

Child & Adolescent Mental Health
PSYC 495, Spring 2024
Tuesdays 4:30pm-7:20pm
Class Location: Alumni Hall, 0302

Instructor Information

Instructor: Jordan Amor, Ms. Ed

Contact Information: jamor@siue.edu

Office: Alumni Hall, 0147

Teaching Philosophy: I believe that learning should be a collaborative process between both the teacher and student. It is my ultimate goal to create a relationship with students that allows you to feel comfortable taking parting in a constructive discourse which adapts educational content to your needs. I recognize the need to incorporate engaging teaching styles and adaptive to individual differences. I strive to create a learning environment that encompasses multiple teaching methodologies, technologies, interactive activities, and real-life application. Additionally, I seek to intentional build foundational skills to help students know how to practically, professional, socially, emotionally, and academically be successful citizens in the world and their chosen field.

Email Policy: I am consistently available on campus and by email Monday and Friday 9:00 AM – 3:30 PM. Tuesday through Thursday will be limited to a morning and evening check of emails. I will make every effort to promptly respond to email messages within 48 business hours (not including weekends). In addition, I am available to meet with students by appointment, over the phone, or via Zoom.

Student Hours: By appointment. Please reach out with any questions, comments, or concerns.

Zoom Link: <https://iu.zoom.us/j/81408693431>

Course Basics

Course Descriptions: This course will introduce topics surrounding mental health diagnosis, externalizing/internalizing behaviors, assessment, and intervention for children and adolescents. There will be an emphasis on how mental health professionals provide these supports in school and community settings with a focus on multi-tiered systems of support in the area of academics, behavior, social emotional learning, prevention, and intervention.

Student Learning Objectives: Upon completion of the course, students will ...

- Describe the status of child/adolescent mental health and mental health services in the United States
- Develop an understanding of Multi-Tiered Systems of Support (MTSS)
- Gain an understanding of mental health diagnoses
- Demonstrate knowledge on how mental health professionals provide mental health supports in schools and community settings

- Learn about ethical considerations, cultural considerations, and controversies associated with mental health disorders

Required Text:

- Witte, R. H., & Mosley-Howard, G. M. (2015). *Mental Health Practice in Today's Schools: Issues and Interventions*. Springer Publishing Company.
- All other readings, podcasts, and videos available on Blackboard

Required Technology: You will need a computer with consistent access to the Internet. I may be able to assist you with technical issues if they arise, but please contact UITs for support with issues related to technology at 618- 650-5500.

Course Structure

Course Structure: This is an in-person 16-week course. We meet Tuesdays 4:30pm-7:20pm in Alumni Hall 0302 This course is interactive and it's all about working out ideas. We start with your questions, comments, or quotations then we'll explore, grapple, and apply these issues.

Blackboard: This course will use Blackboard (<https://bb.siu.edu>) as the primary vehicle for disseminating class materials. Announcements, updates, grades, and other important course information will be posted to Blackboard. It is your responsibility to regularly check this course's Blackboard website throughout the semester. All assignments will be turned in on Blackboard (when applicable) unless otherwise instructed to do something differently by the instructor of this course.

Weekly Task(s): For each week, please read the assigned readings, review the PowerPoint after lecture, and complete any assignment(s). *See the table at the end of this document to see a schedule of class topics, readings, and assignments.*

Attendance: If you miss a class, it is your responsibility to obtain lecture material and understand the contents covered in class. If you need clarification on any of the material, I would be happy to meet with you. All the classes will start promptly and end on time, and you are expected to come to class on time (unless you have notified me in advance that you will be late). If you are sick, please do not come to class.

Course Expectations

What you can do to support your success in the course:	What I will do to support your success in the course:
Read the syllabus and stay current with course information	Be prepared and bring my enthusiasm for teaching to each session
Keep up with readings and class assignments, as each one builds on the previous one	Respond to emails within 48 hours and provide timely feedback on assignments / submissions.
Contribute to the learning environment with fairness, cooperation, and professionalism	Establish a learning environment with fairness, cooperation, and professionalism, and will act if these principles are violated.
Treat your classmates and myself honestly and ethically	Treat you honestly and ethically, and will address any concerns you might have
Commit to excel with integrity. Have the courage to act in ways that are honest, fair, responsible, respectful & trustworthy	Uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.
Manage your time, so you can stay on track with the course and complete tasks on time	Only assign work that is vital to the course and will work to meet the standard credit hour allotment for the course.
Communicate with me if you determine that a deadline cannot be met due to extenuating circumstances	Consider requests for adjustments and will make reasonable exceptions available to all students when approved

Assignments

See Blackboard for assignment rubrics.

In-Class Activities (CA): Five in-class activities will be completed throughout the semester. Please see course schedule for due dates. Each activity will be worth 10 points, specific activity requirements will be shared either in class or on Blackboard on the date they are assigned. These activities cannot be made up once they have occurred. An alternative assignment may be completed only if the instructor is made aware of prior to the absence and students will have one week to complete the alternative assignment.

Annotated Bibliography Assignment (AB) The annotated bibliography assignment will focus on the DSM disorder you sign up for during the 1st class (Week 1). Three separate ½ to 1-page annotated bibliographies will be completed. For each bibliography, you will be required to review and summarize one source of information focused on the treatment of the disorder – sources should be relatively recent (2014 and later) and should be peer-reviewed. In addition to articles, you may use other empirically based books, which focus on the treatment of mental disorders. To complete this assignment successfully you will need to become proficient in using search databases (such as PsychInfo, Web of Science, and Medline) and interlibrary loan procedures for getting journal articles. Please consult with me or with the reference librarian to learn more about these resources. All students will receive full points for the completion of the first annotated bibliography as we will do it together in class. Detailed feedback to improve later annotated bibliographies will be provided according to the posted rubric. The second and third annotated bibliographies will be graded according to the same rubric. Each annotated bibliography assignment will have a maximum point value of 10 points each, for a total of 30 points.

Cumulative Project (CP): This course will provide you with a broad overview of child and adolescent mental health, but this project will allow you to explore a specific childhood mental disorder on a deeper level than what the modules will cover. In groups of 3-4, you will complete three connected assignments throughout the course of the semester. Be sure to explore your disorder in the context of children and adolescents rather than adults.

- a. **Part 1 - Disorder Summary:** Summarize the disorder using the Disorder Summary Template found on our Canvas page. Download the template from Blackboard, fill it in with information about your disorder, and upload the completed template to Blackboard.
 - i. First, include the disorder's diagnostic criteria from the *Diagnostic and Statistical Manual of Mental Disorders (DSM-5)* or other course materials, which is linked on our Blackboard page.
 - ii. Second, include United States prevalence rates of the disorder (overall rate and rate among children and adolescents).
 - iii. Third, explain two risk factors that could contribute to the onset of the disorder.
 - iv. Fourth, include two common misconceptions regarding the disorder and explain why they are incorrect. Be sure that the misconceptions you describe are from credible sources rather than simply what you personally perceive to be common misconceptions.
 - v. Finally, each component of this paper requires you to utilize outside sources, so cite them according to APA 7 guidelines.

- b. **Part 2 - Case Example:** This assignment is an opportunity to get a little creative. Using what you've learned about your chosen disorder from the Disorder Summary assignment, write a description of a fictitious child or adolescent who has been diagnosed with the disorder. Page 55 of the Jones reading contains a good example of a case example. The word count for this assignment should be at *least 300 words*.

- i. Begin by describing the person's symptoms that correspond with your chosen disorder and note how long they have been present. In reality, one might exhibit symptoms of multiple disorders, but only describe symptoms of your specific disorder here.
 - ii. Next, describe at least two facets of the person's cultural identity, which include (but are not limited to) age, race, ethnicity, socioeconomic status, gender, and sexual orientation.
 - iii. Then, describe at least two characteristics of the environment in which the person lives.
 - iv. Finally, explain how the person's cultural identity and environment could impact their experience with the disorder, touching on topics such as disorder diagnosis and mental health services.
- c. **Part 3 - Social Media Post:** Social media platforms, such as Instagram, have become an effective way to raise public awareness on current issues. Create a series of five informational images to raise awareness about your chosen disorder, following the guidelines below. You are welcome to create more than these five slides, but you must have these five at minimum. Your images will be assessed on how clearly and concisely they communicate the information. I recommend using www.canva.com to create your images. Here are two examples of social media posts similar to the one you are to create: <https://www.instagram.com/p/CRcCvc9Fejh/> and <https://www.instagram.com/p/CU2T12druE1/>.
- i. The first image should be a title image, specifying your disorder.
 - ii. The second image should contain a brief description of the disorder's central characteristics. You do not have to list the diagnostic criteria verbatim.
 - iii. The third image should contain a list of *three* ways risk factors of the disorder can be managed to reduce risk.
 - iv. The fourth image should contain three resources (e.g., websites, books, information centers, etc.) individuals can utilize to improve symptoms of your chosen disorder. Include brief descriptions of what each of these resources are.
 - v. Finally, the fifth image should be an APA 7 reference list for any sources you used. You do not need to use in-text citations, but you must have this final reference list.

Mental Health Professions Paper (MHP): You may be considering a career in child and adolescent mental health services, and this assignment is an opportunity to explore a career in the field that is of interest to you. You will choose a profession related to child and adolescent mental health, research that profession, and interview someone working in that profession. Potential professions include social work, school psychology, counseling, psychiatry, etc. The final paper should be approximately 3-4 pages double-spaced. *Please use 12-pt Times New Roman font and 1" margins with no title page or abstract. Use APA 7 guidelines to cite your sources via in-text citations AND a reference page. Interviews must also be cited according to APA 7.*

- a. Begin your paper with a researched description of the profession. Include the following details: a statement of how the profession fits into the field of child and adolescent mental health, primary responsibilities of the profession, settings in which individuals in the profession can work, and the schooling/training required for the profession.
- b. Next, include a summary from your interview. Your summary should include the following details: why the person chose that profession, a description of their experience in that profession, their favorite and least favorite parts of their profession, and advice they would give to someone interested in pursuing that profession.
- c. Next, highlight the connections and/or discrepancies between the information you found via research versus through the interview.
- d. Finally, end your paper with a brief reflection. Reflect upon the following questions: How do you feel about the profession after your research and interview? Could you see yourself pursuing this profession? Why or why not?

Final Exam: The final exam will be a 50-question online exam based on the content and material covered in class during the entire semester. A study guide will be provided. The exam will be timed and administered online through Blackboard. Exam window will be open for 48 hours. Retakes will not be offered.

Extra Credit(EC): Extra credit opportunities will be provided at the discretion of the instructor.

Grading

<u>Assignment</u>	<u>Point Value</u>	<u>Final Grades (points)</u>
Class Activities	50	A: 315+ B: 280-314 C: 245-279 D: 210-244 F: 209 and below
Annotated Bibliography	30	
Cumulative Project	100	
Mental Health Profession Paper	50	
Final Exam	120	
Total: 350 points		

Grades will be rounded to the nearest full point, but they will not be curved.

Policy on Late Work: Assignments should be submitted by their designated deadlines, as specified on Blackboard. However, there will be a 48-hour grace period in which no late points will be deducted. After that period, assignments *will not be accepted and will become a zero* in the gradebook.

Extreme circumstances will be considered on an individual basis. If you are concerned about making a deadline, please reach out to me at least 24 hours ahead of the deadline. I am more than happy to help, but I can only help if you reach out to me in a timely manner.

Feedback: All assignments will be graded *within one week* of submission. Feedback will be given through annotations and video feedback. There will be opportunities for peer feedback as well. Instructor will also provide feedback in discussion posts.

Statement on APA Format in Written Work: Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the 7th edition of the *Publication Manual of the American Psychological Association*. Please ensure that you have access to this text at any time that you may need it during the semester. A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments or disciplinary action in the case of plagiarism.

If you would like additional instruction in the use of APA format, please set up an appointment with me, or seek out the resources described in the departmental writing policy, below.

Department of Psychology Writing Policy: As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet basic writing criteria. All written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted paper including headings, citations and references, per the 7th edition of the APA manual.

This is by no means an exhaustive list of basic writing skills but will give you an idea of what I am looking for in your work. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/lss/writing/resources.shtml>).

If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing in this class is as follows: if a paper violates any of the above stipulations or is otherwise inconsistent with the stated expectations for a written assignment, it will be returned to you for resubmission, and 25% of the total available points will be deducted.

Department of Psychology Policy on Incomplete Grades and Withdrawal: All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see

<http://www.siu.edu/policies/lj1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. These must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student and the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

Course Policies and Campus Resources

Commitment to Inclusive Practices: I seek to foster and maintain an inclusive learning environment by integrating multicultural perspectives into the content of this course. I hope you share and demonstrate my commitment to this effort by contributing to class discussions in a manner that considers culturally responsive practice and respects others' worldviews and lived experiences during this course.

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms ought to be places where students and teachers feel safe and supported. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, antisemitism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code. The [Kimmel Belonging and Engagement Hub](#) is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination, or harassment can contact Ms. Mary Zabriskie, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2442 or mzabris@siue.edu.

Religious Observances: Because we are a diverse community and enroll students with many spiritual beliefs, we will be sensitive to students' requests for excused absences and make-up work due to reasons of religious observances. Be mindful that it is the student's responsibility to inform instructors of any intended absences for religious observances in advance. Notice should be provided by the end of the drop/add period.

Class Policy on the Use of Appropriate Language: People with disabilities are just that: people who happen to have physical, sensory, emotional, or intellectual disabilities. Please use respectful language when speaking about people with disabilities. The meaning of "respectful" varies from person to person in the disability community, as not all people prefer the same type of language. Two commonly preferred kinds of language are person-first language and identity-first language. Person-first language refers to the person before their diagnosis, such as "a person with a disability." Identity-first language refers to the diagnosis before the person, such as "a disabled person." When speaking with a specific person with a disability, it is best to ask if they have a preferred approach to language. For our course, be mindful of the language you are using when speaking about people with disabilities and prioritize respect. For more information

on this topic, check out this resource: <https://www.massadvocates.org/news/ask-a-self-advocate-the-pros-and-cons-of-person-first-and-identity-first-language>.

Student Support: Students with disabilities are encouraged to contact their instructors so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, students should contact Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618-650-3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access.

If you are aware of specific learning needs for yourself, but do not have a documented disability, please notify me of these needs. I aim to create an inclusive learning environment for all students and appreciate information you may be able to provide about yourself and your learning needs.

For writing support, contact the SIUE Writing Center- Learning Support Services (<https://www.siue.edu/lss/writing-center/index.shtml>). You are expected to take advantage of these resources if needed. Writing does not have to be a barrier to success.

Academic Integrity: Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

University guidance on artificial intelligence (AI): Unless expressly allowed by the instructor, use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

Course Policy on artificial intelligence (AI): Generative AI (GenAI) is widely available and continues to grow in its capacities. While I acknowledge its accessibility, I also recognize the potential of GenAI as a powerful tool for learning, research, and creative exploration. Throughout this course, we will not only examine the evolving impact of GenAI, but also actively engage with it to enhance our skills and knowledge.

We will be mindful of the ethical consideration and limitations associated with its use. To ensure effective and responsible integration of GenAI, there will be leveled scale for its use during the course. *I will be using this scale and will provide explicit details for each assignment based on these levels.*

Level	Level Descriptor	What it looks like in this course:
0	No use of GenAI	You will create your own, original work without the use of GenAI for any matter.
1	Organizational use of GenAI	You will create your own, original work without the use of GenAI; however, you may use GenAI for personal efficiency (i.e., summarizing notes/readings).
2	Brainstorming GenAI	You can use GenAI to help generate some ideas or outlines, but you will create your own, original work without the use of GenAI.
3	GenAI Feedback	You will create your own, original work without the use of GenAI; but you can use GenAI as a tool to provide feedback on your work. Your revisions will be GenAI supported with a discloser that it was used (i.e., a footer)
4	Unrestricted usage of GenAI with disclosure	You can freely use GenAI as long as the content created is properly disclosed.

**Adapted from Illinois State University, Center for Integrated Professional Development¹

¹ "Center for Integrated Professional Development - Illinois State." *Illinoisstate.edu*, 13 Aug. 2024, prodev.illinoisstate.edu/ai/usage/. Accessed 16 Dec. 2024.

Department of Psychology Policy on Plagiarism: Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source.

Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University.

Recordings of Class Content: Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality: While I do not anticipate disruptions to meeting in person, should state mandates require the use of remote learning or other modifications of the learning environment, planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in scheduled classes. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

Children in the Classroom: I never want a student to have to choose between their education and caring for their child; therefore, I have the following policy regarding children in the classroom: All exclusively breastfeeding babies are welcome in class as often as is necessary. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. *I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.*

Course Calendar

Date	Topics Covered	In-Class Work	Readings	Assignment(s)
Module 1: Multi-Tiered Systems of Support & Universal Supports and Prevention				
<i>Week 1</i> January 14 th	Introduction & Syllabus Review Overview of Developmental Psychopathology	Pick Topic for Annotated Bibliography	None	CA: Syllabus Quiz
<i>Week 2</i> January 21 st	Traditional Mental Health Service Public Health Approach MTSS Introduction Annotated Bibliography-how to do, etc.		Witte & Mosley-Howard – Chapter 1 (Pages 1-17) Clark & Dockweiler (2019)	AB #1 (in-class)
<i>Week 3</i> January 28 th	Mental Health Integration and Collaboration within Communities MHP Interview Prep		Witte & Mosley-Howard – Chapter 3 (Pages 37-60) Fish (2020)	CA: Agency Research
Module 2: Cultural, Legal, & Ethical Considerations				
<i>Week 4</i> February 4 th	Culturally Sensitive Mental Health Services	CP Disorder Ranking	Witte & Mosley-Howard – Chapter 5 (Pages 105-125) Malone et al. (2021) Jones-Chapter 4 (Pages 49-60)	AB #2 due on 2/4 by 4pm

<i>Week 5</i> February 11 th	Identifying Students for Mental Health Services Classification of Mental Health	Assign Groups for CP	Witte & Mosley-Howard – Chapter 2 (Pages 19-36) Dikel (2014) Appendix 1 & 2	MHP due 2/11 by 4pm
<i>Week 6</i> February 18 th Asynchronous Class- ONLINE ONLY	School-based Law, Ethics, and Mental Health Services	Watch lecture on Blackboard	Witte & Mosley-Howard – Chapter 4 (Pages 61-104)	CA: Lecture Quiz AB #3 due on 3/25 by 4pm
Module 3: Early Childhood, Externalizing Disorders, & Internalizing Disorders				
<i>Week 7</i> February 25 th	Autism Spectrum Disorder		McKenney (2020) – Chapter 2	CA: Disorder Summary
<i>Week 8</i> March 4 th	Introduction to Externalizing Disorders Attention Deficit/Hyperactivity Disorder		Bussing et al. (2012)	Mid-semester feedback for EC
March 11th: Spring Break- NO CLASS				
<i>Week 9</i> March 18 th	Oppositional Defiant Disorder & Conduct Disorder		Hawes et al. (2023)	CP#1 due by 4pm on 3/18
<i>Week 10</i> March 25 th	Introduction to Internalizing Disorders Anxiety Disorder, Obsessive Disorder, and Somatic Symptom Disorders		Parritz & Troy- Chapter 11 (pages 192-205)	
<i>Week 11</i> April 1 st	Depressive Disorders, Bipolar Disorders, and Suicidality		Podcast: Children's Hospital Colorado	CA: Case Studies
<i>Week 12</i> April 8 th	Maltreatment & Trauma-and-Stressor Related Disorders		Thakur, Creedon, & Zeanah (2015)	CP #2 due by 4pm on 4/8

Module 4: Other Disorders &. Interventions

<i>Week 13</i> April 15 th	Work Day—No Class			
<i>Week 14</i> April 22 nd	Eating Disorders Bullying & Cyberbullying		Witte & Mosley- Howard – Chapter 11 (Pages 213- 240)	
<i>Week 15</i> April 29 th	Flex Topic; Course Wrap-Up	Final Exam Review	None	CP # 3 due by 4pm on 4/29 End of Semester Feedback due for EC
<i>Week 16</i> May 6 th Finals Week	Final Exam on Blackboard due by May 6th at 11:59pm			