by the Nonprofit Finance Fund

### **Discussion Board**

- When you think of a "nonprofit" what do you think of?
- What type of experience have you had (if any) with a nonprofit organization? What were the positive and negative aspects of that experience?
- What nonprofit organization do you admire and why?

- What factors fuel nonprofit organizations to collaborate to build capacity?

### **Week 13**

**Quiz 13– Prior to class – Opens 11/20 8AM, Closes; 11/24 2PM**

#### **In class reading:**

Aspects of Collaboration McLaughlin Ch. 5-10

Community Mapping Projects: Student Reports

#### **Online Workshop:**

**Review** [https://guidelinesandprinciples.org/wiki/index.php/File:Mergers\\_decision\\_tree.jpg](https://guidelinesandprinciples.org/wiki/index.php/File:Mergers_decision_tree.jpg)

<https://www.bridgespan.org/insights/library/mergers-and-collaborations/nonprofit-mergers-and-acquisitions-more-than-a-too#.Ukrw7dKkq3U>

#### **Discussion Board:**

What are some factors that influence why nonprofits and community organizations work together?

What are some strategic benefits nonprofits should seek relative to collaboration and working together?

### **Week 14**

**Quiz 14– Prior to class – Opens 11/27 8AM, Closes; 11/30 2PM**

Community Mapping Projects: Student Reports

#### **In class reading:**

Deciding to collaborate Collaboration model McLaughlin Ch. 11-14-

#### **Online Workshop:**

**Watch:** <http://murdocktrust.org/resources-for-nonprofits/>

**Examine:** <https://www.councilofnonprofits.org/tools-resources/mergers-collaborations-and-strategic-alliances>

#### **Discussion Board:**

- In what ways can funders play a lead role in fostering collaboration?
- What are the various sources of support for a nonprofit organization?
- What are the advantages and disadvantages of each source?
- How do we measure success of the organization?

## **Week 15 - The Future**

**Quiz 15– Prior to class – Opens 12/4 8AM, Closes; 12/7 2PM**

**Community Mapping Projects: Student Reports DUE – 12/7/17**

**All Volunteer Journal Reflections Due 12/7/17**

**In Class Reading and Exam review**

Green & Haines, Ch. 3, 15

**Online workshop – None, study for exam**

**Week 16 – Final Exam - 12/14/2017 1:30-3:30PM**

## **Additional Course Policies and Procedures**

*Attendance Requirements:* Attendance is a key requirement of this course. There are two penalties associated with missing classes and/or assignments. First, students may have one unexcused absence during the semester without a penalty. Each subsequent unexcused absence will cost the student 10 points. Second, students who have missed more than 3 assignments in a row will be dropped from the course. Only students with a university or instructor excused absences may make up an exam. Examples of university excused absences include those necessitated by university sponsored events, military orders, or an illness which results in some form of visit to a medical doctor. Such absences require written documentation, etc. (i.e., medical doctor notes, military orders, etc.) and must be submitted within one week of the student's return to participation. The instructor may also excuse a student on a case-by-case basis.

*Make-up policy:* Students who miss an exam will be allowed to take a make-up only in cases of university-approved absence or one approved in advance by the instructor. Students are typically given seven full days to complete the quizzes and exercises. Regardless of the circumstances, students who miss quizzes or exercises will not be allowed to make them up.

*Extra credit:* There are no opportunities for extra credit in this course unless otherwise determined by instructor.

*Late assignments:* Late assignments will not be accepted.

*Problems, Questions, Concerns:* I strongly encourage you to talk to me if you are having problems with the course or if you have other concerns. The best way to reach me outside of class is by e- mail at [Laurakeyes@my.unt.edu](mailto:Laurakeyes@my.unt.edu).

## **COURSE POLCIES AND PROCEDURES**

### **Policies and Procedures**

**General expectations:** I expect students to attend all course sessions: complete required readings prior to class time, participate in class discussions and case studies, and complete the written assignments, mid-term and final examinations.

**Attendance:** Attending class sessions is an important part of the learning process. Although you will not lose grade points specifically for nonattendance, you will certainly lose opportunities to earn credits for participation in the classroom.

**Examinations:** Students must take examinations when they are given to the class; makeup exams will be scheduled only for extraordinary circumstances. No one can be excused from an exam without notifying the instructor prior to the scheduled exam. **If you miss an exam, I will assume that you have chosen to receive a "0" for your grade on that exam. The final exam is mandatory; no one will receive a passing grade without having taken it.** The final exam will not be returned to students but may be reviewed by the student after the instructor has submitted final grades.

**Withdrawals:** Students have the right to withdraw from courses. I urge you to maintain your commitment to this course, however, if you decide to withdraw, please see the instructor and review the academic calendar to observe UNT's withdraw dates.

### **Disability Accommodation**

The Department of Public Administration, in cooperation with the Office of Disability Accommodations (ODA), complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request to the instructor within the first two weeks of the semester. Students registered with the ODA may present the Special Accommodation Request from that office in lieu of a written statement.

### **Cheating and Plagiarism**

**Definitions.** The UNT Code of Student Conduct and Discipline defines cheating and plagiarism "as the use of unauthorized books, notes, or otherwise securing help in a test; copying others' tests, assignments, reports, or term papers; representing the work of another as one's own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty."

**Penalties.** Normally, the minimum penalty for cheating or plagiarism is a grade of "F" in the course. In the case of graduate department exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the department faculty in the case of departmental exams. Cases of cheating or plagiarism on graduate departmental exams, problem papers, theses, or dissertations shall automatically be referred to the departmental Curriculum and Degree Program[s] Committee.

Cases of cheating or plagiarism in ordinary course work may, at the discretion of the instructor, be referred to the Curriculum and Degree Program[s] Committee in the case of either graduate or undergraduate students. This committee, acting as an agent of the Department, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case.

**Appeals.** Students may appeal any decision under this policy by following the procedures laid down in the UNT Code of Student Conduct and Discipline.

### **POLICY ON STUDENT BEHAVIOR IN THE CLASSROOM**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum

at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://policy.unt.edu/policy/07-012>.

### **Acceptable Student Behavior:**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)

### **SEXUAL DISCRIMINATION, HARRASSMENT, & ASSAULT**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources\\_0](http://deanofstudents.unt.edu/resources_0). Renee LeClaire McNamara is UNT's Student Advocate and she can be reached through e-mail at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

### **PLAGIARISM**

Professors in the Department of Public Administration will not tolerate any form of academic dishonesty among students in the major. According to the 2005-06 UNT Undergraduate Catalogue (p. 107): "The term 'plagiarism' includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement; and b. the knowing or negligent unacknowledged use of material prepared by another person or agency engaged in the selling of term papers or other academic materials."

### ***Examples of plagiarism include:***

- purchasing term papers from Internet sources and turning them in to meet assignment requirements
- downloading or copying material from the Internet and presenting it as your own work
- using sentences, quotes, statistics or other information from books or journals without citing the source(s) in papers

- incorporating novel ideas, concepts or phrases into papers without giving credit to the original author
- having someone else write a paper for you

Failure to comply with this policy on plagiarism may result in a failing grade on the assignment or paper, a failing grade in the class, dismissal from the program, and expulsion from the university.

When in doubt about what constitutes plagiarism, contact your professor or provide citations!

#### **LAPTOPS AND CELL PHONES IN THE CLASSROOM:**

The classroom setting at an institution of higher learning is intended to serve as a venue that permits the transfer of knowledge and facilitates the sharing of ideas. As such, it is imperative that any distractions from these stated objectives be avoided and kept to a minimum. Potential disruptions include modern electronic devices such as laptop computers and cell phones.

Students are allowed to take notes on personal laptop computers to enhance the learning process, but they should not activate their internet browsers during class or use computers for non-academic purposes (as this diverts attention from the lecture/discussion for both the student using it and others nearby).

Students should also avoid using cell phones to search the Internet or text while class is in session. Exceptions to this policy will be at the discretion of the faculty only and may occur if searching the Internet is necessary to find additional information or facts related to the subject being covered on that particular day.

#### **CAMPUS CARRY & CONCEALED HANDGUNS**

In accordance with state law and UNT policy, students who are licensed may carry a concealed handgun on campus premises except in locations and at any function, event, and program prohibited by law or by this policy. Students may learn more about UNT's concealed handgun policy at <https://campuscarry.unt.edu>.

## Important Dates

Classes Begin.	Aug 28
Labor Day (no classes; university closed).	Sept 4
Census.	Sept 11
Beginning this date a student who wishes to drop a course must first receive written consent of the instructor.	Sept 12
Last day for student to receive automatic grade of W for nonattendance.	
Last day for change in pass/no pass status.	
Last day to drop a course or withdraw from the semester with a grade of W for courses that the student is not passing. After this date, a grade of WF may be recorded.	Oct 6
Beginning this date instructors may drop students with a grade of WF for nonattendance.	Oct 7
Last day to drop with either W or WF.	
Last day for a student to drop a course with consent of the instructor.	Nov 6
Beginning this date, a student who qualifies may request an Incomplete, with a grade of I.	Nov 13
Last day for an instructor to drop a student with a grade of WF for nonattendance.	
Last day to withdraw (drop all classes).	Nov 22
Thanksgiving Break (no classes, university closed).	Nov 23-26
Last Regular Class Meeting.	Dec 7
Reading Day (no classes).	Dec 8
<a href="#">Final Exams.</a>	Dec 9-15
End of term.	Dec 15