Angelo State University  
Department of Psychology, Sociology, and Social Work  
SWK 4373: Social Work Practice III

Course Dates, Time, and Location

Spring Semester, 2019: January 14, 2019 to May 10, 2019  
Online (Collaborate available if needed)

Instructor Contact Information

Anne M. Seaggs, EdD, MSW., LCSW  
Assistant Clinical Professor of Social Work  
E-Mail: anne.scaggs@angelo.edu

Office Hours: M-F 3:30 pm - to 5:30 pm and by appointment via Collaborate, Skype, or email

- Please note that emails received after 6 p.m. will be answered the following morning.

Recycling and sustainability: Please consider if it is necessary to print the syllabus. If so, please help our fragile environment by recycling this paper when finished. Thank you!

Course Description

The integrative seminar in social work. This capstone course facilitates the integration and application of the generalist social work curriculum in diverse, evolving, and emerging practice contexts. Student career development, use of technology, and professional leadership are emphasized. As a part of this course, students must take and pass a comprehensive examination. Prerequisite: SWK 4371

Course Introduction

This is the final course in the social work curriculum and is designed to integrate the social work curriculum into a meaningful whole. For example, the social work core courses are built on a liberal arts foundation; the university core curriculum or pre-social work courses. The field education experience and advanced social work electives follow the social work core course expanding on student knowledge, practice skills, and values. These three stages represent levels of student development and require integration. Social work courses at ASU are organized

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
around domain sequences; there are five domain sequences including the HBSE, social work practice, social welfare policy and practice, social work research, and social work field education sequences. The first course in each sequence forms the foundation for the next course in the same sequence. Consequently, each course in a domain sequence must be carefully integrated. Lastly, each domain sequence must be integrated with the others. For example, each of the five domain sequences as whole must be integrated; more specifically, the HBSE sequence must be integrated with the social work practice sequence, and so forth.

This integration of curriculum is developed around 10 competencies and 41 associated practice behaviors outlined in the Council on Social Work Education’s (CSWE) Educational Policy and Accreditation Standards (EPAS; 20cs08). In your various social work course you have been exposed to the knowledge, skills, and values of the social work profession; additionally, you have had supervised generalist social work practice employing the professions knowledge, skills, and values. You have taken many exams, have written many papers, and have completed many other assignments that have been carefully designed to measure all 41 of the practice behaviors listed in the EPAS.

It is the purpose of this course to facilitate the integration of the above described components. To this end, you will be asked to develop a professional portfolio, write an integrated paper, and successfully complete a standardized comprehensive examination in this course.

**Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, Skills, and Cognitive/Affective Processes**

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual

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orientation, and tribal sovereign status. Social workers understand that, as a consequence of
difference, a person’s life experiences may include oppression, poverty, marginalization,
and alienation as well as privilege, power, and acclaim. Social workers also understand the
forms and mechanisms of oppression and discrimination and recognize the extent to which
a culture’s structures and values, including social, economic, political, and cultural
exclusions, may oppress, marginalize, alienate, or create privilege and power.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has
fundamental human rights such as freedom, safety, privacy, an adequate standard of living,
health care, and education. Social workers understand the global interconnections of
oppression and human rights violations, and are knowledgeable about theories of human need
and social justice and strategies to promote social and economic justice and human rights.
Social workers understand strategies designed to eliminate oppressive structural barriers to
ensure that social goods, rights, and responsibilities are distributed equitably and that civil,
political, environmental, economic, social, and cultural human rights are protected.

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their
respective roles in advancing a science of social work and in evaluating their practice. Social
workers know the principles of logic, scientific inquiry, and culturally informed and ethical
approaches to building knowledge. Social workers understand that evidence that informs practice
derives from multi-disciplinary sources and multiple ways of knowing. They also understand the
processes for translating research findings into effective practice.

**Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare
and services, are mediated by policy and its implementation at the federal, state, and local
levels. Social workers understand the history and current structures of social policies
and services, the role of policy in service delivery, and the role of practice in policy
development. Social workers understand their role in policy development and implementation
within their practice settings at the micro, mezzo, and macro levels and they actively
engage in policy practice to effect change within those settings. Social workers recognize and
understand the historical, social, cultural, economic, organizational, environmental, and global
influences that affect social policy. They are also knowledgeable about policy
formulation, analysis, implementation, and evaluation.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and
Communities**

Social workers understand that engagement is an ongoing component of the dynamic and
interactive process of social work practice with, and on behalf of, diverse individuals, families,
groups, organizations, and communities. Social workers value the importance of human

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relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically

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evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

**Required Texts:**


Must be bought at the ASU Campus Bookstore, bring your school ID and CID

**Once this packet is purchased from the bookstore it may not be returned, if it is returned your access to the AATBS website will be blocked and you will not be able to sit for the comprehensive exam.

**Returning a packet and using the activation code is also a violation of the academic honor code and NASW code of ethics.**


**NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6th ed.).**

Recommended Reading:

Code of Ethics:
https://www.socialworkers.org/LinkClick.aspx?fileticket=ms_ArtLqzeI%3d&portalid=0

Code of Conduct:
https://www.dshs.texas.gov/socialwork/sw_conduct.shtm

Scope of Practice:
https://www.dshs.texas.gov/socialwork/sw_scope.shtm

**Grading Information**

**Grading Scale:**

90 – 100 = A  
80 – 89 = B  
70 – 79 = C  
60 – 69 = D  
59 or Below = F

**Point Values and Description for Assignments and Examinations:**

**Professional Performance**

This is relevant to completing discussion posts in a timely manner, behavior when responding to others posts, and uploading drafts due; engaging in blackboard class

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activities, including frequency and quality; professional presentation; and so forth. An expectation of a professional social worker is that they are present in their practice setting. The expectation for students in a social work program is that they are motivated to learn and have a sense of dedication to their studies. Thus, my expectation of you is that you will be present in class. Class begins and ends at the scheduled time. Students are to be present for the duration of class.

Integrated Assignment 25%

You will have an integrated paper, which will be completed in conjunction with SWK 4372 (Field Education II) as a cumulative assignment and will be graded as such. The course SWK 4372 (Field Education II) assignment will focus on: 1) description of the field education agency and population served; 2) discuss a specific case that the student was involved with during their field education experience; 3) personal reflection on their field education experience, classroom experience, and the integration of components of the social work program. The course SWK 4373 (Practice III) will focus on applying the theoretical concepts, such as the application of human behavior in the social environment concepts and themes, general intervention model (7 steps), evidence based practice, policy issues, diversity issues, ethical issues, social and economic justice issues, and an analysis of organizational, community, or other constraints to the case or client that was used in SWK 4372’s assignment. You will receive a single grade to be recorded for both courses.

Integrated Paper

Each student will write an integrated paper, between 20 and 30 pages in length, including the cover and reference pages, which strictly conforms to the most recent edition of the APA style manual, based on their own work with client systems in their field education experience. Each student will need to have no less than 10 peer reviewed journals/books that will be used for this paper. Each student will complete drafts of each section to make sure they are on track, drafts are due weekly through “TurnItIn”. Each paper must contain the following elements:

I. Applications of HBSE theory (ie PIE or the Life Course Perspective) to a Particular Case or Issue (chosen in SWK 4372-Field Education II)

II. Implementation of the General Intervention Model
   A. Engagement of the client system
   B. Assessment of the client system
   C. Planning with the client system
   D. Intervention with the client system
   E. Evaluation with the client system
   F. Termination with the client system
   G. Follow-up with the client system

III. Use of Evidence-Based Practice (which evidenced-based practice did you use when working with your population or client)

IV. Policy Issues Encountered (by population or client)

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Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source—whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, peer, or any other source—you must acknowledge that source. Plagiarism on the term paper will result in the student not receiving credit for her/his term paper.

1. B1: make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
2. B-2: use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. B-5: use supervision and consultation to guide professional judgment and behavior
4. B-6: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
5. B-7: present themselves as learners and engage clients and constituencies as experts of their own experiences; and
6. B-8: apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
7. B-9: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
8. B-10: engage in practices that advance social, economic, and environmental justice.
9. B-11: use practice experience and theory to inform scientific inquiry and research
10. B-12: apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
12. B-14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
13. B-15: assess how social welfare and economic policies impact the delivery of and access to social services;
14. B-16: apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
15. B-17: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
16. B-18: use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
17. B-19: collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

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18. B-20: apply knowledge of human behavior and the social environment, person-in-
environment, and other multidisciplinary theoretical frameworks in the analysis of
assessment data from clients and constituencies;
19. B-21: develop mutually agreed-on intervention goals and objectives based on the critical
assessment of strengths, needs, and challenges within clients and constituencies; and
20. B-22: select appropriate intervention strategies based on the assessment, research
knowledge, and values and preferences of clients and constituencies.
21. B-23: critically choose and implement interventions to achieve practice goals and
enhance capacities of clients and constituencies;
22. B-24: apply knowledge of human behavior and the social environment, person-in-
environment, and other multidisciplinary theoretical frameworks in interventions with
clients and constituencies;
23. B-25: use inter-professional collaboration as appropriate to achieve beneficial practice
outcomes;
24. B-26: negotiate, mediate, and advocate with and on behalf of diverse clients and
constituencies; and
25. B-27: facilitate effective transitions and endings that advance mutually agreed-on goals.
26. B-28: select and use appropriate methods for evaluation of outcomes;
27. B-29: apply knowledge of human behavior and the social environment, person-in-
environment, and other multidisciplinary theoretical frameworks in the evaluation of
outcomes;
28. B-30: critically analyze, monitor, and evaluate intervention and program processes and
outcomes; and
29. B-31: apply evaluation findings to improve practice effectiveness at the micro, mezzo,
and macro levels.

**Comprehensive Examination**

Each student will successfully complete the social work comprehensive examination. The exam covers the following broad areas of generalist social work practice:

I. Human Development, Diversity, and Behavior in the Environment
   II. Assessment in Social Work Practice
   III. Direct and Indirect Practice
   IV. Professional Relationships, Values, and Ethics

This exam strives to measure your social work knowledge, skills, and values related to
the EPAS 10 competencies and 41 practice behaviors. There are 170 items of the
examination and you will have four (4) hours. The examination is closed book, is
delivered in electronic format (i.e., via a computer), and is administered in a supervised
lab environment on the ASU campus. You will have two attempts during the semester to
achieve an acceptable score (70) on this examination. An acceptable score is required to
pass this course and for graduation from ASU’s B.S.W. program.

**Course Policies**

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
• Please do ask questions that are relevant to the course and feel free to utilize my office hours. I am here to help you and I want you to succeed.

• Classroom attendance and participation is necessary and expected. Students are responsible for understanding Angelo State University’s Class Attendance Regulations, which is available on the web at: http://www.angelo.edu/content/files/23812-2016-2017-catalog-edited

• All students are expected to follow the National Association of Social Workers Code of Ethics.

• Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: http://www.angelo.edu/forms/pdf/Honor_Code.pdf

• Make-up examinations will be considered on a case by case basis and will only be allowed for university approved absences.

• Late assignments are not accepted for any reason unless the reason is approved by the course instructor.

• Electronic devices, including cell phones, Blackberries, laptops, and so forth, are not to be turned on or used in class. If the use of these devices is detected by the course instructor, the particular student using the device will be asked to leave the class for that day.

ACADEMIC HONESTY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Department of Psychology, Sociology, and Social Work adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) http://www.angelo.edu/content/files/17358-university-honor-code. The University “faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.”

PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

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In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the *APA Style Manual of the American Psychological Association* as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center [http://www.angelo.edu/dept/writing_center/academic_honesty.php](http://www.angelo.edu/dept/writing_center/academic_honesty.php).

**STUDENTS WITH DISABILITIES**

1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at [studentservices@angelo.edu](mailto:studentservices@angelo.edu) to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

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### Course Schedule

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<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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| Week 1 1/14-1/18 | Module One: Course Orientation  
Reading: Bachelor’s Examination Prep Volume I (pp. 1-32)  
Week 1 Discussion 1 original post due by 1/16  
Week 1 Discussion 2 original post due by 1/18  
(please provide feedback to at least 2 of your peers regarding both posts and use at least 1 peer reviewed journal article)  
Register on AATBS website for access to online exams |
Week 2 Discussion 1 original post due 1/23  
Week 2 Discussion 2 original post due by 1/25  
(please provide feedback to at least 2 of your peers regarding both posts and use at least 1 peer reviewed journal article)  
Assignment: Draft of Section I of Integrated Paper Due 1/25/19 |
| 1/21 MLK Holiday | |
Week 3 Discussion 1 original post due by 1/30 peer feedback due by the end of the week to at least 2 peers using 1 peer reviewed journal article.  
Week 3 Discussion 2 post only if you have questions and you can post anytime during the week. |
Week 4 Discussion 1 due by 2/6  
Week 4 Discussion 2 due by 2/8  
(please provide feedback to at least 2 of your peers regarding both posts and use at least 1 peer reviewed journal article)  
Participation in Field Mixer—February 8, 2019 at the Junell Center from 12pm to 3:30pm (please be prepared with information regarding your agency)  
Assignment: Draft of Section II of Integrated Paper Due 2/8/19 |

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Module</th>
<th>Reading</th>
<th>Discussion 1</th>
<th>Discussion 2</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>5</td>
<td>2/11-2/15</td>
<td>Five</td>
<td>Assessment in Social Work Practice</td>
<td>post due by 2/13</td>
<td>post only if you have questions</td>
<td>Draft of Section III of Integrated Paper Due 2/22/19</td>
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<td>6</td>
<td>2/18-2/22</td>
<td>Six</td>
<td>Direct and Indirect Social Work Practice</td>
<td>post due by 2/20</td>
<td>any time during the week</td>
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<td>7</td>
<td>2/25-3/1</td>
<td>Seven</td>
<td>Direct and Indirect Social Work Practice</td>
<td>post due by 2/27</td>
<td>any time during the week</td>
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<tr>
<td>8</td>
<td>3/4-3/8</td>
<td>Eight</td>
<td>Direct and Indirect Social Work Practice</td>
<td>due by 3/6</td>
<td>at least 2 peers</td>
<td>Draft of Section IV and V of Integrated Paper Due 3/08/19</td>
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<td>3/11-3/15</td>
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<td>due by 3/8</td>
<td>regarding both posts and</td>
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<td>use at least 1 peer reviewed journal article</td>
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<td>9</td>
<td>3/18-3/22</td>
<td>Nine</td>
<td>Professional Relationships, Values, and Ethics</td>
<td>any time during the week</td>
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<tr>
<td>10</td>
<td>3/25-3/29</td>
<td>Ten</td>
<td>Bachelor’s Examination Prep Volume I</td>
<td>due by 3/27</td>
<td>any time during the week</td>
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<td>test anxiety</td>
<td>peer responses due by 3/29</td>
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<td>11</td>
<td>4/01-4/05</td>
<td>Eleven</td>
<td>Research graduate schools you are interested in attending</td>
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<td>Draft of Sections VI and VII due 4/5/19</td>
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<td>12</td>
<td>4/08-4/12</td>
<td>Twelve</td>
<td>Review areas of needed concentration</td>
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(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
<table>
<thead>
<tr>
<th>Week 13</th>
<th>Module 13--Revise Integrated Paper sections and prepare for final submission. Review job searching and interviewing skills.</th>
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<tr>
<td>4/15-4/19</td>
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<tr>
<td>Week 14</td>
<td>Module 14--Review websites pertaining to Self-Care and Moving Forward Blackboard Discussion Topics: Where do we go from here?????</td>
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<tr>
<td>4/22-4/26</td>
<td>Assignment: The Final Integrated Paper is Due on 4/26/19 through ‘turnitin’ on blackboard before class. Also, please provide instructor with a hard copy via email that will be placed in each student’s file.</td>
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<tr>
<td>Week 15</td>
<td>Module 15--Dead Week</td>
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<td>4/29-5/03</td>
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<tr>
<td>Week 16</td>
<td>No Finals for this Course. Comprehensive Exam attempt for those who did not pass the first two attempts</td>
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<td>5/06-5/10</td>
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