Course Change Request

Date Submitted: 01/28/18 10:39 am

Viewing: EPFB 210: Family Involvement and Empowerment

Last edit: 02/04/18 5:01 pm
Changes proposed by: gbyrns

Catalog Pages referencing this course
- EPFB - Educ Psyv Field Based (EPFB)

Programs referencing this course
- BS-INST-BLF: Interdisciplinary Studies - BS, Bilingual Education EC 6
- BS-INST-ESP: Interdisciplinary Studies - BS, Special Education EC-17
- BS-USEH-CPT*: University Studies - BS, Child Professional Services Concentration

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenda Byrns</td>
<td><a href="mailto:gbyrns@tamu.edu">gbyrns@tamu.edu</a></td>
<td>9798922289</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

The proposed changes are part of a routine curriculum review.

Course prefix EPFB Course number 210
Department Educational Psychology
College/School Education & Human Development
Academic Level Undergraduate
Undergraduate course level justification (Select One)

Academic Level Graduate
(alternate)
Effective term 2018-2019

Complete Course Title Family Involvement and Empowerment
Abbreviated Course Title FAMILY INVOLVE & EMPOWER

Catalog course description
Field-based course that provides information and skills necessary to work with diverse families; addresses need for positive school-family collaboration and characteristics of families throughout the life cycle, the collaboration of educators with families through the special education process, and the provision of family services through community agencies.

Prerequisites and Restrictions

Concurrent Enrollment No
Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings No Crosslisted With
Semester: 3  
Credit Hour(s):  Contact Hour(s) (per week):  
Lecture: 2  
Lab: 3  
Other: 0  
Total: 5  

Repeatable for credit? No  
Three-peat? No  
CIP/Fund Code: 1310010004  
Default Grade Mode: Letter Grade(G)  
Alternate Grade Modes: Satisfactory/Unsatisfactory  
Method of instruction: Lecture and Laboratory  
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes  

Learning Outcomes  
Meets traditional face-to-face learning outcomes.  
Describe how learning outcomes are met or provide justification why they are not met.  
Students learning outcomes are the same in both the face-to-face course and the online course.  

Hours  
Meets traditional face-to-face hours.  
Describe how hours are met or provide justification why they are not met.  
30 hours of engagement with online materials (PowerPoint key takeaways with audio over course content, online modules, self-check activities, online discussions, publisher developed PowerPoints, web resources, and videos)  
• 3 online instructional modules (grief and child abuse) totalling approximately 3 hours  
• Videos highlighting key concepts, totalling approximately 3 hours  
• 13 student self-check activities at approximately 12 minutes each (roughly 2.5 hours)  
• Website links of resources for students to review at approximately 2 hours  
• Sample assessment results and IEP documentation for students to review at approximately 1 hour  
• Introductory video and discussion at .5 hours  
• 18 online discussions at approximately 1 hour each  
- 45 face-to-face practicum hours engaging with the community  
- Attendance following University policy  
75 total student engagement hours.  

Active faculty engagement includes: - Responding to student questions via email  
- Meet with students via Skype or phone to discuss questions  
- Providing feedback to course assignments and exams  
- Facilitating online class discussion  
- Creating and updating online learning modules  
- Organize, maintain, and utilize eCampus learning management course site  

Will this course be taught as a distance education course? Yes  

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes
Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD consideration? No

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus EPFB 210 Online Syllabus.pdf

Letters of support or other documentation No

Additional information

Reviewer Comments Sandra Williams (sandra-williams) (03/05/18 8:34 am): UCC approved March 2018.

Reported to state? No
EPFB 210 Family Involvement and Empowerment  
Summer 2017  
Online Course

Instructor: Marcia Montague, Ph.D.  
Office: 603 Harrington  
Email: mmontague@tamu.edu  
Office Phone: 979-458-0828

Office Hours: Office hours are available in person or virtually by appointment. I will be online and available to chat during online virtual office hours. If you would like to request an appointment, individually schedule with me at least 24 hours ahead of time (via eCampus email).

Course Description. This field-based course provides information and skills necessary for educators to work with diverse families. It addresses the need for positive school-family collaboration and characteristics of families throughout the life cycle, the collaboration of educators with families through the special education process, and the provision of family services through community agencies.

Prerequisites: INST 210 (Understanding Special Populations) should be taken prior to or concurrently with this course.

Course Objectives The student will:
1. Identify and describe variations in beliefs, traditions, and values across cultures within society and the effect of the relationship among child, family, and schooling.
2. Identify and describe rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individuals with learning needs and explain these rights to families.
3. Identify and describe the effects an exceptional condition(s) may have on an individual's life and the lives of family members.
4. Identify and describe roles of individuals with exceptionalities, parents, teachers, and other school and community personnel in planning an individualized program.
5. Describe the effects of the cultural and environmental factors on the child and the family including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse.
6. Describe and generate a plan to address typical concerns of parents of individuals with exceptional learning needs.
7. Identify cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction for individuals with exceptional learning needs.
8. Assess and describe personal cultural biases and differences that affect one's teaching and interactions with families.
9. Collaborate with families and other professionals involved in the assessment of individuals with exceptional learning needs.
10. Design instructional goals and chart student progress in a manner which effectively involves the individual and family.
11. Describe factors that promote effective communication and collaboration with individuals, parents, and school and community personnel in a culturally responsive program.
12. Apply collaborative strategies in working with individuals with exceptional learning needs, parents, and school and community personnel in various learning environments.
13. Facilitate respectful and beneficial relationships between families and professionals.
14. Apply strategies to encourage and assist families to become active participants in the educational team.
15. Describe how to conduct an effective collaborative conference with families or primary caregivers.
16. Demonstrate positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.
17. Apply critical thinking skills when addressing cases and problem solving.

**Required Text/Resource Material**

**Learning Management System**
This course is provided online through [http://ecampus.tamu.edu](http://ecampus.tamu.edu)

**Technical Support**
For Online Support, Contact: TAMU Help Desk Central (Open 24/7 for student support)
Email: helpdesk@tamu.edu Phone: 979.845.8300 Website: [http://hdc.tamu.edu/](http://hdc.tamu.edu/)

**General Notes Regarding Course Communications:** All emails sent to me via eCampus by 4:00 p.m. (Central Standard Time) Monday – Friday will be answered that same day by midnight.

My goal is that all assignments will be evaluated within ten business days of the assigned due date, based on the provided grading rubrics.

A course wiki has been put in place for you to use to support one another and get general course help. When you have a course related question, prior to emailing me, please look in the “I Need Help! Course Wiki.” Commonly answered questions will be posted there. And, you can ask questions there which will benefit all of your classmates. I will monitor this wiki each Tuesday and Thursday to respond to questions.

**Technology Requirements**
- For this course you will need regular access to a computer and reliable internet. If you go out of town, you are still expected to participate in the course, so be sure you always have access or do your work prior to going to a location that may have service problems.
- We use basic software applications for this course, such as Adobe Reader and Microsoft Office (including Word and PowerPoint). You will need to have access to this software or software that allows you to work on these applications. I use a Windows based computer, so be sure that if you are using Mac applications they are compatible and I will be able to view them.
- Basic computer speakers and a microphone will be required.
- We will also make use of YouTube. System requirements to view YouTube videos can be found at [https://support.google.com/youtube/answer/78358?hl=en](https://support.google.com/youtube/answer/78358?hl=en)
- Recommended browsers include Chrome, Firefox, and Safari. Do not use Internet Explorer, especially when taking online exams. This browser has been known to cause problems.
- Be sure all software and plug-ins such as Java for Flash are running the most updated version. You can check by going to the software’s website.

**Technical Skill Requirements**
Technical skill competencies required for this class include:
- Download and upload documents
- Navigate the course website
- Send messages to fellow classmates and the instructor
- Post messages and replying to messages on a discussion forum
- Create a PDF of a file
- Software usage, especially Microsoft Office, including:
  - Creating a PowerPoint
  - Include audio on a PowerPoint
  - Creating a Word Document
- Create a video (can be done through many different means, including PowerPoint slideshow, Windows Movie Maker)
- Use a Wiki for course questions
These are skills required and expected for successful completion of this course. If you need instruction in these areas, many informative YouTube videos exist which can be helpful as you work to solve problems that may arise with technology.

**Course Netiquette**

Online discussions are an essential component of this online course. To ensure a positive learning environment, make sure you follow the following guidelines for online communications, or netiquette:

- Be polite
- Respect other participants’ views or opinions
- Think before you write, and ask yourself if you would say the same thing in person
- Use positive phrases (i.e., “Good idea!” or “Thanks for the suggestions,” etc.)
- Be sensitive to cultural differences
- Avoid hostile, curt or sarcastic comments
- No objectionable, sexist, or racist language will be tolerated
- Create a positive online community by offering assistance and support to other participants.

**Email Communication Etiquette**

When sending emails please remember that it is a formal, professional means of communication. Therefore, make sure to address the recipient by name, check over your grammar, and re-read the email at least once before pressing send.

**Course Expectations**

This online course is not self-paced. You will need to ensure that you participate in the course at least three times EACH week so that you are able to complete required quizzes and online discussions. There are deadlines that must be met; please review the course calendar to ensure you stay on track to meet deadlines. Online courses are no less time consuming than "face to face" courses. You will have to dedicate adequate time to your studies.

Please make sure that you review the grading rubric for each assignment prior to assignment submission. Each assignment will be graded based on the provided grading rubric.

**Exams:** There will be two exams. These will cover information from reading assignments and will generally be application type questions. Exams will include case studies/scenarios. The midterm exam (15 points) will be written and the final exam (15 points) will be multiple choice, true/false, multiple answer, and matching. The rubrics for the midterm exam is provided on eCampus.

**Reflections:** Students will be asked to write reflections after viewing a video, reading a particular article, or engaging in an activity. Reflections must be typed and should be between 400-600 words. They are to be submitted as Word documents, double-spaced, using 12pt font on eCampus and are due as assigned. Rubrics for the reflections will be provided on eCampus. A total of three reflections will be submitted and will be averaged across the semester. (10 points)

**About Me Project:** Students will develop a representation of who they are related to families (details and rubric provided on eCampus). (10 points)

**Interview:** Students, individually or in pairs, will conduct a structured interview related to family issues. Interviewees might be parents, agency personnel, medical personnel, etc. Interview questions will be developed and a presentation/summary of the interview will be posted online to share with the class. Questions must be approved by the instructor prior to scheduling the interview. A rubric is provided on eCampus. Peers should ask a question of at least three presenters through the interview discussion board. (10 points)

**Reading Quizzes:** There will be a 10-question online quiz for each textbook chapter. Each of the 10 quiz items is worth .5 points, for a total of 5 points. Quiz grades will be averaged across the semester. Quizzes must be completed by the due date. No time extensions are given for quizzes; these can NOT be completed late. (5 points)

**Lesson, Case Study, & Video Discussions:** Students are to participate in online discussions over case studies and topics discussed in the readings for each chapter. Substantial comments are expected in the discussions. Substantial comments are necessary for full credit to be earned. Substantial comments would be those where your
comment includes information from readings in the course, experience and opinion, as well as a focus on the main topic of the discussion. Replies to discussion posts, too, should be substantial. Replies that are substantial would include those where your response somehow adds meaning to your peers’ posts (ex: provides a similar experience, relates to a current issue, elaborates a concern, etc.). Your comments are not limited to “good job”, “I agree with you, great posting”, and the like. These are not considered substantial by themselves and will not be given credit. Refer to the grading rubric for discussions for grading information. Discussion grades are averaged across the semester. (5 points) Note: I will monitor and read all discussions. Although I will not participate in discussions daily, I will read each post and participate as I see is needed and appropriate to move the discussions along.

**Family Pre/Posttest:** Students will complete a family questionnaire (pre/post tests) at the beginning of the semester and at the end of the semester and be asked to reflect about the learning process. (5 points)

**Individual Practicum:** Students will complete an individual practicum working with persons and families with diverse backgrounds and needs. The practicum will consist of 45 clock hours. You may not substitute another practicum or paid employment for this practicum. **In order to pass this course, a student must earn at least a satisfactory grade on the practicum in addition to earning a passing level of points.** Activities to be included in the practicum include:

1. Complete your practicum hours in activities related to family involvement in education (Parent support meetings, parent education classes, parent advocacy meetings, Options for Teen Parents activities, Project Unity activities - a list will be provided on eCampus). You must participate in two different activities; one must qualify as service learning. Activities will be suggested based on your experiences.
2. Spend a minimum of 45 clock hours in approved practicum experiences and keep a record of these hours.
3. Demonstrate appropriate and professional behavior at the practicum sites.

Documentation includes a daily log which includes dates/hours, brief description of activity, and signature of a supervisor. Also submit a summary reflection including an overall evaluation of the experiences and what implications for teaching and working with families were gained from the experience (see guidelines on eCampus for the reflection). Students will also have their primary supervisor complete an evaluation about their professionalism during the practicum. A grading rubric will be provided on eCampus. (20 points)

**Professionalism:** Students are expected to model professional behavior throughout this course which includes completing work in a timely manner, participating in class discussions, acting professionally in practicum settings, contacting the professor in case of absence, etc. You will submit a one or two paragraph self-evaluation on eCampus by the last day of class. (5 points)

**Assignment Format**
Assignments **MUST** be submitted in Word (.doc or .docx), .rtf, or .pdf file. Photos of practicum documentation can be submitted as .jpeg. Please check the format before submitting an assignment. Documents that are not readable will be counted as late. You will have one week to re-submit for half credit.

**Assignment Deadlines**
Assignments are due as outlined on the syllabus calendar. Any late assignment can earn up to half-credit if the assignment is turned in within one week. If you have technical difficulties, send an on-time email with the assignment attached, but continue to try to post to eCampus.

**Professional Behavior Expectations**
Professional behavior is an essential skill for educators and crucial for success during both coursework and field work in the Special Education program. In order to prepare you for your professional career, the Special Education Program faculty expects the following professional behaviors to be displayed: giving maximum effort; actively participating/taking initiative; displaying a respectful attitude in all settings and to all people; using electronic devices appropriately; using effective, appropriate, timely and, courteous communication with your peers, the TAMU faculty, guest speakers, school personnel, and students with whom you work; and ensuring confidentiality. In the event professional behavior is not exhibited, it is at the discretion of the TAMU faculty
member how violations are handled. Consequences include but are not limited to redirection, confrontation, Growth/Probation plan, appearing before the Undergraduate Committee, and/or dismissal from the Special Education Program.

**Statement Regarding Class Handouts**
The handouts used in this course are copyrighted. "Handouts" include all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts without expressly granted permission.

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section "Scholastic Dishonesty." See [aggiehonor.tamu.edu](http://aggiehonor.tamu.edu) for more information.

**Absence Policy**
There will be no make-up assignments without a university-approved excuse. See [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/) for more information regarding student attendance policies at TAMU.

**Course Grades**
Grades will be assigned as follows: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Family Questionnaires (Pre/Post Surveys)</td>
<td>5</td>
<td>Interview</td>
<td>10</td>
</tr>
<tr>
<td>Professionalism</td>
<td>5</td>
<td>Reflections</td>
<td>10</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>5</td>
<td>Midterm Exam</td>
<td>15</td>
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<tr>
<td>Lesson &amp; Case Study Discussions</td>
<td>5</td>
<td>Final Exam</td>
<td>15</td>
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<tr>
<td>About Me Project</td>
<td>10</td>
<td>Practicum</td>
<td>20</td>
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**Americans with Disabilities Act (ADA) Policy 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 believe you have a disability requiring an accommodation, please contact Disability Services building at the Student Services at White Creek complex on west campus, or call 979-845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

For more information on Texas A&M University's accessibility policies, visit [http://vpapit.tamu.edu/Accessibility_Statement.php](http://vpapit.tamu.edu/Accessibility_Statement.php)

**Academic Integrity:**

All assignments MUST be turned in with the following statement typed on them and signed by the student:

“All on my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

___________________________________________ (Signature of Student)
College of Education and Human Development on Tolerance:
We, the faculty of the College of Education and Human Development, value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A&M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence, or hate crimes, and we insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community.

Course Calendar*

<table>
<thead>
<tr>
<th>Online Lesson Topic</th>
<th>Reading Assignment</th>
<th>Class Assignment</th>
<th>Last Date that Assignment May be Submitted as On Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Introduction</td>
<td></td>
<td>Introducing Ourselves Discussion Post</td>
<td>June 1st</td>
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<td></td>
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<td>Family Questionnaire Pretest</td>
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<tr>
<td>Families</td>
<td>Read Ch. 1</td>
<td>Syllabus Quiz Complete Chapter 1 quiz and discussion</td>
<td>June 2nd</td>
</tr>
<tr>
<td>Family Interactions and Subsystems</td>
<td>Read Ch. 2</td>
<td>Interview Survey Complete Chapter 2 quiz and discussion</td>
<td>June 5th</td>
</tr>
<tr>
<td>Case Study Analysis: Let It Go</td>
<td>Read Let It Go Case</td>
<td>Case study discussion Practicum Plan due</td>
<td>June 7th</td>
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<tr>
<td>Family Functions</td>
<td>Read Ch. 3</td>
<td>Complete Chapter 3 quiz and discussion</td>
<td>June 9th</td>
</tr>
<tr>
<td>Video &amp; Reading on GLBT Community</td>
<td>One of three articles provided on eCampus</td>
<td>Reflection 1</td>
<td>June 12th</td>
</tr>
<tr>
<td>Video &amp; Reading on GLBT Community and Issues</td>
<td>One of three articles provided on eCampus</td>
<td>Reflection 1</td>
<td>June 12th</td>
</tr>
<tr>
<td>Family Life Cycle</td>
<td>Read Ch. 4</td>
<td>Complete Chapter 4 quiz and discussion</td>
<td>June 14th</td>
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<tr>
<td>Roles of Parents</td>
<td>Read Ch. 5</td>
<td>Complete Chapter 5 quiz and discussion</td>
<td>June 16th</td>
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<tr>
<td>Case Study Analysis: Dad Knows Best</td>
<td>Read Dad Knows Best Case</td>
<td>Case study discussion Draft Interview Questions</td>
<td>June 19th</td>
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<tr>
<td>Policies, School Reform</td>
<td>Read Ch. 6</td>
<td>Complete Chapter 6 quiz and discussion</td>
<td>June 23rd</td>
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<tr>
<td>Midterm Exam</td>
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<td>June 26th</td>
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<tr>
<td>Partnerships</td>
<td>Read Ch. 7</td>
<td>Complete Chapter 7 quiz and discussion</td>
<td>June 28th</td>
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<tr>
<td>Child Abuse Scenarios</td>
<td>1) Read <em>Child Abuse Scenarios</em>, 2) Read <em>Reporting Suspected Abuse or Neglect...</em>, and 3) Review two websites - links provided on eCampus</td>
<td>Case study (scenarios) discussion</td>
<td>June 30th</td>
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<tr>
<td>Communication and Collaboration</td>
<td>Read Ch. 8</td>
<td>Complete Chapter 8 quiz and discussion</td>
<td>July 5th</td>
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<tr>
<td>Video: <em>Horse Boy</em>, <em>Unforgotten</em>, <em>Profoundly Normal</em>, OR <em>Little Man</em></td>
<td>Video Discussion</td>
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<td>July 7th</td>
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<tr>
<td>Interview Presentations</td>
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<td>July 10th</td>
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<td>Peer Questions of Interviews</td>
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<td>July 11th</td>
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<tr>
<td>Evaluation of Students</td>
<td>Read Ch. 9</td>
<td>Complete Chapter 9 quiz and discussion</td>
<td>July 12th</td>
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<td></td>
<td>Responses to Peer Questions of Interviews</td>
<td>Interview Peer Evaluation Form (if applicable)</td>
<td>July 14th</td>
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<tr>
<td>Developing IEPs</td>
<td>Read Ch. 10</td>
<td>Complete Chapter 10 quiz and discussion</td>
<td>July 17th</td>
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<tr>
<td>Meeting Basic Needs</td>
<td>Read Ch. 11</td>
<td>Complete Chapter 11 quiz and discussion</td>
<td>July 19th</td>
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<tr>
<td>Video: <em>A Fighting Chance</em></td>
<td>Reflection 3</td>
<td></td>
<td>July 21st</td>
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<tr>
<td>Student Outcomes</td>
<td>Read Ch. 12</td>
<td>Complete Chapter 12 quiz and discussion</td>
<td>July 24th</td>
</tr>
<tr>
<td>Case Study Analysis: <em>Falling Between the Cracks</em></td>
<td>Read <em>Falling Between the Cracks</em></td>
<td>Case study discussion</td>
<td>July 26th</td>
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<tr>
<td>About Me Projects</td>
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<td>July 28th</td>
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<tr>
<td>Families Posttest</td>
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<td>July 31st</td>
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<tr>
<td>Professional Behavior Self-Assessment Due</td>
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<td>August 2nd</td>
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<tr>
<td>Practicum Documentation due</td>
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<td>August 4th</td>
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<tr>
<td>Final Exam due by 5:00 p.m.</td>
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<td>August 8th</td>
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</table>

*All items and tasks listed in this syllabus are required aspects of the course. The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.*