



## **PSY 573: INTELLECTUAL ASSESSMENT I**

COURSE SYLLABUS: Spring 2026

### **INSTRUCTOR INFORMATION**

Instructor: Dr. Matthew Morris

Office Location: Virtual

Office Hours: Monday (5:00-7:00 PM), Wednesday (5:00-7:00 PM), and Friday (5:00-6:00 PM)

University Email Address: Matthew.Morris@etamu.edu

Preferred Form of Communication: Email

Communication Response Time: 48 hours

### **COURSE INFORMATION**

**Class Meeting Time:** Tuesdays 5:30-8:10 pm via Zoom

#### **Textbook(s) Recommended:**

Schneider, W. J., Lichtenberger, E. O., Mather, N., & Kaufman, N. L. (2018). *Essentials of assessment report writing* (2nd ed.). Wiley.

Mascolo, J. T., Alfonso, V. C., & Flanagan, D. P. (2014). *Essentials of planning, selecting, and tailoring interventions for unique learners* (1st ed.). John Wiley and Sons, Inc.

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). *Essentials of cross-battery assessment* (3rd ed.). John Wiley & Sons, Inc.

Schrank, F. A., Decker, S. L., & Garruto, J. M. (2016). *Essentials of WJ-IV cognitive abilities assessment*. Wiley & Sons, Inc. ISBN-13: 9781119163367

Flanagan, D. P., & Alfonso, V. C. (2017). *Essentials of WISC-V assessment*. Hoboken, NJ: Wiley & Sons, Inc.

#### **Other Required Readings:**

Students will be provided resources from the Texas Education Agency and other sources regarding current practices in the identification of disabilities in schools. These materials will be shared in D2L.

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## **Course Description**

(PSY 573)The purpose of this course is to attain knowledge of cognitive functioning & develop skills in the cognitive assessment of children & adolescents. This course integrates the skills of administration, scoring, & interpretation of major cognitive assessment instruments (e.g., WJ-IV COG, KABC-II NU, & WISC-V) in the context of recent cognitive theories & research. The Cattell-Horn-Carroll (CHC) Theory of Cognitive Abilities will be the primary underlying framework for interpreting test data. Also, an emphasis will be placed on utilizing the Cross-Battery Assessment approach when utilizing the CHC theory of cognitive abilities. Issues of assessing culturally & linguistically diverse children & adolescents are integrated throughout the course in addition to specified lectures.

## **Student Learning Outcomes**

This course will provide instruction in the administration, scoring, and interpretation of the most commonly used assessment instruments as well as interviewing skills, and report writing. The objectives in this course are to develop student competency in:

1. Establishing and maintaining rapport with children, adolescents, and young adults (if applicable)
2. Administering tests of cognitive functioning, including handling test materials, following test directions, and demonstrating competency in timing tests
3. Scoring test protocols
4. Interpreting test findings
5. Writing reports

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Students should be familiar with Microsoft Word for report writing purposes. In addition, students should also be able to access software to launch and attend virtual lectures.

### **Instructional Methods**

This course will consist of lectures, discussion groups, small group work, role-playing, and other active learning exercises. These formats will occur in a virtual setting. Since much of the time will be spent in discussion, it is critical that students read assigned material before class so that all students will be able to participate in the learning process.

There is a lot of testing (administration of various cognitive assessments) required for this course. Students are responsible for finding participants to test to fulfill requirements for this course. Parental consent forms must be completed before testing can occur. You are NOT to disclose any results from the testing to the examinee, school, or parent because you are just learning how to administer the tests and the results may NOT be accurate or reliable and should NOT be disclosed. In addition, you are to make NO recommendations for psychological/special education services to the examinee, school, or parent (but you will make recommendations in your written report

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for the purpose of understanding how to write specific and targeted recommendations based on the examinee's needs).

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

This is a very demanding course in terms of reading requirements and technical skill acquisition. You will need to budget your time weekly, read ahead when you can, and do all assignments as they are due. This course teaches skills that will impact the lives of children, youth, and adults. Grading is strict, but objective. If at any time you fall behind or are having trouble with the work required in this course, speak to the professor immediately – do not wait until the last week of class.

All testing instruments/materials must be checked out and will be coordinated by the Graduate Assistant assigned to this course. You must verify the kit that you check out has all the materials present. When the kit is returned, the kit will be verified to ensure that all materials are returned.

Please become familiar with the instruments before you record your practice administration or any testing session. This means it is up to you to study, review, and become familiarized with the assessment instruments outside of class time. Please keep in mind that the assessment instruments are very expensive, and you will be responsible for them while they are checked out under your name. Do not leave test materials in your car or unattended at any time. You will need a stopwatch (your cell phone stopwatch can be used) and a clipboard for administering tests.

Again, all students are required to find their own examinees. As a result, please be aware that finding participants can take longer than expected so it is important to start early. Also, testing can take longer due to your lack of experience so please provide yourself with enough time to conduct these assessments. Feel free to check out materials to become familiar with them and begin testing as soon as you are comfortable.

Due to the limited number of test kits, we may have to share. Students that share test kits need to take responsibility for the transfer of these kits. The Graduate Assistant assigned to this course will set up a checkout list and coordinate this process. If you have access to a current diagnostician or school psychologist, you might be able to "borrow" a kit to allow for more practice time without as many time constraints.

## **GRADING**

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

A = 90%-100%

B = 80%-89%

C = 70%-79%

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D = 60%-69%

F = 59% or Below

## **Assessments**

### **Course Activities & Assignments:**

1. **Class Participation: (100 points)** Coming to classes prepared is essential for your learning. Discussion, presentations, and simulations (if time allows) require your active participation. You are expected to complete the readings scheduled for each class and to come to class prepared to discuss them. It is essential that you attend class, read assignments, and complete assigned activities each week.
  
2. **WJ-IV COG: (700 points)**
  - 1 administration of the WJ-IV COG including:
    - Signed consent form (points included with protocols)
    - WJ-IV COG Manual Search Assignment/Quiz (100 points)
    - WJ-IV COG Videos of Select Subtests (400 points total)
    - WJ-IV COG Protocol (100 points)
    - WJ-IV COG Report (100 points)
  
3. **WISC-V: (600 points)**
  - 1 administration of the WISC-V including:
    - Signed consent form (points included with protocols)
    - WISC-V Manual Search Assignment/Quiz (100 points)
    - WISC-V Videos of Assigned Subtests (300 points total)
    - WISC-V Protocol (100 points)
    - WISC-V Report (100 points)
  
4. **KABC-II NU: (600 points)**
  - 1 administration of the KABC-II NU including:
    - Signed consent form (points included with protocols)
    - KABC-II NU Manual Search Assignment/Quiz (100 points)
    - KABC-II NU Videos of Assigned Subtests (300 points total)
    - KABC-II NU Protocol (100 points)
    - KABC-II NU Report (100 points)

**Consent Forms, Protocols, and Reports:** Standardized testing is a complex and demanding clinical assessment task. Examiners must follow administration and scoring guidelines with absolute accuracy to ensure valid results while simultaneously interacting with and observing the examinee's behavior, affect, mood, interest, and effort. Practice is the most effective way for new examiners to develop comfort and fluency with these tasks. The administration assignments are designed to provide opportunities for students to build fluency with administration and scoring procedures for each test covered in this course. Students are required to complete one protocol with a volunteer using the WJ-IV COG, one protocol with a volunteer using the WISC-V, and one protocol with a volunteer using the KABC-II NU for a total of three administrations.

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Consent forms must accompany each of the protocols. Additionally, there is one report for the WJ-IV COG, one report for the WISC-V, and one report for the KABC-II NU for a total of three reports. Completing protocols properly is of essential importance as an assessment professional. Do not rush. Give yourself time. Triple check for accuracy. Do not use real names on reports and protocols. *Rubrics will be utilized for protocols and written reports and posted in D2L.*

**Videos of Assigned Subtests:** Students are required to submit videos of a select number of assigned subtests during one administration of the WJ-IV COG, one administration of the WISC-V, and one administration of the KABC-II NU. These videos must be shared in D2L. It is recommended that students upload their videos to their personal Google drive accounts and create shareable links to the videos and paste them in a Word document that can be uploaded in D2L. This helps ensure testing materials are kept secure, rather than using YouTube or other online platforms. *Rubrics will be utilized for videos of assigned subtests and posted in D2L.*

### Scoring System for Protocols

Major Errors	Minor Errors	Percentage of Points
0	0	100 A+
0	1	95 A
0	3	90 A-
0	4	85 B
0	5	80 B-
1	0	75 C
1	1	70 C-
1	2	65 D
1	3	60 D-
1	4	55 F
1	5	50 F
2	0	45 F
2	1	40 F
2	2	35 F

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2	3	30 F
2	4	25 F
2	5	20 F
3	0	15
3	1	10
3	2+	5
4+	0+	0

## TECHNOLOGY REQUIREMENTS

### LMS

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

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## 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@etamu.edu](mailto:helpdesk@etamu.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

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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, an East Texas A&M campus open computer lab, etc.

### **Technical Support**

If you are having 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>

### **COMMUNICATION AND SUPPORT**

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

#### **Interaction with Instructor Statement**

Dr. Morris will communicate via email to all students. Please allow 48 hours for a response.

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

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

**Late Assignments:** Late assignments will NOT be accepted unless you have provided adequate documentation allowing your absence to be excused (i.e. doctor's note in case of illness or copy of a funeral program in case of a death of a loved one).

**Attendance:** Class attendance is mandatory and critical to your success in the course. Students are expected to attend class as scheduled. Students are also expected to arrive on time and stay for the entire class. Excused absences may be allowed under extenuating circumstances with documentation (i.e. emergency room report or doctor's note). If you are absent for any reason, please make arrangements with a classmate to get any missed notes or assignments.

#### **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.

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## **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 can be found at <https://www.tamuc.edu/student-code-of-conduct/>.

If you believe someone has engaged in behaviors that do not align with the Code of Student Conduct or you have other concerns, please visit the File a Report page at <https://www.tamuc.edu/office-of-student-rights-and-responsibilities/concerns-incident-reporting/>

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>

### **Academic Integrity**

Students at East Texas A&M 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 student academic dishonesty policy  
[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

Undergraduate student academic dishonesty policy  
[Undergraduate Student Academic Dishonesty Form](#)

Graduate student academic dishonesty policy:  
<https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Graduate student academic dishonesty form:  
<https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf>

### **East Texas A&M Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage.

### **Artificial Intelligence**

East Texas A&M acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

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Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

## **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 Services  
Velma K. Waters Library- Room 162

**Phone (903) 886-5930**

Fax (903) 468-8148

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

**Website:** <http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilityServices/default.aspx>

## **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



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## **East Texas A&M Supports Students' Mental Health**

The Counseling Center at East Texas A&M, 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)

## **Nondiscrimination Notice**

East Texas A&M 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 East Texas A&M 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 East Texas A&M 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 East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## **Department or Accrediting Agency Required Content**

### **Links to NASP Model 10 Domains of Practice**

#### **Domain 1: Data-Based Decision Making**

You will understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports.

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**Domain 3: Academic Interventions and Instructional Supports**

You will understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

**Domain 8: Equitable Practices for Diverse Student Populations**

You will have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning.

**Domain 10: Legal, Ethical, and Professional Practice**

You will have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

**Links to TExES Competencies for Diagnosticians**

**Standard I:** The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

**Standard II:** The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

**Standard III:** The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

**Standard IV:** The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

**Standard V:** The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

**Standard VI:** The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

**Standard VII:** The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

**Standard VIII:** The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

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**Standard IX:** The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

**Standard X:** The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

## COURSE OUTLINE / CALENDAR

Week	Topic/Assignment/Activities	Materials
1	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Overview of course and requirements</li> <li>• Review of syllabus</li> <li>• Overview of cognitive assessments/special considerations/best practices</li> <li>• WJ-IV COG Manual Search Assignment/Quiz</li> <li>• Check out WJ-IV COG test kit</li> </ul>	<ul style="list-style-type: none"> <li>• WJ-IV COG Examiner's Manual</li> <li>• WJ-IV COG Test Kit</li> <li>• WJ-IV COG Record Form</li> <li>• WJ-IV COG Response Booklet</li> <li>• Essentials of WJ-IV Cognitive Abilities Assessment</li> </ul>
2	<ul style="list-style-type: none"> <li>• Overview and administration of WJ-IV COG</li> <li>• Video assigned subtests and submit for grading</li> <li>• Submit protocol for grading</li> </ul>	<ul style="list-style-type: none"> <li>• WJ-IV COG Examiner's Manual</li> <li>• WJ-IV COG Test Kit</li> <li>• WJ-IV COG Record Form</li> <li>• WJ-IV COG Response Booklet</li> <li>• Essentials of WJ-IV Cognitive Abilities Assessment</li> </ul>
3	<ul style="list-style-type: none"> <li>• Scoring of WJ-IV COG</li> <li>• Statistical concepts related to WJ-IV COG and other cognitive assessments</li> </ul>	<ul style="list-style-type: none"> <li>• WJ-IV COG Examiner's Manual</li> <li>• WJ-IV COG Test Kit</li> <li>• WJ-IV COG Record Form</li> <li>• WJ-IV COG Response Booklet</li> <li>• Essentials of WJ-IV Cognitive Abilities Assessment</li> <li>• Handouts/resources in D2L</li> </ul>
4	<ul style="list-style-type: none"> <li>• Interpretation and report writing with the WJ-IV COG</li> <li>• Submit WJ-IV COG report for grading</li> <li>• WISC-V Manual Search Assignment/Quiz</li> <li>• Check out WISC-V test kit</li> <li>• Submit WJ-IV COG evaluation report</li> </ul>	<ul style="list-style-type: none"> <li>• Essentials of WJ-IV Cognitive Abilities Assessment</li> <li>• Essentials of Assessment Report Writing</li> <li>• Essentials of Planning, Selecting, and Tailoring Interventions for</li> </ul>

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		<p>Unique Learners</p> <ul style="list-style-type: none"> <li>• Handouts/resources in D2L</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Overview and administration of WISC-V</li> <li>• Video assigned subtests and submit for grading</li> <li>• Submit protocol for grading</li> </ul>	<ul style="list-style-type: none"> <li>• WISC-V Administration Manual</li> <li>• WISC-V Test Kit</li> <li>• WISC-V Record Form</li> <li>• WISC-V Response Booklet</li> <li>• Essentials of WISC-V Assessment</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• Scoring of WISC-V</li> <li>• Q-global scoring demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• WISC-V Administration Manual</li> <li>• WISC-V Test Kit</li> <li>• WISC-V Record Form</li> <li>• WISC-V Response Booklet</li> <li>• Essentials of WISC-V Assessment</li> </ul>
<b>7</b>	<ul style="list-style-type: none"> <li>• Interpretation and report writing with the WISC-V</li> <li>• Check out KABC-II NU test kit</li> <li>• KABC-II NU Manual Search Assignment/Quiz</li> <li>• Submit WISC-V evaluation report</li> </ul>	<ul style="list-style-type: none"> <li>• Essentials of Assessment Report Writing</li> <li>• Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners</li> <li>• Essentials of WISC-V Assessment</li> <li>• Handouts/resources in D2L</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>• Overview and administration of KABC-II NU, including discussion of linguistically and culturally diverse student evaluations</li> <li>• Video assigned subtests and submit for grading</li> <li>• Submit protocol for grading</li> </ul>	<ul style="list-style-type: none"> <li>• KABC-II NU Manual</li> <li>• KABC-II NU Test Kit</li> <li>• KABC-II NU Record Form</li> </ul>
Spring Break - No Class		

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<b>9</b>	<ul style="list-style-type: none"> <li>• Scoring of KABC-II NU</li> <li>• Q-global scoring demonstration</li> </ul>	<ul style="list-style-type: none"> <li>•KABC-II NU Manual</li> <li>•KABC-II NU Test Kit</li> <li>•KABC-II NU Record Form</li> </ul>
<b>10</b>	<ul style="list-style-type: none"> <li>• Interpretation and report writing with the KABC-II NU</li> <li>• Submit KABC-II NU evaluation report</li> </ul>	<ul style="list-style-type: none"> <li>•Essentials of Assessment Report Writing</li> <li>•Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners</li> <li>• Handouts/resources in D2L</li> </ul>
<b>11</b>	<ul style="list-style-type: none"> <li>• Cognitive abilities related to adaptive behavior</li> <li>• Identification of Intellectual Disability</li> <li>• Discussion of Legal Timelines for Evaluations</li> <li>• Legal Framework in Texas</li> </ul>	<ul style="list-style-type: none"> <li>• Handouts and website resources provided in D2L</li> </ul>
<b>12</b>	<ul style="list-style-type: none"> <li>• Overview of models used to identify Specific Learning Disabilities</li> <li>• Legal Framework in Texas</li> </ul>	<ul style="list-style-type: none"> <li>•Essentials of Cross-Battery Assessment</li> <li>•Handouts and website resources provided in D2L</li> </ul>
<b>13</b>	<ul style="list-style-type: none"> <li>• Demonstration of X-BASS</li> <li>• Early childhood assessments</li> <li>• Nonverbal assessments</li> <li>• Motor skills assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Essentials of Cross-Battery Assessment Handouts/resources in D2L</li> </ul>
<b>14</b>	<ul style="list-style-type: none"> <li>• Checkout with instructor/conferences via Zoom</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>15</b>	<ul style="list-style-type: none"> <li>• Checkout with instructor/conferences via Zoom</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>16</b>	Finals Week	

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