

UNIVERSITY OF PENNSYLVANIA
SCHOOL OF SOCIAL POLICY AND PRACTICE

SWRK 724 - 01 Developmental Disabilities
Spring 2019

I. COURSE PURPOSE:

The overall objective of this course is to familiarize and enhance the student's knowledge of developmental disabilities viewed through the bio-psycho-social perspective. The impact on the person, the family, and society, throughout the life cycle will be examined, with the expectation that the material learned will be incorporated into the student's current/future practice of social work. Prevalent developmental disabilities diagnoses will be considered with respect to their differentiating functional characteristics and similarities, and relevance for social work practice.

This elective complements, enriches, and builds upon other offerings such as Social Work Practice, Field Practice, Social Policy and others. The content of this course demonstrates social work values and ethics, diversity, promotion of social and economic justice, and populations at risk for human oppression and discrimination. The course will be taught using an interactive seminar format, with material presented by the instructor and guest lecturers who are content experts, with active student participation.

II. EDUCATIONAL OBJECTIVES:

The objectives of the course are to:

- a. Obtain a base of knowledge about developmental disabilities, their causes and characteristics, from a bio-psycho-social perspective.
- b. Gain appreciation for the meaning of disability impacting upon personal, familial, educational, social, environmental and economic dimensions.
- c. Learn how to provide and obtain services for people with disabilities and their families; the special life cycle needs and characteristics; and the social work task.
- d. Gain understanding of legislative, programmatic, political, economic, policy, ethical, and theoretical formulations undergirding service delivery. Increase sensitivity of the interacting factors of race, gender, age, sexual orientation, socio-economic class and ethnicity, which can compound the challenges for a person with developmental disabilities and/or physical limitations.
 - Education for All Handicapped Children Act 1975 (Public Law 94-142)
 - Individuals with Disabilities Education Act – IDEA 2004 (Public Law 101-476, originally 94- 142) – Part C birth the 2 and Part B 3 to 21
 - Section 504 of the Rehabilitation Act of 1973
 - American with Disabilities Amendments Act of 2008
 - Section 503 of the Rehabilitation Act of 1973, amended 2013

- e. Understand the characteristics of the professions that work with people with disabilities.
- f. Recognize the assessment tools and approaches, relevant developmental domains, and intervention strategies commonly used by each discipline and areas of overlap and collaboration among various disciplines.
- g. Become familiar with current best practices of intervention for people with neuro-developmental and related disabilities.
- h. Learn to coordinate evaluation results to focus goals on treatment plans that are realistic, person and family-centered, community referenced, non-restrictive and effective.
- i. Become prepared to incorporate intervention strategies that will help to promote adaptation and advocacy by the person with developmental disabilities, parents/care givers, members of the person's nuclear and extended family, friendship and employment circles to work towards the goal of the person's full inclusion in the community.
- j. Enhance understanding of the impact of the changing health care arena on the acquisition of services for people with disabilities and their families.
- k. Develop expertise in bio-psycho-social care coordination and the ability to share this skill with other colleagues and disciplines.

COURSE REQUIREMENTS:

Required Text:

Batshaw, M.L., Roizen, N.J., Lotrecchiano, G.R. (2012) *Children with Disabilities, 7th edition*. MD: Brooks Publishing Company.

Narrative Case Study

Read one of the following:

- Brown, Ian (2009). *The Boy in the Moon: A Father's Journey to Understand His Extraordinary Son (Condition: Developmental Disability with a Genetic Syndrome)*
- Crimmins, Cathy (2001). *Where is the Mango Princess? A Journey Back from Brain Injury.*
- Fadiman, Anne (1997). *The Spirit Catches You and You Fall Down (Condition: Intellectual Disability and Epilepsy)*
- Gallagher, Gina and Konjoian, Patricia (2010). *Shut Up about Your Perfect Kid: A Survival Guide for Ordinary Parents of Special Children (Conditions: Autism, Bi-polar disorder, Attention Deficit Disorder, Learning Disability)*
- Greenfield, Karl Taro (2010). *Boy Alone: A Brother's Memoir (Condition: Autism)*
- Haddon, Mark (2003). *The Curious Incident of the Dog in the Night-Time (Condition: Autism)*
- Montgomery, Sy (2012). *Temple Grandin: How the Girl who Loved Cows Embraced Autism and Changed the World (Condition: Autism)*
- Senator, Susan (2005). *Making Peace with Autism*

- Simon, Rachel (2003). Riding the Bus with My Sister: A True Life Journey (Condition: Intellectual Disability)
- Trueman, Terry (2001). Stuck in Neutral, and/or Life Happens Next and/or Cruise Control (Condition: Cerebral Palsy) (read 2 of 3, target age 14 and up)

You may also pick a book or movie of your own choosing. Submit the name and content focus to the instructor for approval. All choices should be made by **2/6/19**.

Class Participation

Students are expected to:

(A) participate substantively with knowledge-based participation in class, including interaction with the work of classmates'

(B) read on a weekly basis and come to class prepared to discuss the reading assignments

(C) submit written assignments by the due date and in accordance with the specified format

Assignment	Due date	Point value
Class attendance, participation, & preparedness for class Minus 3 points per unexcused absence Minus 2 points per unexcused lateness	On-going	25
Book Choice and Midterm Question Approval Due	2/6/19	0
Midterm Paper Due	2/20/19	20
Narrative Case Study Assignment Due	3/13/19	15
Final Class Presentation	4/17/19	15
Final Paper	4/24/19	25

Students whose performance is minimal or failing at midterm will be notified in writing with a course problem notice. Late papers will be graded a 1/2 letter grade lower.

Readings

It is expected that students will not only read required class reading assignments but will also read comprehensively from relevant materials of their own choosing. In addition, students are expected to critically analyze the professional literature they review. A foundational understanding of normal development is

required. Please speak to the instructor if assistance is needed.

Written Assignments and Presentation

Midterm:

Part 1- Each student will be assigned a case and will select one of the stages of development listed for the case assigned.

- a. Early childhood (Birth to 5)
- b. School age (5 to 12)
- c. Transition to adulthood (13 to 20)
- d. Adulthood (21 to 45)
- e. Older adult (46 and older)

Part 2- Read the entire case. Look to the literature to find out if the 2-3 issues/research questions you want to explore has evidence-based interventions that would be of interest you. Decide on at least 2 evidenced-based clinical interventions based on the case. The interventions to be researched do not need to be in the chronologic age chosen or diagnosis of your person specifically. The interventions can be for individuals with developmental disabilities in general. **Research questions must be submitted to the instructor by 2/6/19.**

Midterm paper due 2/20/19

Maximum of 8 pages, double spaced, not including references or cover page. A minimum of 10 academic references should be used with the majority written after 2009. Websites can be included but are not counted in the 10 academic references required. A rubric will be provided to guide the paper organization and content.

Part 1 - Utilizing the case and developmental stage selected, the paper must include:

- the person's name and diagnosis
- a description of the diagnosis
- how the diagnosis was made
- describe the interdisciplinary team that could work with the person, why chosen and what would the professional do
- include specific disciplines (such as physical therapy, occupational therapy, speech, etc.)
- the legislation that applies to the developmental stage chosen
- the impact the disability could have on the person and the family (such as the impact on marriage, siblings, friendships, self or parental employment, living arrangements, etc.)
- provide at least one example of services appropriate for the person for each of the following: educational/vocational, social and recreational services
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Part 2 - State the two questions/issues chosen and provide a in-depth analysis on the evidenced based intervention strategies.

Narrative Case Study Assignment due 3/13/19

For this assignment, you will read a book that relates to a disability of interest. Choose one book from the list provided. (If you would like to read a book that is not on the list, check with the instructor first). You will use your reactions to the book—both intellectual and emotional, along with information from class readings and

discussion—to enhance your understanding of the experiences described in the book.

(3-5 pages, double spaced)

Write a **short** summary of the book. Discuss your reactions to the story and characters by including the following in your discussion:

1. How did you feel as you were reading the book?
2. Could you empathize with the characters? Why or why not?
3. What, if anything, in the characters' story were you able to relate to your own experiences?
4. What feelings did you come away with after finishing the book—i.e. sympathetic, critical, hopeful, confused, uplifted, upset, sad, happy, enlightened, etc.
5. What did you learn that you did not already know?
6. Do you believe the book painted an accurate picture of the characters and problems? Why or why not?

Final Presentations 4/17/19

- Formal presentation, use slides or a summary sheet to be handed out in class
- Presentation should be 15 minutes in total with discussion (questions or suggestions from the class)
- Teach your classmates and facilitate a discussion on your final paper evidenced based interventions
- Describe the clinical or macro practice issues including a brief statement of the relevant literature

Final Paper due 4/24/19

Maximum of 10-12 pages, not including references, with a minimum of 10 references after 2008 must be used.

Option One -

- Brief social work assessment of a person with developmental disabilities (utilizing diagnoses from the Batshaw text) and his/her family members. Students may use a client from their past work or current social work practice.
- Explanation of the specific disability or (ies)
- Definition of developmental domains: functional domains and skill sets, include cognitive development, motor development and neurobehavioral development
- Impact of the disability on the person and at least two evidenced based clinical social work intervention strategies
- Impact (or potential) of the disability on at least one family member and at least one evidenced based clinical social work intervention strategy to address it.
- Potential discrimination the person may encounter due to the disability, race, age, socioeconomic status or sexual orientation
- From a life cycle approach, using the person chosen, include the potential programs/services and/or legislation for each of the following systems:
 - education
 - socialization/recreation
 - vocational
 - financial

- Summary to include recommendations for improving service delivery or clinical intervention for the person with developmental disabilities from the direct practice, macro practice or legal perspective.

Option Two -

- Choose two clinical and service delivery issues you may encounter when you become employed.
- State the focus of your issues and why chosen (i.e. Depression in Adults with Intellectual Disabilities, Employment for Youth with Severe Physical Disabilities, Out of Home Placement for Adults with Complex Medical Needs)
- Research and report on models and interventions using evidenced based journal articles and describe successful interventions
- Describe how these issues are being addressed in the city of your choice
- Summary to include recommendations for improving service delivery and clinical interventions in the city of your choice

Format for Written Assignments

All papers must be written according to APA guidelines; typewritten, double-spaced, page-numbered, with 1" margins at the left, top, and bottom, and at least 1/2" margin at the right. Papers must be submitted on canvas. All papers must be proofread carefully for spelling, punctuation, and other similar errors to avoid losing points. References should be noted throughout the paper by author last name and year. If Batshaw is utilized note Batshaw/author's name and page number. Direct quotes must have the specific source, including page number(s) cited. Quotations longer than four typewritten lines must be single-spaced and indented. A list of references cited or consulted must be included at the end of each paper. Most academic references utilized should be from works **no earlier than 2009**.

The instructor will gladly answer any questions regarding format of the papers or the presentations. Papers written in fulfillment of other courses may not, under any circumstances, be submitted for this course. In doing so, students risk automatic failure of SWK 724.

Attendance

Classroom learning is a fundamental component of your professional education. Students are therefore expected to attend each class, arrive to class on time, and be in attendance for the full class. In the event that you are unable to attend class for any reason, you must notify your instructor, by email or text. Excessive absenteeism (i.e., missing more than two classes) or lateness is considered a serious problem that the instructor will handle by meeting with the student and contacting the student's educational adviser. Missing more than two classes could result in course failure. Absences and lateness will affect the student's participation grade.

Statement on Academic Integrity

Students are expected to conduct themselves consistent with the University of Pennsylvania's Code of Academic Integrity, which presents standards regarding plagiarism, multiple submissions, and other actions. Students are expected to be familiar with the Code, which can be found at:

<https://catalog.upenn.edu/pennbook/code-of-academic-integrity/>

Where to go for help (as noted <https://www.sp2.upenn.edu/student-life/services-support/health/>)

Student Health Services

3535 Market Street, Suite 100

Phone: (215) 746-3535

When contacting Student Health Services please dial 215.746.3535 and choose one of the available options:

1. Urgent Medical Problem/Emergencies
2. Appointments
3. Insurance
4. Immunization Requirements
5. Medical Records
6. Contact Clinical Staff
7. Prescription Refill
8. Administration

www.vpul.upenn.edu/shs

Student Health offers a wide variety of health services, provided by a diverse staff. They understand the pressures of the University environment and of an academic schedule and can help you access other University or Hospital resources according to your need. The medical staff consists of general practitioners, adolescent medicine physicians, internists, and a gynecologist, each of whom has an appointment in the Department of Medicine, or Obstetrics and Gynecology, of the University of Pennsylvania Medical Center. The health care team also includes nurses, nurse practitioners, physician assistants, health educators, and trained peer health educators. We have staff consultants from the Departments of Dermatology, Orthopedics and the College of Podiatric Medicine on site in Student Health for several sessions each week. In addition to the day service, they provide a Night/Weekend Service staffed by senior medical residents and fellows and nurse practitioners. An attending physician is always on call for emergencies. In cases of emergency, a provider is always accessible.

Campus Health

3535 Market St. Suite 100

Philadelphia, PA 19104-3376

(215) 746-3535

<http://www.vpul.upenn.edu/shs/campushealth>

Campus Health Initiatives, the public health arm of Student Health Service, seeks to improve health and well-being across campus through policy, health promotion and epidemiology. Our department provides the entire Penn community with health education and promotion, disease surveillance, and advocacy for making the healthy choice the easy choice. We work collaboratively to produce evidence-based and data-driven outcomes for Penn's health. We even have a Student Health Advisory Board (SHAB) that acts as a liaison between the students at Penn and our office in order to better meet your needs. You can follow us on Twitter, Facebook and Instagram for all your health information!

Counseling and Psychological Service (CAPS)

113 S. 36th Street, 2nd floor

Phone: (215) 898-7021

www.vpul.upenn.edu/caps

The Counseling and Psychological Service offers a wide range of services including: individual and group counseling and therapy, crisis intervention, structured workshops, psychological testing, medication reviews, and consultation. The CAPS staff consists of psychologists, psychiatrists, and social workers, in addition, psychology doctoral interns, psychiatric residents, psychology practicum students, and social work field placement students supplement the professional staff. Services are confidential and without charge for Penn students. Appointments can be made between 9am and 5pm daily. An on-call counselor is available each day for consultation.

Penn Violence Prevention

3611 Locust Walk

Phone: 215 898-6081

www.vpul.upenn.edu/pvp

Penn Violence Prevention is a collaborative program that grew out of the Penn Women's Center. It is now managed by the Director of Sexual Violence Prevention and Education, housed in the Division of the Vice Provost of University Life. PVP aims to engage the Penn community in the prevention of sexual violence, relationship violence, and stalking on campus. The goal is to not only ensure students have access to safe and effective resources, but to provide preventative education focused on building healthy relationships, understanding consent, reaching out to friends in need, and being an active bystander. The director works closely with a team of colleagues across campus to provide education and outreach. The Director also serves as a confidential resource for students affected by sexual violence, relationship violence, and stalking.

Additional Supports

- Student Disabilities Services
- Weingarten Learning Center
- Marks Family Writing Center
- SP2 Writing Support
- Career Services
- Graduate Student Center
- Library – SP2's Librarian, Anne Larrivee

CLASS SCHEDULE

Week 1 - January 23, 2019

Overview of Course

The diagnosis of developmental disabilities and chronic illness, the relationship of the course to other courses, and the relevance of the course to the practice of Social Work will be provided. Review of text, assignments and instructor's teaching philosophy.

Week 2 - January 30, 2019

Spectrum of Developmental Disabilities

Readings:

- *Rethinking MCH: The Life Course Model as an Organizing Framework – Concept Paper, November, 2010.*
 - Batshaw, Ch. 15 Diagnosing Developmental Disabilities (pp. 243-266).
 - Batshaw, Ch. 17 Developmental Delay and Intellectual Disabilities (pp. 291-306).
 - Batshaw, Ch. 23 Specific Learning Disabilities (pp. 403-422).
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Week 3 – February 6, 2019

Social Work Roles and Developmental Disabilities

Readings:

- Taylor, A; Marx, A; Lizzi, M; Chilkatowsky, M; Trachtenberg, S; Ogle, S. Implementing a Care Coordination Program for Pediatric Patients with Special Healthcare Needs: Partnering with Families and Providers. *Journal for Healthcare Quality*, 2012.
- Malone, D. M., McKinsey, P. D., Thyer, B. A., & Straka, E. (2000). SOCIAL WORK EARLY INTERVENTION FOR YOUNG CHILDREN WITH DEVELOPMENTAL DISABILITIES. *Health and Social Work*, 25(3), 169.
- Batshaw, Ch. 41 Health Care Delivery Systems and Financing Issues (pp. 705-717).

Assignment due:

- Book choice and midterm research focus questions
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Week 4 - February 13, 2019

Understanding and Supporting Individuals with Autism Spectrum Disorder

Guest Speakers: Mi-Yeet Wong, MSW, Lindsay Bungert, MSW, and Kristy Anderson, MSW (AJ Drexel Autism Institute)

Readings:

- Batshaw, Ch. 21 Autism Spectrum Disorders (pp. 345-369)
- Stahmer, A., Brookman-Frazee, L. et al (2016) Parent perceptions of an adapted evidence-based practice for toddlers with autism in a community setting. *Autism*.

Additional Materials:

- Autism Speaks' 100 Day Kit:
http://www.autismspeaks.org/community/family_services/100_day_kit.php
- Center for Autism Research, The Childrens Hospital of Philadelphia -

<https://www.carautismroadmap.org/>

- ASERT - PAautism.org
 - National Autism Indicators Report - <http://drexel.edu/autisminstitute/research-projects/research/ResearchPrograminLifeCourseOutcomes/IndicatorsReport/>
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Week 5 - February 20, 2019

Impact on Siblings

Guest Speaker: Stephanie Harmelin, MSW

Readings:

- Batshaw, Ch. 37 Caring and Coping: Helping the Family of a Child with a Disability (pp.657-672).
- Tudor, M.E. & Lerner, M.D. Intervention and Support for Siblings of Youth with Developmental Disabilities: A Systematic Review, *Clin Child Fam Psychol Rev* (2015) 18: 1. <https://doi.org/10.1007/s10567-014-0175-1>
- Maureen E. Angell, Hedda Meadan, and Julia B. Stoner, "Experiences of Siblings of Individuals with Autism Spectrum Disorders," *Autism Research and Treatment*, vol. 2012, Article ID 949586, 11 pages, 2012. doi:10.1155/2012/949586

Assignment due:

Midterm paper

Week 6 - February 27, 2019

Parent and Self-Advocacy: Dual Roles

Readings:

- Batshaw, Ch. 31 Special Education Services (pp. 559-578).
- Connor & Cavendish (2017) Sharing Power With Parents: Improving Educational Decision Making for Students with Learning Disabilities. *Learning Disabilities Quarterly*, p 1-6.

Additional Materials:

- The Right to Special Education in Pennsylvania: A Guide for Parents. Education Law Center www.elc-pa.org
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SPRING BREAK – NO CLASS – MARCH 6, 2019

Week 7 – March 13, 2019

Transition to Adulthood: Healthcare, Self-Advocacy and Employment

Guest Speaker: Amy Edwards, EdD, (Drexel's Autism Support Program)

Readings:

- Batshaw, Ch. 40 Future Expectations: Transition from Adolescence to Adulthood (pp. 691-703).
- Poppen, M., Sinclair, J., Hirano, K., Lindstrom, L., & Unruh, D. (2016, May). Perceptions of mental health concerns for secondary students with disabilities during transition to adulthood. *Education & Treatment of Children*, 39(2), 221+. Retrieved from

http://proxy.library.upenn.edu:2084/apps/doc/A452881455/ITOF?u=upenn_main&sid=ITOF&xid=c24ea8fa

- Friedman, N. D., Warfield, M. E., & Parish, S. L. (2013). Transition to adulthood for individuals with autism spectrum disorder: current issues and future perspectives. *Neuropsychiatry*, 3(2), 181+. Retrieved from http://proxy.library.upenn.edu:2084/apps/doc/A325319024/AONE?u=upenn_main&sid=AONE&xid=b2eea597
- Nguyen T, Stewart D, Gorter JW (2018). Looking back to move forward: Reflections and lessons learned about transitions to adulthood for youth with disabilities. *Child Care Health Dev.* 2018;44:83–88. <https://doi.org/10.1111/cch.1253488> NGUYEN ET AL.

Additional Materials:

- Got Transition - <http://www.gottransition.org/>
- Transition to Adulthood Website: www.chop.edu/transition
- Health Care Checklist - www.health.state.pa.us/transitionchecklist
- Robert Schmus - Putting Out the 'Autistic Help Wanted' Sign - <https://themighty.com/2017/12/how-to-help-autistic-people-find-jobs-2/>
- Watch: http://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much
- Read: <http://www.bbc.co.uk/news/blags-ouch-30700874>
- Look at: <http://www.disabledlives.blogspot.co.uk>

Assignment due:

- Case Study paper

Week 8 - March 20, 2019

Communication, Hearing and Vision

Guest Speaker: Janean Wilson, MA, CCC-SLP, (Baltimore City Schools - via Skype)

Readings:

- Batshaw, Ch. 33 Occupational Therapy and Physical Therapy (pp. 599-612).
- Batshaw, Ch. 10 Hearing and Deafness (pp. 141-168).
- Batshaw, Ch. 20 Speech and Language Disorders (pp. 333-343).
- Batshaw, Ch. 11 Vision and Visual Impairment (pp.169-188).

Week 9 - March 27, 2019

Trauma

Guest Speaker: Matthew Purinton, MSW, LCSW (Council for Relationships)

Readings:

- Kerns, C. M., Newschaffer, C. J., & Berkowitz, S. J. (2015). Traumatic childhood events and autism spectrum disorder. *Journal of autism and developmental disorders*, 45(11), 3475-3486.
- Hoover, D. W., & Kaufman, J. (2018). Adverse childhood experiences in children with autism spectrum disorder. *Current opinion in psychiatry*, 31(2), 128-132.
- Kerns, C. M., Newschaffer, C. J., Berkowitz, S., & Lee, B. K. (2017). Brief Report: Examining the Association of Autism and Adverse Childhood Experiences in the National Survey of Children's Health: The Important Role of Income and Co-occurring Mental Health Conditions. *Journal of autism and developmental disorders*, 47(7), 2275- 2281.
- Hoover, D. W. (2015). The effects of psychological trauma on children with autism spectrum disorders: a

research review. *Review Journal of Autism and Developmental Disorders*, 2(3), 287-299.

Week 10 – April 3, 2019

Justice System

Readings:

- Turcotte, P., Shea, L.L. & Mandell, D. School Discipline, Hospitalization, and Police Contact Overlap Among Individuals with Autism Spectrum Disorder, *J Autism Dev Disord* (2018) 48: 883.
<https://doi.org/10.1007/s10803-017-3359-y>
 - Rava, J., Shattuck, P., Rast, J. et al. The Prevalence and Correlates of Involvement in the Criminal Justice System Among Youth on the Autism Spectrum, *J Autism Dev Disord* (2017) 47: 340.
<https://doi.org/10.1007/s10803-016-2958-3>
 - Clare S. Allely, Helen Minnis, Lucy Thompson, Philip Wilson, Christopher Gillberg, Neurodevelopmental and psychosocial risk factors in serial killers and mass murderers, *Aggression and Violent Behavior*, Volume 19, Issue 3, 2014, Pages 288-301, ISSN 1359-1789, <https://doi.org/10.1016/j.avb.2014.04.004>.
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Week 11 - April 10, 2019

Sexuality

Readings:

- Sharon J Bolin, Heidi Adams Rueda, Kristen F Linton; Grand Challenges in School Social Work: Collaboration and Constraint in School Social Workers' Sexuality Support for Children with Disabilities, *Children & Schools*, Volume 40, Issue 1, 1 January 2018, Pages 25–34, <https://proxy.library.upenn.edu:2101/10.1093/cs/cdx027>
- Tepper, M. S. (2000). Sexuality and disability: The missing discourse of pleasure. *Sexuality and Disability*, 18(4), 283-290. doi:<http://dx.doi.org/10.1023/A:1005698311392>
- Dewinter, J., Vermeiren, R., Vanwesenbeeck, I. and van Nieuwenhuizen, C. (2013), Autism and normative sexual development: a narrative review. *J Clin Nurs*, 22: 3467–3483. doi:10.1111/jocn.12397
- Shakespeare, T. (2000). Disabled sexuality: Toward rights and recognition. *Sexuality and Disability*, 18(3), 159-166. doi:<http://dx.doi.org/10.1023/A:1026409613684>

Additional Materials:

- <https://www.npr.org/2018/01/08/570224090/the-sexual-assault-epidemic-no-one-talks-about>
 - <https://www.npr.org/2018/01/09/572929725/for-some-with-intellectual-disabilities-ending-abuse-starts-with-sex-ed>
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Week 12 - April 17, 2019

- Final Presentations
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Week 13 - April 24, 2019

- Final Presentations and Final Papers due
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Week 14 – May 1, 2019

- Wrap Up and Celebration