



## **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

Please, click on the following link to access A&M-Commerce Covid 19 Information, <https://new.tamuc.edu/coronavirus/>

## **SWK 331-21E: Practice with Macro Systems**

COURSE SYLLABUS: Spring 2022  
Frisco Campus  
Wednesdays, 7:20-10:00 PM

### **INSTRUCTOR INFORMATION**

Instructor: Heather Molsbee, MAT, MSW (she/her/hers)  
Office Location: University Hall Bldg. R. 125 - Frisco Campus  
Office Hours: Wednesdays, 5:30-7:00 PM (BY APPOINTMENT)  
Office Phone: (972) 377-1665 (Frisco Campus)  
University Email Address: Heather.Molsbee@tamuc.edu  
Preferred Form of Communication: **email**  
Communication Response Time: email queries within 2 business days

## COURSE INFORMATION

### Materials – Textbooks, Readings, Supplementary Readings

**Textbook required:**

Brueggeman, William G. (2014). *The Practice of Macro Social Work (4<sup>th</sup> ed.)*.  
Brooks/Cole.

**Software required:**

Microsoft 365 (available to TAMUC students free)

**Optional Texts and/or Materials:**

Available in D2L course shell

### 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 is required.

### 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 students 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 achieve programmatic goals listed above through demonstration of the following competencies for Advanced Generalist Practice (AGP). *Students achieve programmatic goals listed above through demonstration of the following **bolded competencies** for Advanced Generalist Practice (AGP).*

**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 individuals, families, groups, organizations, and communities

## **Student Learning Outcomes (Practice Behaviors)**

Each competency (outlined above) describes the knowledge, values, skills, and cognitive and affective processes that comprise competency at the Advanced Generalist Practice (AGP) level. While content and activities of each course in the BSW curriculum covertly or overtly address each of the nine competencies, identified within each course is a set of specific practice behaviors representing observable components of one or more competencies. Content and Assessment in this course reflect the following practice behaviors:

**Prac. Behaviors:** 2.1.5.2 Skilled at advocating for human rights and social and economic justice

**Prac. Behaviors:** 2.1.5.3 Skilled at engaging in practices that advance social and economic justice

**Prac. Behaviors:** 2.1.10[c].1 Initiates actions to achieve organizational goals

**Prac. Behaviors:** 2.1.10[d].1 Critically analyze, monitor, and evaluate interventions

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Students should be fully prepared with the following knowledge, skills, and abilities:

- Be familiar with D2L
- Use an internet browser
- Download, save and open files
- Find, copy, move, rename, and delete files
- Use copy, cut, and paste functions
- Send and receive email messages with attachments
- Use a word processing program
- Use presentation software
- Run and switch between multiple programs

- Download and install software plug-ins (Note: this means that you will need to have administrative rights to the computer you are using or be able to contact someone who can install these for you)

### **Instructional Methods**

Much of what students learn in the classroom is through two sources: the level of effort contributed by the individual and the learning community created through the shared ownership and contributions of the collective whole. This means that we come prepared to join in the classroom learning experience by completing our readings and other work. We also take responsibility for completing assignments in a competent and timely manner. However, much more than this, it also means that we each take shared responsibility for each individual's growth and professional development in our learning community.

### **Student Responsibilities or Tips for Success in the Course**

Students are responsible for keeping up with the course announcements, calendar, assessments, and activities. Students must maintain communication with the instructor throughout the semester, especially if an issue or emergency impacts their involvement with or performance in the course.

The course materials, assigned readings, PowerPoints on lectures, and this syllabus are all you require to earn a high grade in this class. Read and listen to all these materials carefully. This document provides the course calendar/outline with due dates. You can find the same information in the course shell.

Also, you will find the guidelines and grading rubrics for the major assignments in D2L. These documents will help you guide your work and understand the instructor's expectations. It is essential to review the rubric before completing and turning in your assignment. It is also recommended that students seek guidance and editorial assistance from peers, tutors, or the Writing Center.

The instructor welcomes questions and discussions regarding course materials.

Here is how to get the most out of asking questions:

- First, read the assigned material, and view the class PowerPoints.
- Second, if you cannot find the answer in those sources, email the instructor the question regarding the course content.

Remember, it is much better to ask your question about course materials before you turn in your assignment rather than ask your question about your low grade after the return of your assignment. Invariably, students who communicate with the professor regarding course materials, e.g., "I understand concept ABC to mean DEF, is this correct? ... Does TUV relate to WXY in such and such a manner? ... etc.," earn much higher grades than do students who only communicate to the professor regarding procedure and policy, e.g., "When will you grade my assignment? ... Do we have to answer all the questions in this assignment? ... Why did I get a low grade? ... Do we need to buy the book? ... etc.."

**Each week, you should:**

1. Check the course shell at least twice a week to read announcements, take quizzes, submit assignments and download course materials posted by the instructor.
2. View the PowerPoint available in the weekly folders to expand upon and explain the information. The content in the powerpoints usually supersedes content in the required and recommended course textbooks.
3. Complete the textbook readings and supplemental materials before class in the corresponding weekly folder.
4. Complete the assignments for each unit. These are designated in the course outline in this document. Examinations and assignments will be taken or submitted via D2L unless instructed otherwise. Major assignment links are available under Table of Contents, and solo quizzes and team activities are located in the corresponding weekly folder.

5. Evaluate whether you understand the course materials. If you have questions about the course materials, please email your questions or request a meeting with the instructor.

## GRADING

### Assessments

#### Quizzes

Quizzes/exams are offered online. These will focus on pertinent information from class discussions, lecture materials, and course readings. Questions may consist of short answers, multiple-choice, and true/false. Students will take the quiz between Wednesday and Sunday at 11:59 PM. Students will not be able to make up quizzes after the due date. ***The lowest 2 quiz grades will be dropped at the end of the semester.***

#### Application Activities

Students will participate in-class activities after content discussion/ lecture. Students will not be able to make up these activities if absent.

#### Advocacy Project

Each student will identify a Texas Legislature bill about the social work profession or an important social issue to develop and carry out an advocacy strategy. The instructor will provide the materials, guidelines, and rubric for this project in D2L.

[Social Work Advocacy Day \(csrcengage.com\)](http://csrcengage.com)

*Related professional activity:* Related professional activity: Students can participate in NASW-TX, Social Work Advocacy Day at the Capitol in Austin, TX during the spring. Roundtrip transportation from TAMUC campuses will be provided.

## **Windshield or Walking Community Survey**

Teams of 2 students will drive or walk a community to identify assets, needs and issues. Each student will write a report and a reflective summary of the experience. The instructor will provide the materials, guidelines, and rubric for this project in D2L.



## **Grant Proposal**

Teams of 2 students will write a grant proposal/ request for proposal (RFP) to a state or national foundation. Students will assume the role of an Executive Director or Development Director and propose a new social organization or a new program within a social organization. The RFP will be graded based on how well the team followed the RFP's instructions, the program description and organization, and the plausibility of the budget. This assignment is designed to give students real-world experiences in writing a competitive grant. The instructor will provide the RFP guide and instructions.

## **Peer Assessments**

Complete a Peer Assessment form for each team member at the end of the semester. You may receive up to 15 points based on the average of all the evaluations received from team peers. If you do not submit the assessments, you will not receive the corresponding points. The assessment form is available in Brightspace for your review. You may also complete an assessment form as the self-examination of your performance; however, this assessment will not be averaged to the peer assessment points.



Categories	Course Grade Value (%)
<b>Assignments &amp; Examinations (80%)</b>	
Quizzes	20
Advocacy Project	20
Windshield or Walking Community Survey	15
Grant Proposal (RFP)	20
Team Peer Assessments	5
<b>Engagement Activities (20%)</b>	
<b>20</b>	
Application Activities	
And others determined at the beginning of the semester	
<b>TOTAL</b>	<b>100%</b>

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

90 - 100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

59% or less = F

### **POLICY ON DUE DATES**

All assignments are due AT THE TIME DESIGNATED IN BRIGHTSPACE/D2L.

Students cannot make up in-class team activities if they do not attend class. There will be NO MAKE-UP quizzes offered since you have several days to take them.

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

### Access and Navigation

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:** 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.

### COMMUNICATION AND SUPPORT

If you have any questions or have difficulties with the course material, please, contact your instructor.

## **Technical Support**

If you have technical difficulty with any part of Brightspace, please, contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

## **Interaction with Instructor Statement**

Thee Instructor will respond to email queries within 2 business days.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **Syllabus Change Policy**

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

### **UNIVERSITY SPECIFIC PROCEDURES**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

#### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03 Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

### **STUDENTS WITH DISABILITIES-- ADA STATEMENT**

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  
Velma K. Waters Library Rm 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

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

## **NONDISCRIMINATION NOTICE**

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

## **CAMPUS CONCEALED CARRY STATEMENT**

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

## DEPARTMENT OR ACCREDITING AGENCY REQUIRED CONTENT

### Engagement Policy

#### 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.

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities can include participation in a live, synchronous virtual classes, attending a Face to Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement 80% of the time during a semester.

Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

As we enter the Fall semester, we are all working under stresses and strains related to the COVID-19 pandemic. It is imperative we communicate consistently and frequently.

If, for any reason, you are not able to complete assignments or actively engage in the course, you MUST reach out to your instructor and let him or her know.

## **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** is 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>

## COURSE OUTLINE / CALENDAR

Weeks	Content	In-class Activities	Assignments & Examinations
<b>Week 1</b> 1/12	<p><b><i>Intro to the Course:</i></b> Description, Objectives, Structure, Policies, Assignments &amp; Schedule</p> <p><b>Required readings:</b></p> <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Materials in week's folder</li> </ul>	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Overview of the Course</li> <li>• Course Expectations Activity</li> <li>• Assign Teams</li> </ul>	
<b>Week 2</b> 1/19	<p><b><i>Overview of SW Macro Practice</i></b></p> <p><b>Required readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 1</li> <li>• Materials in week's folder</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• <b>Application Activity</b></li> <li>• Advocacy Project Guideline &amp; Rubric Presentation</li> </ul>	<b>Quiz Ch. 1</b> 1/23, 11:59pm
<b>Week 3</b> 1/26	<p><b><i>Advocacy &amp; Social Action</i></b></p> <p><b>Required readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 13</li> <li>• Materials in week's folder</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• <b>Application Activity</b></li> </ul>	
<b>Week 4</b> 2/2	<p><b><i>Macro Intervention: Action Social Model</i></b></p> <p><b>Required readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 2</li> <li>• Materials in week's folder</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Work on Advocacy Project</li> </ul>	<b>Quiz Ch. 2</b> 2/16, 11:59pm
<b>Week 5</b> 2/9	<p><b><i>Philanthropy, Social and Task Group as Means of Social Change</i></b></p> <p><b>Required readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 3</li> <li>• Materials in week's folder</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Work on Advocacy Project</li> </ul>	<b>Advocacy Project Due</b> 2/13, 11:59pm



Weeks	Content	In-class Activities	Assignments & Examinations
<b>Week 6</b> 2/16	<b><i>Intervention with Human Problems and Solving Problems &amp; Social Change</i></b>  <b>Required readings:</b> <ul style="list-style-type: none"> <li>• Chapter 4 &amp; 5</li> <li>• Materials in week's folder</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• <b>Application Activity</b></li> </ul>	Quiz Ch. 4 2/20, 11:59pm
<b>Week 7</b> 2/23	<b><i>Communities</i></b>  <b>Required readings:</b> <ul style="list-style-type: none"> <li>• Chapter 6</li> <li>• Materials in week's folder</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Windshield Community Survey Guideline &amp; Rubric</li> </ul>	<b><i>Social Work Advocacy Day at the Capitol Friday, 3/4</i></b>
<b>Week 8</b> 3/2	<b><i>Community Research &amp; Planning</i></b>  <b>Required readings:</b> <ul style="list-style-type: none"> <li>• Chapter 7</li> <li>• Materials in week's folder</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Work on Windshield Community Survey</li> </ul>	Quiz Ch.7 3/6, 11:59pm
<b>Week 9</b> 3/9	<b><i>Community Development &amp; Organizing</i></b>  <ul style="list-style-type: none"> <li>• <b>Required readings:</b> Chapters 8 &amp; 9</li> <li>• Materials in week's folder</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Work on Windshield Community Survey</li> </ul>	Quiz Chs.8 & 9 3/20, 11:59pm
<b>Week 10</b> 3/16	<b>SPRING BREAK</b> <b>March 14-18</b>		

<b>Weeks</b>	<b>Content</b>	<b>In-class Activities</b>	<b>Assignments &amp; Examinations</b>
<b>Week 11</b> 3/23	<b><i>Global/ International Social Work</i></b>  <b>Required readings:</b> <ul style="list-style-type: none"> <li>• Chapter 14</li> <li>• Materials in week's folder</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Windshield Community Survey Discussion</li> </ul>	<p>Quiz Ch.14 3/27, 11:59pm</p> <p><b>Windshield Community Survey Due 3/27/21</b></p>
<b>Week 12</b> 3/30	<b><i>Social Organizations: Initiating, Planning &amp; Organizing</i></b>  <b>Required readings:</b> <ul style="list-style-type: none"> <li>• Chapter 10</li> <li>• Materials in week's folder</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Guest Speaker- Dr. MAMS</li> <li>• Work on Grant Proposal</li> </ul>	<p>Quiz Ch.10 4/3, 11:59pm</p>
<b>Week 13</b> 4/6	<b><i>cont. Social Organizations: Initiating, Planning &amp; Organizing</i></b>  <b>Required readings:</b> <ul style="list-style-type: none"> <li>• Chapter 11</li> <li>• Materials in week's folder</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Work on Grant Proposal</li> </ul>	<p>Quiz Ch.11 4/10, 11:59pm</p>
<b>Week 14</b> 4/13	<b><i>Administrative Practice: Direction &amp; Assessment</i></b>  <b>Required readings:</b> <ul style="list-style-type: none"> <li>• Chapter 12</li> <li>• Materials in week's folder</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Guest Speaker- Dr. Knox</li> <li>• Work on Grant Proposal</li> </ul>	<p>Quiz Ch.12 4/17, 11:59pm</p>
<b>Week 15</b> 4/20	<b><i>Grant Proposal</i></b>	<ul style="list-style-type: none"> <li>• Work on Grant Proposal</li> </ul>	
<b>Week 16</b> 4/27	<b><i>Grant Proposal</i></b>	<ul style="list-style-type: none"> <li>• Work on Grant Proposal</li> </ul>	<p><b>Grant Proposal Due &amp; Team Peer Assessments Due 5/1, 11:59pm</b></p>

Weeks	Content	In-class Activities	Assignments & Examinations
Week 17 5/4	<i>Review and Evaluation</i>	<ul style="list-style-type: none"> <li>• Review course content</li> <li>• Evaluation course presentation</li> </ul>	
Week 18 5/9-13	<p style="text-align: center;"><b><i>Finals Week &amp; Field Orientation</i></b>  <i>Note: Mr. Brumley will let us know the schedule for Field Orientation</i></p>		