University Mission Statement
Lubbock Christian University is a Christ-centered, academic community of learners, transforming the hearts, minds, and hands of students for lives of purpose and service.

Course Syllabus

COU 5301 Introduction to Mental Health Counseling
Spring 2018
Tuesdays 6:00pm – 9:00pm

Instructor Information
Chris Hennington, Ph.D., LPC-S, NCC
Office Location: Behavioral Sciences Building, Room 111-D
Office Hours: Mondays, 8:00am – 1:00pm; Thursdays, 4:00pm – 6:00pm; Fridays, 12:00pm – 3:00pm
Phone: 806-720-7847
Email: Chris.Hennington@lcu.edu

Course Description
Introduction to Clinical Mental Health Counseling: This course provides a base of knowledge about the counseling profession, its history, philosophy, and identity. Also covered are the roles & responsibilities of the professional counselor in working competently with diverse populations through personal challenges and crises and toward wellness and prevention.

Learning Outcomes

Upon completion of this course, students will demonstrate appropriate competency related to the following areas of the counseling profession based on an understanding of the following 2016 CACREP standards:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Core Category</th>
<th>Standard</th>
<th>Methods of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.F.1.a.</td>
<td>PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</td>
<td>History and philosophy of the counseling profession and its specialty areas</td>
<td>Readings Class Discussion Quizzes Counseling Paper Final Exam</td>
</tr>
<tr>
<td>2.F.1.b.</td>
<td>PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</td>
<td>The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation</td>
<td>Readings Class Discussion Quizzes Counseling Paper Final Exam</td>
</tr>
<tr>
<td>2.F.1.c.</td>
<td>PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</td>
<td>Counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</td>
<td>Readings Class Discussion Quizzes Counseling Paper Final Exam</td>
</tr>
<tr>
<td>2.F.1.d.</td>
<td>PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</td>
<td>The role and process of the professional counselor advocating on behalf of the profession</td>
<td>Readings Class Discussion Quizzes Counseling Paper Final Exam</td>
</tr>
</tbody>
</table>

COU 5301 Syllabus(Spring 2018, revised 7-30-2012, BRB)
| 2.F.1.e. | PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE | Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients | Readings  
Class Discussion  
Quizzes  
Counseling Paper  
Final Exam |
|---|---|---|---|
| 2.F.1.f. | PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE | Professional counseling organizations, including membership benefits, activities, services to members, and current issues | Readings  
Class Discussion  
Quizzes  
Counseling Paper  
Final Exam |
| 2.F.1.g. | PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE | Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues | Readings  
Class Discussion  
Quizzes  
Counseling Paper  
Final Exam |
| 2.F.1.h. | PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE | Current labor market information relevant to opportunities for practice within the counseling profession | Readings  
Class Discussion  
Quizzes  
Counseling Paper  
Final Exam |
| 2.F.1.i. | PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE | Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling | Readings  
Class Discussion  
Quizzes  
Counseling Paper  
Final Exam |
| 2.F.1.j. | PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE | Technology’s impact on the counseling profession | Readings  
Class Discussion  
Quizzes  
Counseling Paper  
Final Exam |
| 2.F.1.k. | PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE | Strategies for personal and professional self-evaluation and implications for practice | Readings  
Class Discussion  
Quizzes  
Counseling Paper  
Final Exam |
| 2.F.1.l. | PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE | Self-care strategies appropriate to the counselor role | Readings  
Class Discussion  
Quizzes  
Counseling Paper  
Final Exam |
| 2.F.1.m. | PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE | The role of counseling supervision in the profession. | Readings  
Class Discussion |
| 5.C.1.a. | FOUNDATIONS | History and development of clinical mental health counseling | Readings  
Class Discussion  
Quizzes  
Final Exam |
| 5.C.1.b. | FOUNDATIONS | Theories and models related to clinical mental health counseling | Counseling Paper  
Readings  
Class Discussion  
Quizzes  
Final Exam |
| 5.C.2.a. | CONTEXTUAL DIMENSIONS | Roles and settings of clinical mental health counselors | Counseling Paper  
Readings  
Class Discussion  
Quizzes |
| 5.C.2.c. | CONTEXTUAL DIMENSIONS | Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks | Counseling Paper Readings Class Discussion Quizzes Final Exam |
| 5.C.2.i. | CONTEXTUAL DIMENSIONS | Legislation and government policy relevant to clinical mental health counseling | Readings Class Discussion Quizzes Final Exam |
| 5.C.2.j. | CONTEXTUAL DIMENSIONS | Cultural factors relevant to clinical mental health counseling | Readings Class Discussion Quizzes Final Exam |
| 5.C.2.k. | CONTEXTUAL DIMENSIONS | Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling | Readings Class Discussion Quizzes Final Exam |
| 5.C.2.m. | CONTEXTUAL DIMENSIONS | Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling | Readings Class Discussion Quizzes Final Exam |
| 5.C.3.a. | PRACTICE | Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management | Readings Class Discussion Quizzes Final Exam |
| 5.C.3.e. | PRACTICE | Strategies to advocate for persons with mental health issues | Readings Class Discussion Quizzes Final Exam |

**Teaching Methodology**
This course utilizes, but is not limited to, the following instructional methods: Lecture, online readings, exams, media, case conceptualizations, discussion, research related to evidence-based treatment, interviews and formal papers.

**Required Text and/or Materials**

*All course textbooks can be purchased online through our Virtual Bookstore located at http://chaplink.LCU.edu. Book buy back will occur for two days on campus at the end of each semester. An extended buy back time is available online also. For further questions, please call the LCU Chap Store at 720-7526.*

**Other Resources and/or Suggested Readings**


**Course Policies**

**Class Attendance and Participation**

Regular class attendance/online engagement is expected of each graduate student and is a professional responsibility. The classroom experience is considered an integral part of the institution's educational program and experience. You are encouraged to access online courses 3 to 5 times per week. By doing so you will be able to actively participate in the Discussion Forums, complete your assignments and access announcements in a timely manner. On-campus students may be dropped from classes, at the discretion of the professor, due to excessive absences (i.e., three absences in courses meeting once per week and absences for athletic or school-related participation exceeding 25% of the class meetings and/or laboratory sessions). All absences are included. For elaboration of the absence policy, see the current catalog.

**Class Materials**

All materials provided in class or recordings of lectures are copyright protected by Lubbock Christian University and the professor. Your use of these materials beyond preparation for this course (i.e. publishing to a website, distribution to others, etc.) may constitute copyright infringement.

**Late Assignments**

All assignments are due on the dates indicated online within the course, except in the case of significant illness (doctor's note required) or major family emergency. For late assignments, 5 points each day will be deducted with a limit of 3 days allowed. You need to notify the instructor as soon as possible about the emergency, so that I can arrange a mutually agreed upon time for completion of the assignment.

**Incompletes**

PR—In Progress, is given at the discretion of the instructor, if requested by the student. It is the responsibility of the student to see that a PR is removed. A PR cannot be permanently left on the transcript. Students have one semester to remove the PR grade, but with instructor and academic dean permission, the period may extend one additional semester. When a PR is not removed, or extended at the end of one semester, the registrar must change the grade to F.

**Tracking Grades**

Students are responsible for tracking their academic progress in this class throughout the semester. Therefore, students with questions about grades are encouraged to contact the instructor. Final grades will be posted on LCU Self-Serve at the conclusion of the semester.

**Department of Psychology and Counseling Writing Expectations**

Student in graduate courses should demonstrate graduate-level writing skills. Students are expected to write complete sentences, use appropriate grammar, and spell words correctly. If you have difficulty in this area the Lubbock Christian University Writing Center is available to you at http://lib.lcu.edu/UWC. The department also has an online writing coach. Graduate students in the Department of Psychology and Counseling may access the Online Writing Center (OWC) via their Moodle home page (http://moodle.lcu.edu). These are great resources for you to use as needed.

Students who do not demonstrate graduate level writing skills may:

1. Have their ungraded paper returned to rewrite and/or
2. Receive feedback which must be followed for improvement or
3. Receive an inadequate grade which may result in failure of the course.

Plagiarism is unacceptable and will result in failure in the course and possible dismissal from the program.

**Academic Integrity**

LCU Department of Psychology and Counseling follows the University policy for academic integrity including plagiarism. The Code of Academic Integrity can be found here at [https://lcu.edu/resources/student-handbook/code-of-academic-integrity/](https://lcu.edu/resources/student-handbook/code-of-academic-integrity/).

**Standards of Student Conduct**

With the goal to create a community that is Christ-centered, the university has established expectations for student behavior. As a member of the LCU community, each student has the responsibility to become familiar with the expectations that reflect the high standards of the university’s mission. These values include, but are not limited to:

1. Respect for one’s self and others within the campus and in the community.
2. Respect for the legacy, mission, and community Lubbock Christian University strives to maintain.
3. Respect for all the laws set forth by the government at local, state, and federal levels.
4. Respect of policy, procedure, discipline, and authority implemented by the institution to effectively manage all university activity.
5. Respect for the diversity (personality, race, religion, etc.) of students, faculty and staff who inhabit the LCU community.
6. Willingness to embrace the need to hold others in the LCU community accountable to the Christian standards that reflect the university’s mission.
7. Ability to communicate effectively and appropriately with instructors, staff, clients, supervisors, and fellow classmates—both in person and by email. We believe it is imperative that a student graduating into the mental health profession know to communicate thoughtfully, appropriately, and with care.

All policies regarding student conduct are available in the University Student Handbook (https://lcu.edu/resources/student-handbook). These policies apply to all graduate students on or off campus, regardless of whether school is in session.

**Library Resources**

Library services for distance students are borrowing privileges, research and reference assistance, library instruction and interlibrary loan mediation.

Information about services for distance students, access into academic databases and other library resources is available through the Lubbock Christian Library Website at [http://lib.lcu.edu/home](http://lib.lcu.edu/home)

You can access research how to’s and support at the LCU library at [http://lib.lcu.edu/c.php?g=659240&p=4628344](http://lib.lcu.edu/c.php?g=659240&p=4628344)

For further information on any aspect of library resources and access please call or write the Lubbock Christian Library at 806.720.7326 or library@lcu.edu.

**Services for Students with Disabilities**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Also, please contact the Disabilities Coordinator in the Office for Disability Services at 806.720.7156 in room 117 CAA to coordinate reasonable accommodations. Be advised accommodations will not be made prior to documentation with the Office of Disability Services.

All students are expected to fulfill essential course requirements. The University will not waive any essential skill or requirement of a course or degree program. You may find more information on Disability Services here at [https://lcu.edu/resources/disability-services/](https://lcu.edu/resources/disability-services/).
Concerning Violence, Harassment or Stalking

Unlawful discrimination and harassment (and any related retaliation) is prohibited and will result in disciplinary action, up to and including dismissal or separation from the University. LCU affirms its commitment to protecting the right of each person to raise concerns about alleged discrimination free of fear of retaliation. The university will take prompt, decisive action to: investigate allegations of violence, harassment, and stalking; initiate the disciplinary process if appropriate; issue appropriate sanctions against any student found responsible for acts of violence whether the behavior occurred on campus or off campus; take steps designed to prevent recurrence; and protect against retaliation.

Students are encouraged to report any incidents related to this policy and pursue the matter through the state’s civil and/or criminal systems as well as through the university. A student who in good faith reports being the victim of, or a witness to an incident of sexual harassment, sexual assault, dating violence, or stalking may not be subject to disciplinary action for violation(s) of the Code of Community Standards occurring at or near the time of the incident.

Pursuant to Title IX

Reports of sexual misconduct may be made to the Title IX Coordinator, Yvonne Harwood at 806.720.7497, yvonne.harwood@lcu.edu. For more information on what and who to report this information to see our webpage at https://lcu.edu/resources/title-ix/.

To schedule an appointment with the LCU Counseling Center, call 806.720.7158. If you prefer, you may also request an appointment via e-mail, sent directly to counseling@lcu.edu. The Center is located on the 2nd floor of the SUB, Room 202.

Assessment and Grading

The online course is divided into 8 weeks. For the online course, please follow the schedule as demonstrated on your current Moodle course schedule. The on-campus course is divided into 16 weeks.

I. **Quizzes (30% of grade)**. There will be weekly quizzes. These quizzes will be completed in the first 30 minutes of class for the on-campus course. Quiz material is taken from the Gladding (2018) text readings based on assigned chapters for that week.

II. **Final Exam (10% of grade)**. The final exam will be the last day of class and will be comprehensive.

III. **Critical Review of the Profession (20% of grade)**. Counseling examples: Students will select 8 examples related to their specific counseling field (mental health, school, or rehabilitation). Examples may be taken from the newspaper, professional/lay magazines/books, TV reports/show, case conferences, personal contacts, etc… Non-pictorial examples are to be summarized in one paragraph.

For each example:
1. Describe the example
2. State your positive/negative reactions to each example
3. Share constructive improvements of the example (use headings for each of the above areas). Outside references are not required, but may be used. Text concepts need to be integrated throughout.
4. Self-reflection: At the end of the review, please in 1-2 pages:
   a. Summarize what you have learned
   b. Describe how you might advocate for changes in the perception of counseling

Reviews are graded on:
1. The diversity of examples (topics)
2. The diversity of sources from which they are obtained
3. Level of analyses
4. Organization (headings, table of contents, example numbering)
5. Inclusion of text concepts
6. Creativity
7. Thoroughness
8. Overall presentation: Presentations will occur the two meetings before the final exam.

IV. Counseling Paper (30% of grade). Paper Content: Students will complete a typed, APA-formatted paper based on:

Option A: Interviews with practicing counselors, at least 3, regarding their counseling philosophy, preferred theory/ies, use of interviewing and assessment. Write a 3-5 page narrative on your findings.

Option B: Conduct a literature review on common factors in counseling. Provide a definition of common factors and provide literature that discusses the impact of common factors in counseling.

V. Attendance & Participation (10% of grade).

Grading Criteria

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Counseling Paper</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td>Presentation</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

A  900-1000
B  800-899
C  700-799
F  699 and lower

Counseling Paper Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>The introduction <em>is engaging</em> and clearly establishes the problem significant and flows logically into body of the paper. The introduction sets the tone of the paper.</td>
<td>The introduction <em>identifies</em> a relevant research issue and establishes the tone of the paper.</td>
<td>Although a research issue is identified, the statement is too general or the description fails to establish the importance of the problem area. Connections to the literature are unclear, debatable, or insignificant.</td>
<td>There is no clear introduction to the topic or no submission.</td>
</tr>
<tr>
<td>Body</td>
<td>The body is clearly broken down into themes.</td>
<td>The body is broken down into themes that develop the</td>
<td>Few areas are broken down into clear themes. Paragraphs of</td>
<td>Very unclear or choppy attempt at developing the counseling topic.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflicting views</td>
<td>Conflicting views are addressed and the literature is quite exhaustive. The literature develops the significance of the counseling issue and gives a clear picture of research done.</td>
<td>Research exist but do not give a clear picture of the counseling issue or research done. Poor transitions.</td>
</tr>
<tr>
<td>Details</td>
<td>Clear descriptions of the research reviewed is evident including sample description, instruments used and results from the data analysis.</td>
<td>Most descriptions are clearly identified including sample description, instruments used and results from the data analysis. Some descriptions are confusing to the reader.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>The conclusion clearly summarized the significance of the problem and connects it to the profession. The conclusion flows logically from the body.</td>
<td>The conclusion summaries the relevant research issue and establishes the connection to the counseling profession. It is tied to the body of the literature review. Although the research issue is summarized, the statement is too general or the description fails to reiterate the importance of the problem area and or/connect it to the counseling profession.</td>
</tr>
<tr>
<td>Manuscript: APA and English Composition (Grammar/Spelling)</td>
<td>Well-written with no errors in APA, mechanics or grammar.</td>
<td>Few errors (1-2) in APA style and few errors in grammar or mechanics (1-2). Delivery was acceptable. Weak, incomplete applications of APA. Writing was delinquent due to errors in grammar or mechanics.</td>
</tr>
<tr>
<td>Sources</td>
<td>Narrative integrates critical and logical details from the peer-reviewed research literature. Attention is given to different perspectives. The key constructs and variables were connected to relevant, reliable theoretical and research literature. A minimum of 15-key variables are not connected to the research literature. Some literature may be from unreliable sources or from non-research based articles.</td>
<td>Key variables are not connected to the research literature. Some literature may be from unreliable sources or from non-research based articles. No submission or literature is missing from proposal.</td>
</tr>
<tr>
<td>Activity</td>
<td>Estimated time spent</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>Reviewing media for Counseling in Society Paper</td>
<td>10 hrs.</td>
<td></td>
</tr>
<tr>
<td>Writing Counseling in Society Paper</td>
<td>2 hrs.</td>
<td></td>
</tr>
<tr>
<td>Presentation Development</td>
<td>3 hrs.</td>
<td></td>
</tr>
<tr>
<td>Counselor Interviews or Research Paper</td>
<td>15 hrs.</td>
<td></td>
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<tr>
<td>Reading</td>
<td>40 hrs.</td>
<td></td>
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<tr>
<td>Exam Preparation</td>
<td>25 hrs.</td>
<td></td>
</tr>
<tr>
<td>Class Contact</td>
<td>45 hrs.</td>
<td></td>
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<tr>
<td><strong>Total time spent</strong></td>
<td><strong>140 hrs.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Tentative Schedule and/or Due Dates**

**On-campus schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Topics</th>
<th>CACREP Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/9</td>
<td>N/A</td>
<td>Class Introduction</td>
<td>N/A</td>
</tr>
<tr>
<td>1/16</td>
<td>Chapters 1,2</td>
<td>Historical &amp; Professional Foundations of Counseling: History &amp; Trends in Counseling Personal &amp; Professional Aspects of Counseling</td>
<td>2.F.1.a. 2.F.1.f. 2.F.1.g. 2.F.1.j. 2.F.1.k. 2.F.1.l. 2.F.1.m. 1.a. 5.C.2.a. 5.C.2.c. 5.C.2.k. 5.C.2.m.</td>
</tr>
<tr>
<td>1/23</td>
<td>Chapters 3,4</td>
<td>Assessment: Quiz 1 Ethic &amp; Legal Aspects of Counseling Counseling in a Multicultural Society</td>
<td>2.F.1.d. 2.F.1.e. 2.F.1.i. 5.C.2.a. 5.C.2.i. 5.C.2.j. 5.C.3.e.</td>
</tr>
<tr>
<td>1/30</td>
<td>Chapters 5,6</td>
<td>Assessment: Quiz 2 Counseling with Diverse Populations Counseling Process &amp; Theories: Building a Counseling Relationship</td>
<td>2.F.1.a. 2.F.1.d. 2.F.1.e. 2.F.1.i. 2.F.1.k. 5.C.1.b. 5.C.2.a. 5.C.2.j. 5.C.3.a.</td>
</tr>
<tr>
<td>Date</td>
<td>Chapters</td>
<td>Assessment:</td>
<td>Topics</td>
</tr>
<tr>
<td>--------</td>
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<td>-------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2/6</td>
<td>Chapters 7,8</td>
<td>Quiz 3</td>
<td>Working in a Counseling Relationship, Closing Counseling Relationships</td>
</tr>
<tr>
<td>2/13</td>
<td>Chapter 9</td>
<td>Quiz 4</td>
<td>Psychoanalytical, Adlerian, &amp; Humanistic Theories of Counseling</td>
</tr>
<tr>
<td>2/20</td>
<td>Chapter 10</td>
<td>Quiz 5</td>
<td>Behavioral, Cognitive, Systemic, Brief and Crisis Theories of Counseling</td>
</tr>
<tr>
<td>2/27</td>
<td>Chapters 11, 12</td>
<td>Quiz 6</td>
<td>Counseling Activities: Groups in Counseling Consultation</td>
</tr>
<tr>
<td>3/6</td>
<td>Chapters 13, 14</td>
<td>Quiz 7</td>
<td>Evaluation &amp; Research Testing, Assessment &amp; Diagnosis in Counseling</td>
</tr>
<tr>
<td>3/13</td>
<td></td>
<td></td>
<td>NO CLASS – SPRING BREAK</td>
</tr>
<tr>
<td>3/20</td>
<td>Chapters 15, 16</td>
<td>Quiz 8</td>
<td>Counseling Specialties: Career Counseling Marriage, Couple &amp; Family Counseling</td>
</tr>
<tr>
<td>3/27</td>
<td>Chapter 17</td>
<td>Quiz 9</td>
<td>College Counseling &amp; Student-Life Services</td>
</tr>
<tr>
<td>4/3</td>
<td>Chapters 19, 20</td>
<td>Quiz 10</td>
<td>Abuse, Addiction, Disability; Rehabilitation Counseling Clinical Mental Health, Trauma &amp; Private Practice Counseling</td>
</tr>
<tr>
<td>4/10</td>
<td></td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td>4/17</td>
<td></td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td>4/24</td>
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<td></td>
<td>Final Exam</td>
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