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# MUSEUM STUDIES

## Museum Education

ARH 6797 — Spring 2024  
Wednesday, 11:40am-2:40pm  
FAC 116A

Professor:

**Dr. Jacque Micieli-Voutsinas**

(Please feel free to call me Dr. MV)

**Pronouns:** She/Her/They/Them

**E-mail:** [jmicelivoutsina@ufl.edu](mailto:jmicelivoutsina@ufl.edu)

**Office hours:** Wednesdays 3:00pm-5:00pm, or  
by appointment. Office hours will be held both  
in person and remotely via Zoom

This course is part of the core curriculum of Museum Studies. It aims to introduce and familiarize students with the current and emerging practices in museum studies by engaging with a transdisciplinary body of literature on museum education.

### Course description:

“Museum Educators are an important bridge between cultural institutions and the visiting public. According to the [American Alliance of Museums](#), more people visit museums every year than attend professional sports events. For these visitors, museums spend more than \$2 billion on education each year. Museums help teach national, state, and local curriculum standards and more than 55 million students visit museums each year. Museum educators play a vital role in the development and implementation of the educational programs offered by museums. However, there are major shifts taking place in the field of museum education” (borrowed from Dr. Megan Ennes).

Focusing on museum praxis, this course blends hands-on and theoretical approaches to provide students with innovative tools for engaging museum communities in the 21st Century. What, for example, does it mean to be a museum educator as museums are grappling with current social issues and the legacy of museums? What role do museum have in supporting community wellness and wellbeing, and what tools do museum educators needs to undergo this

simultaneous work of undoing and becoming? This class will discuss the history of museum education and explore what the future may hold for the field.

**Course objectives:**

1. Students will be able to describe museums' roles as sites of learning.
2. Students will be able to describe current trends in museum audiences, programming, and evaluation.
3. Students will be able to describe participatory approaches to developing museum education programs and why these approaches are vital to supporting underserved museum audiences.
4. Students will be able to explain the major issues facing museum education and what these concerns may hold for the future of museum education.

**Course texts:**

***Required***

1. Murawski, M. (2021). *Museums as Agents of Change: A Guide to Becoming a Changemaker*. American Alliance of Museums.

All other course readings will be available electronically through Canvas on our course site under "Course Readings." To access the course site, go to: [elearning.ufl.edu](http://elearning.ufl.edu)

**Course evaluation:** ARH 6797 is designed to introduce you to conceptual frameworks that guide contemporary museum education practices, theories, and criticisms, and to help you understand the transdisciplinary formation of a 21<sup>st</sup> Century museum praxis. Course evaluation will reflect this focus and will include a mixture of written and creative assignments, including: observation and attendance at local museum education events/programs; semi-structured interviews with professionals in the field, critical evaluation of the field; final creative assignment, and participation in in-class discussions. A plus/minus grading system will be used. I will make every effort to grade and return all written assignments within two weeks.

Attendance & Class participation	20%
Discussion Leading	15%
Attend and evaluate two museum education programs	20%
Semi-Structured Interview with 2-3 museum educators	15%
Critical Reflection of the field:	5%
Final Creative Project	25%
~ Transformative Learning & Museum Praxis: Reimagining Museum Education in the 21 <sup>st</sup> Century	

**Grading Scale:**

A	93.4 – 100	B+	86.7 – 89.9	C+	76.7 – 79.9	D+	66.7 – 69.9
A-	90 – 93.3	B	83.4 – 86.6	C	73.4 – 76.6	D	63.4 – 66.6
		B-	80.0 – 83.3	C-	70.0 – 73.3	D-	60.0 – 63.3

- an **'A'** denotes work that is exceptional, as represented by thorough and detailed engagement with ideas from course readings and lectures; careful integration of materials or concepts across themes or topics; logical reasoning; sincere reflection; and precise writing.
- a **'B'** denotes work that is above average in relationship to your peers' work and in relationship to the expectations of the assignment.
- a **'C'** denotes work that fulfills course requirements in every way, but only adequately.
- a **'D'** denotes work that does not adequately fulfill course requirements, but still deserves credit.
- an **'F'** denotes work that does not deserve passing credit.
- a **ZERO** will be assigned to work not turned in. No late assignments, and, as stated previously, plagiarism will result in an "F" for the entire course and you will be reported to the Academic Integrity office for violating university and course policy.

*Attendance, in-class participation, discussion leading, discussion questions (35%):* Your participation grade will be based on the following criteria:

1. This course is a seminar, or discussion-based and attendance is **MANDATORY**. You will be expected to participate fully in classroom discussions. In a seminar course students do assigned reading and then, under your own guidance and direction—as well as the guidance of the Professor—we will grapple aloud with the ideas we've read, collectively. Our seminar will be a mixture of discussion, mini-lectures, large and small group activities, with an emphasis on understanding course readings. Lectures will not be posted, and discussions and activities completed in class will not be recreated, so attending class is the only place to learn key material on which you will be evaluated. If you miss a class, you are responsible for getting notes from a classmate, including any assignments or announcements that were made. The course may also require mandatory attendance at local museum or public heritage sites, in-person when permitted, or online, if not permissible. All course handouts and materials are available on the course's elearning page.

**Only 1 absence will be excused** over the course of the term unless you can provide documentation for a health emergency. However, more than two absences may result in failing the course in addition to lowering your overall course grade. Excessive tardiness will also impact final class averages. Attendance is worth **10 percent** of your course grade.

2. **Participation in class.** Participation includes contributing to in-class discussions by *SPEAKING* and being intellectually present for each meeting of ARH 6797. When you are not speaking or asking a question, you should be actively *LISTENING*, which may even include note taking. Meaningful contributions to class discussion should reflect ***your engagement with the assigned course readings and in-class peer conversation.***

**Readings** will be posted online in Canvas each week (please email me if the readings are not available to you by Friday). At least one article will be hosted online in Perusall. You will open the reading from Canvas and use Perusall to annotate the article as you read it. Annotations can include questions, comments, related resources, etc. This will be done collaboratively so you can see your classmates' questions and comments. Please see the

Perusal section on Canvas to help you get started. Each week's reading is due by Tuesday at midnight eastern time. You may opt out of the readings for one week with no penalties. Not participating in classroom discussions will result in a lower course grade. Participation is worth **10 percent** of the course grade.

3. **Performance on in-class Reading-based Discussion Leading.** You will be asked to facilitate in-class discussion of **two** assigned case studies on two different class sessions (see Discussion Leading handout for more information). Your responsibilities will be to: 1.) discuss the assigned case study to help illuminate a critical examination of the methodologies, research design, and ideas presented in the assigned class readings; 2.) As a facilitator, you are also expected to bring **four** reading-informed, discussion questions that support discussion of the assigned course readings. Discussion questions should not simply summarize the reading, but rather support your selected case study in generating nuanced classroom discussion of its research methods, guiding questions, ethical contribution, and other reading themes. Remember, this assignment is NOT a lecture, it is a discussion facilitation and should be interactive. 3.) You are also responsible for emailing me your facilitation outline and list of discussion questions, including any supporting visuals/PowerPoints, by **11pm**, two days prior to your assigned class date. Student preparedness and performance on this assignment is worth **15 percent** of your total course grade.
4. **General in-class preparedness.** Students are expected to bring the assigned readings to class and to complete all assigned readings prior to attending class. TV, cell phones, music, and other electronic distractions, are not permitted to be out during class time.

***Attend and evaluate two museum education programs (20%):*** Over the course of the semester, you will select two museum education programs to attend and will evaluate the program. This assignment will be due March 27<sup>th</sup>. This assignment will be worth 20 percent of your class grade (10 for each program).

***Interview with 2-3 museum educators (15%):*** For this assignment you will select 2-3 educators from a previous list of volunteers to interview about their work. The interviews will be due April 24<sup>th</sup> and reflections shared in class. This assignment will be worth 15 percent of your class grade. Please see the assignment and rubric on Canvas for more details.

***Critical Reflection of the Field (5%):*** You will summarize your learnings from the semester and reflect on the future of museum education in the 21<sup>st</sup> Century. You must answer the following questions in your reflection: what is museum education? What are its roles, goals, and challenges? What do you see as the future of museum education? You must cite at least 4 articles from the course in your reflection. You can choose to share your reflection in any format- written, as an infographic, cartoon, PowerPoint, video, etc.- as long as it covers the required information. This assignment will be due via email Monday, April 8<sup>th</sup>. This assignment will be worth 5 percent of your class grade.

***Final Project (20%):*** For their final course project, students may elect to work in pairs to develop a critical teaching tool as it related to the course content. The final will be an opportunity for students to weigh in on advances to museum education amidst 21<sup>st</sup> Century concerns and develop a teaching tool for their fellow museum educators. Students will be expected to select an issue that they feel is most pressing for the GLAM community and possible ways to best recover, reinvent, or reassess during this historic moment of critical institutional reevaluation. Assignments will be evaluated on innovation, relevance,

coherence, and engagement with theoretical materials and questions raised by works studied throughout the term. Additionally, all groups will collectively write one, group paper demonstrating their collective understanding of how course readings inform their final project, no longer than 4pgs. This writing assignment should also include a full lesson plan. Please note the instructor will assign grades for the group as a whole, not individually. This assignment is due to the Instructor, via email, on May 2<sup>nd</sup> at Noon.

Sample teaching tool options include:

- (1) Produce a podcast or audio/visual documentary (10 minutes in length) that generates insights into how community health and wellbeing are central to Museum Education in the 21<sup>st</sup> Century.
- (2) Create a zine, pamphlet, blog, etc. engaging key concepts discussed throughout the course.
- (3) Produce a visual that introduces museum practitioners to the cutting edge of museum education.
- (4) Generate an activist campaign that is performative in nature (think guerilla theatre)
- (5) If your group has another teaching tool in mind that is not listed here, please speak to me during my office hours. I am open to suggestions and ideas and want to see you take on work that inspires you.

All accompanying written materials should be double-spaced with 12-point font, 1” margins; please follow APA, MLA, or Chicago for citations. Full credit will not be given to written work that does not meet minimum length requirements or fail to properly cite. Final project abstracts and preliminary bibliographies are due to the professor on **April 17<sup>th</sup>**. All final projects and papers are due 5/2 at 12:00pm.

**In general, about written assignments:** Because improving your writing skills is an important goal of the course, your grades for these assignments will emphasize this objective. Written assignments must have a clear objective and thesis statement, supported throughout by source-specific evidence (in other words, engage directly with your assigned course readings), and a clearly organized order of discussion and reading flow. Please feel free to stop in for office hours, or make an appointment, to meet with me to discuss any problems or questions that you might have about the assignment or readings. I also encourage you to utilize the services of the <https://writing.ufl.edu/writing-studio/>. For your own protection, please make certain that you continuously save your written work as you write and back up those documents on a flash drive or external hard drive. You should also save all graded work until you receive your final grade in the course. In the event that work goes missing or a grade gets miscalculated, this will provide the *only acceptable* evidence that you turned in a particular assignment or received a particular grade.

**Policy on late submissions:** Unless you have provided substantial documented evidence for need of an extension, and have discussed the situation with me well in advance of the impending deadline, late assignments will receive a 10% reduction in your grade for **each day** that exceeds the stated assignment deadline. Extensions will be given only under the most extraordinary circumstances, and I do not except late assignments after one week past the original deadline. Malfunctioning computers, printers and so on are not reasonable grounds for an extension. Save your work regularly and in multiple locations and be prepared to print your work in a computer lab if necessary. Please note that I will be the sole judge of what constitutes an extraordinary circumstance, that in most

cases my granting of an extension will require that you submit a note from a doctor or other appropriate official, and that extensions must be negotiated in advance. Please also note that sending me an email does not constitute negotiating an extension. Unless we have spoken and agreed on a new date, the original date stands.

**How to reach the Instructor:** E-mail is the best way to reach me, [jmicielivoutsina@ufl.edu](mailto:jmicielivoutsina@ufl.edu)

In communicating with me, please note the following tips:

1. I will make every effort to respond to your email within 24-48 hours, 9:00 am—4:00 pm, Monday—Friday. Outside of those times, I am unavailable. Please think ahead when working on assignments.
2. **Letters of Recommendation:** If you would like a letter of recommendation you should work throughout the semester to distinguish yourself so that there is evidence of your excellence. In addition, help me help you.
  - Ask for the letter a minimum of ONE MONTH in advance of the deadline
  - Include information on the job, internship, academic opportunity, etc. that you are applying for
  - Include your CV and achievement you would like highlighted in the letter
  - Clearly state the deadline and how the letter should be submitted
  - Gentle reminders leading up to the deadline are greatly appreciated

**Diversity Statement:** The Museum Studies Program at UF is committed to engaged and responsive museum education and practice. We embrace intellectual rigor and center principles of Equity, Inclusion, Access, and (Social) Justice in our curricula and learning. As such, our ongoing approach to curricula prioritizes expansive intersectionality and exemplifying the diversity of identities present in the world. In addition, we embrace diverse ideologies of thought and ask that our students respect the fluidity of ideas and exchange that occurs in and outside of the classroom. We hold deep regard and respect for the positionality and lived experiences of others. As agents of change, we practice and encourage on-going personal assessment of bias and create compassionate learning and space-making for educational and intellectual growth.

*Please Note:* In this course, we may read, view, and discuss materials that directly deals with difficult, painful, and politically charged subjects. It is inevitable that these materials will evoke a personal response, therefore it is important to be aware that our responses to certain course material may prove to be unsettling or challenging to come to terms with, or may even be informed by our own experiences of trauma. The success of the course thus depends, in large part, on our striving to be aware of and sensitive to our emotional responses to the assigned texts, as well as those of our colleagues, and to be curious with ourselves as to *why* we are responding as we are. We must encourage ourselves to therefore read and discuss the course materials in ways that produce more truthful dialogues about our shared pasts, without reproducing harm unto each other and ourselves in the present, while also remaining empathically attuned to each other in ways that actively create

decolonial, anti-racist, and gender-inclusive space. *All sensitive documents will be marked with an “\*” to indicate a trigger warning.*

**UF Religious Observances Policy:** <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#religiousholidaystext> For University of Florida Students, the following guidelines apply: Students, upon prior notification of their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

**Student Accommodations:** Students with diverse abilities and learning needs requesting accommodations should first register with the Disability Resource Center (352-392-8565, <http://www.dso.ufl.edu/drc/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to me when requesting accommodation. Students with diverse abilities and learning needs should follow this procedure as early as possible in the semester.

**Course evaluations:** Students are expected to provide feedback on the quality of instruction in this course based on ten criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

**Academic Dishonesty:** Academic dishonesty includes plagiarizing, cheating, turning in counterfeit papers, stealing academic materials, knowingly falsifying academic documents, accessing confidential academic records without authorization, disclosing confidential academic information without authorization, and turning in the same work to more than one class without the expressed permission of the instructors involved. An online plagiarism checker service may be used to screen papers. Please note that recording class discussions will not be permitted under any circumstances. Students are, however, allowed to record video or audio of class *lectures only*, but please note that the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.<sup>1</sup> In ARH 6797, all of the above are prohibited. Any student deemed to have engaged

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<sup>1</sup> A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited

in academic dishonesty will be subject to disciplinary action from the University and will also receive a “no credit” (i.e., a zero) for the assignment.

**Academic Honesty:** UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please ask me. UF’s policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. This means a report will be filed with the Student Conduct and Conflict Resolution office. During exams, personal items must be cleared from desks and chairs and placed in a bag on the floor. For information on what constitutes plagiarism, consult the UF Plagiarism Guide at <http://web.uflib.ufl.edu/msl/07b/studentplagiarism.html> and “Misuse of Sources” on the course web site. If you have any questions, please ask me.

**Software Use:** All faculty, staff, and students at the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

**Student Privacy:** There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

**Additional Academic Resources:**

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

Career Connections Center: <https://career.ufl.edu/>, Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: <https://cms.uflib.ufl.edu/ask>, various ways to receive assistance with using the libraries or finding resources.

Teaching Center: <https://teachingcenter.ufl.edu/>, Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

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to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student.



Writing Studio: <https://writing.ufl.edu/writing-studio/> 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

## **Health and Wellness:**

**UF COVID-19 policies:** In response to COVID-19, the following University-wide practices are in place to maintain your learning environment, to enhance the safety of in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- Vaccines against the COVID-19 virus are readily available to all UF students at no cost and have been demonstrated to be safe and effective. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
  - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
  - Hand sanitizing stations will be located in every classroom.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
  - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
  - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit [coronavirus.UFHealth.org](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://coronavirus.ufl.edu) for up-to-date information about COVID-19 and vaccination.

**U Matter, We Care:** If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or (352) 392-1575 or visit the U Matter, We Care website to refer or report a concern, and a team member will reach out to the student in distress.

**Counseling and Wellness Center:** Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

**Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit the Student Health Care Center website.

**UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

**Basic Security Needs:** Any student who is facing challenges securing food or housing is urged to contact the Dean of Students for support. Please do not hesitate to contact me directly for additional assistance in the event that these external stressors are also affecting your performance in the course.

**Course Outline (\*subject to revision\*)**

<b>Date</b>	<b>Lecture</b>	<b>Discussion</b>
Week 1  Wed. 1/10	<b>Introduction to Course:            Museums Undergoing Change</b>	<b>(1)</b>
Week 2  Wed. 1/17	<b>Museums Undergoing Change</b>	<b>(2)</b>
Week 3  Wed. 1/24	<b>Museums as Change Agents</b>	<b>(3)</b>
Week 4  Wed. 1/31	<b>Museums as Learning Environments</b>	<b>(4)</b>
Week 5  Wed. 2/7	<b>Museums as Learning Environments (cont'd)</b>	<b>(5)</b>

<p>Week 6</p> <p>Wed. 2/14</p>	<p><b>Current Issues in Museum Education</b></p>	<p>(6)</p> <p><b>Discussion Leader</b></p>
<p>Week 7</p> <p>Wed. 2/21</p>	<p><b>Museum Audiences</b></p>	<p>(7)</p> <p><b>Discussion Leader</b></p>
<p>Week 8</p> <p>Wed. 2/28</p>	<p><b>Theories for Learning in Museums</b></p>	<p>(8)</p>

<p>Week 9-10</p> <p>Wed. 3/6 &amp; 3/13</p>	<p><b>MUS Fieldtrip &amp; Spring Break</b></p>	<p><b>(9 &amp; 10)</b></p>
<p>Week 11</p> <p>Wed. 3/20</p>	<p><b>Museum Education Programs and Evaluation</b></p>	<p><b>(11)</b></p> <p><b>Discussion Leader</b></p>
<p>Week 12</p> <p>Wed. 3/27</p>	<p><b>Skills for Museum Educators</b></p>	<p><b>(12)</b></p> <p><b>Discussion Leader</b></p>
<p>Week 13</p> <p>Wed. 4/3</p>	<p><b>Skills for Museum Educators (cont'd)</b></p>	<p><b>(13)</b></p>

		<b>Discussion Leader</b>
Week 14  Wed. 4/10	<b>School and Community Engagement</b>	(14)  <b>Discussion Leader</b>
Week 15  Wed. 4/17	<b>Careers as Museum Educators</b>	(15)
Week 16	<b>Conclusions: Museums Education in Times of Crisis</b>	(16)

Wed. 4/24	<b><i>Semi-Structured Interviews Due</i></b>	
Week 17	<b>Final Projects Due</b>	<b>(17)</b>
Thurs. 5/2	~ Final Projects Due to Professor MV via email by 12:00pm	