



**School of Social Work**

**SWK 331: PRACTICE WITH MACRO SYSTEMS  
MONDAYS, 1:00-4:00 P.M.**

*According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes*

Instructor: Dawn Nelson, LCSW-S, ACSW, SAP, CART

Office Location: Mesquite Metroplex, Room 129

Office Hours: Mondays 11:00 a.m.-1:00 p.m.; Tuesdays 1:00-5:00 p.m.;  
and By Appointment

Contact Information: dawn.nelson@tamuc.edu

## Overview of Course

---

### **COURSE DESCRIPTION:**

This practice course teaches the application of social work skills with organizations and communities. Students will apply a systematic approach to data gathering, assessments, planning, intervention and evaluation with organizations and communities. Special attention will be given to issues of diversity and ethics in practice. Skills are developed through class exercises, role plays, and written assignments. Prerequisites: SWK 225, 250, 270, 275, 322, 328 and 329. Concurrent enrollment in SWK 325, 348 and 350 required.

## **COURSE OBJECTIVE(S):**

The course objective is to provide the undergraduate student with a basic knowledge of macro practice in the social work profession.

## **RELATIONSHIP TO OTHER COURSES:**

This course serves as a foundation course in the program and provides further skill and knowledge when working with macro practice; organizations and communities. This course builds upon the generalist social work foundation in SWK 225, Introduction to Social Work, and the further exploration of policies, in the concurrent enrollment in SWK 328, Social Welfare Policy, and the macro perspective addressed while concurrently enrolled in SWK 322, HBSE II.

## **PROGRAM GOALS:**

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning
3. Develop student capability to improve human service delivery systems and promote social justice
4. Socialize student to the profession of social work

## **CORE COMPETENCIES**

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following ten competencies for generalist- level practice.

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

### **Practice Behaviors**

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the nine competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one or more competencies. Associated practice behaviors assessed in this course:

2.1.5.2 Is skilled at advocating for human rights and social and economic justice

2.1.5.3 Is skilled at engaging in practices that advance social and economic justice

2.1.10[c].1 Initiates actions to achieve organizational goals

2.1.10[d].1 Critically analyze, monitor and evaluate interventions.

## Course Structure

---

### **Texts and Associated Materials**

#### **Required Text:**

Netting, F.E., Kettner, P.M., McMurtry, S.L., & Thomas, M.L. (2012). Social Work Macro Practice (5th Ed.) Pearson Education Inc.

## **Overview of Course Assignments**

### **POLICY ON DUE DATES:**

All assignments are due AT THE BEGINNING OF CLASS. No Late work will be accepted. If you are not in class the day an assignment is due, you will need to submit it electronically, before or at the beginning of the class time in which they are due. You will also need to bring a hard copy to class with you the next time you are in class. If assignments are to be submitted online, you will need to submit these within the designated timeframe.

There will be NO MAKE-UP exams offered. You will need to be in class on the day of examinations. IF exams are offered online, you will need to take those within the designated timeframe

### **OVERVIEW OF ASSIGNMENTS:**

All written assignments must be APA style, typed, 12-point font (Times New Roman preferred), double-spaced, with one inch margins, a title page, and stapled. Students are encouraged to submit written work that has been spell-checked and is free of grammatical errors. Students are expected to use APA style for formatting and when citing sources. Students are advised that points will be deducted if these criteria are not met.

### **Agency Evaluation:**

Students are to select and evaluate a social service agency in the community. Students are to consider themselves to be licensed social workers who have been contracted by the Department of Health and Human Services (DHHS) to complete an agency evaluation of a social service agency. The information provided in your analysis may impact future funding and policy.

Therefore, you will want to provide a thorough and objective evaluation of the agency in question. Students are encouraged to attend a board meeting or administrative meeting as permitted by the agency to help to with a further perspective of the agency and further input/information. Papers should be 7 – 10 pages in length, not including the cover page or references pages.

Instructor will provide an outline/rubric for this assignment.

### **Grant Writing Assignment:**

Students are to create a social service agency and an agency service program. Students will be given a mock Request for Proposal (RFP) from an imaginary government funding source.

Students will act as a staff member of their fictional social service agency and submit a grant proposal for funds needed to support their fictitious service program. Students will draft a proposal using the RFP as their guide. Students should submit a well-organized and thorough budget in their proposal. The grant application will be graded based on how well students followed the RFP instructions, the logic of the program, and the plausibility of the budget. One student's proposal per course section will be funded. This assignment is designed to give students a real world experience in writing a competitive grant.

### **EXAMINATIONS:**

There will be NO Make-Up exams.

Examinations will focus on pertinent information from class discussions, lecture materials, and course readings. Exam questions may consist of short answer, multiple choice, and true/false.

### **Grading Scale**

Exam #1	100 pts
Agency Evaluation	100 pts
Exam #2	100 pts
Grant Assignment	100 pts.
Exam #3	100 pts
Attendance	50 pts

Total 550 pts.

90 – 100 % = A

80 - 89 % = B

70 - 79 % = C

60 - 69 % = D

59 % or less = F

## **Student Rights and Responsibilities**

---

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is

very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

## **Student Rights**

### As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

### Students with Disabilities

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

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Gee Lbaray - Room 132  
Phone (903)886-5150 or (903) 886-5853  
Fax 9903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

## **Students Responsibilities**

### **Class Attendance and Participation Policy**

- Class participation has three components: (1) appropriate interactions with

classmates; (2) active involvement in class activities and (3) attentiveness

- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.
- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<b><u>Weekly</u></b> <b><u>(class meets</u></b> <b><u>1X week)</u></b>	<b><u>Up to 2</u></b> <b><u>absences: No</u></b> <b><u>Penalty</u></b>	<b><u>3 absences: 1</u></b> <b><u>letter grade</u></b> <b><u>drop</u></b>	<b><u>4 absences: Class grade of</u></b> <b><u>"F"</u></b>	
<b><i>Bi-Weekly</i></b> <b><i>(class meets</i></b> <b><i>2X week)</i></b>	<b><i>Up to 3</i></b> <b><i>absences: No</i></b> <b><i>Penalty</i></b>	<b><i>4 absences: 1</i></b> <b><i>Letter grade</i></b> <b><i>drop</i></b>	<b><i>5 absences: 1</i></b> <b><i>Letter grade</i></b> <b><i>drop</i></b>	<b><i>6 absences:</i></b> <b><i>Class grade</i></b> <b><i>of "F"</i></b>
<b><i>Summer 10-week</i></b>	<b><i>Up to 1</i></b> <b><i>absence: No</i></b> <b><i>Penalty</i></b>	<b><i>2 Absences: 1</i></b> <b><i>Letter grade</i></b> <b><i>drop</i></b>	<b><i>3 absences: Class grade of</i></b> <b><i>"F"</i></b>	

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

### **Student Conduct**

Students preparing to become professional social workers must adhere to the *University Code of Conduct*, *Department Code of Conduct* and *National Association of Social Workers' (NASW) Code of Ethics*.

**University Code of Conduct** located in the *Student Guide Book* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

### **Department Code of Conduct**

*"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)*

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp> ) on the NASW website:



<https://www.socialworkers.org>

### **Campus Concealed Carry**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **Plagiarism and Academic Dishonesty**

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates generally accepted standards of academic honesty is academic dishonesty.*

The School of Social Work follows University Procedure 13.99.99.R0.03 Undergraduate Academic Dishonesty

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

*A student who fails to meet the professional expectation of the field of Social Work may be suspended from further study by the School of Social Work.*

### **Technology Mediate Resources**

*NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT REASONS FOR LACK OF PARTICIPATION.* You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs

If you believe, you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Many courses in the School of Social Work utilize the learning management system. Below is information and recourse for using eCollege

### **TECHNOLOGY REQUIREMENTS**

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
- 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:

- Sound card, which is usually integrated into your desktop or laptop computer
- Speakers or headphones.
- \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check  
[http://help.ecollege.com/LS\\_Tech\\_Req\\_WebHelp/en-us/#LS\\_Technical\\_Requirements.htm#Browset](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader <https://get.adobe.com/reader/>
  - Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/>
  - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
  - Apple Quick Time <http://www.apple.com/quicktime/download/>

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents

for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: System Requirements for LearningStudio

<https://secure.ecollege.com/tamuc/index.learn?action=technical>

## **ACCESS AND NAVIGATION**

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

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

Pearson LearningStudio Student Technical Support

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

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer

Support Site <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

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

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

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

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.

4. I will call the helpdesk to confirm your problem and follow up with you

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

**myLeo Support**

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

**Learner Support**


The One Stop Shop was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>  
The Academic Success Center provides academic resources to help you achieve academic success.

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

**FREE Mobile APPS**

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

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

	<b>App Title:</b>	<b>iPhone – Pearson LearningStudio Courses for iPhone</b> <b>Android – LearningStudio Courses - Phone</b>
	<b>Operating</b>	<b>iPhone - OS 6 and above</b>

<b>System:</b>	<b>Android</b> – Jelly Bean, Kitkat, and Lollipop OS
<b>iPhone App URL:</b>	<a href="https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8">https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8</a>
<b>Android App URL:</b>	<a href="https://play.google.com/store/apps/details?id=com.pearson.lsphone">https://play.google.com/store/apps/details?id=com.pearson.lsphone</a>

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

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

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

### **LearningStudio Notifications**

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

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email

notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

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

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



**Course Schedule (Tentative—MAY BE CHANGED)**

<b>Week</b>	<b>Topics</b>	<b>Readings Assignment/Activities</b>	<b>Assignments Due/Activities</b>
<b>1</b>	<b>Class Introduction</b>	<b>Review of Syllabus &amp; Class Introduction</b>	<b>Read Chapters for the next class (weekly)</b>
<b>2</b>	<b>An Introduction to Macro Practice in SW</b>	<b>Review and Discuss Chapter 1 Overview of Agency Evaluation</b>	
<b>3</b>	<b>The Historical Roots of Macro Practice</b>	<b>Review and Discuss Chapter 2</b>	<b>Agency Eval Prelim Due</b>
<b>4</b>	<b>Diverse Populations &amp; Assessing Human Service Organizations</b>	<b>Review and Discuss Chapter 3 &amp; 8</b>	<b>Grant Assignment Overview</b>
<b>5</b>	<b>Assessing Community &amp; Organizational Problems</b>	<b>Review and Discuss Chapter 4</b>	
<b>6</b>		<b>Covers Ch. 1, 2, 3, &amp; 4</b>	<b>Exam #1</b>
<b>7</b>	<b>Understanding &amp; Assessing Communities</b>	<b>Review and Discuss Chapter 5 &amp; 6</b>	<b>Agency Evaluation Due</b>
<b>8</b>	<b>Understanding Organizations</b>	<b>Review and Discuss Chapter 7</b>	
<b>9</b>	<b>SPRING BREAK!</b>		
<b>10</b>		<b>Covers Ch. 5, 6, &amp; 7</b>	<b>Exam #2</b>
<b>11</b>	<b>AUSTIN TRIP</b>		

12	<b>Building Support for the Proposed <i>Change</i></b>	<b>Review and Discuss Chapter 9</b>	
13	<b>Selecting Appropriate Strategies and Tactics</b>	<b>Review and Discuss Chapter 10</b>	<b>Grant Assignment Due</b>
14	<b>Planning, Implementing, Monitoring</b>	<b>Review and Discuss Chapter 11 &amp; 12</b>	
15		<b>Covers Ch. 8, 9, 10, 11, &amp; 12</b>	<b>Exam #3</b>
16	<b>NO FINAL</b>		