THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK

SW 547 – Advanced Organizational Theory & Practice
Section 001
(3 credit hours)
Fall, 2019

Instructor: Lisa Higginbotham, MSSW
Class Times: R 9:05 – 12:05
Class Room: Henson Hall, Room 418

Phone: (865) 974-9142
Email: lhigginb@utk.edu
Office Hours: Appointment

Prerequisite(s): 510, 512, 513, 519, 522, 537, 538 and 539

Code of Conduct
It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (http://www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The Honor Statement
An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. “As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity (Hilltopics).”

University Civility Statement
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/

Disability Services
If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Student Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and
the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

**Course Rationale**
This course is a part of the required classes for the Organizational Leadership Concentration and serves a significant role in educating the student on how organizational theories can be applied to actual situations. This course is designed to examine leadership as it relates to organizations and provide a knowledge base of theories, research and practices necessary for effective organization grounded in the concepts of human rights and social justice. Topics will focus on: organizational leadership, culture, structure, relationships, change, and conflict. This course is designed for graduate students who are interested in positions of leadership within organizations and who want to learn more about making the organizations they lead more effective.

**Course Description**
This course will serve as an introduction to social service/nonprofit organizations through the lens of social, economic and environmental justice. The content provided will afford the student the knowledge/skill needed for entrance into management positions in human service/nonprofit/governmental/quasi-governmental organizations. Topics addressed will include multi-organization initiatives such as partnerships, community coalitions and alliances, theories in economic development such as how economic factors affect the social sector with particular attention to entrepreneurship/venture philanthropy, and collective impact. The course will consider aspects of governmental relations, operational best practices including practical skills such as running meetings, employee development, advanced strategic planning and futuring, understanding and incorporating accreditation standards, organizational culture and ethical practice in organizations. Topics such as nonprofit governance and accountability, human resource development, supervision, compensation strategies, management theories and employment law will also be addressed.

**Course Competencies**
By the completion of this course, the students are expected to be able to demonstrate:

1. Knowledge and awareness of multi-organization initiatives- partnerships, community coalitions and alliances. OL 2.1, 8.1 (Content: Participation in coalitions, how to ally with other organizations on projects and advocacy efforts, partnerships)

2. An awareness of theories in economic development such as how economic factors affect the social sector, with particular attention given to entrepreneurship/venture philanthropy and collective impact. OL 3.1, 3.2, 3.3 (Content: Social enterprise, on the job training, market factors affecting NPO, re-investment strategies, development of innovative marketing concepts, Environmental factors as they relate to vulnerable populations, considerations of economic justice, how economic and environmental factors impact human rights protection)
3. Enumerate methods of working through and in bureaucratic systems including but not limited to governmental relations at the local, state and federal levels. OL 6.1, 6.2, 6.3, 8.1, 8.2 (Content: Define, analyze bureaucracy, distinguish between characteristics of governmental and private bureaucracy, intra-agency advocacy efforts, engagement and intervention strategies to strengthen policies impacting individuals, families, and groups in an organizational context, theories of bureaucracy)

4. The ability to utilize practical skills of operational best practices such as running meetings, employee development, understanding and incorporating external accreditation standards and other regulatory standards. OL 4.2, 7.1, 8.1 (Content: Examine various accrediting bodies, assessment of an organization's ability to comply to external standards, staff assessment methods, define and give examples of regulatory bodies, effective use of meetings for effective interventions with individuals, families, groups, organizations and communities)

5. An understanding of nonprofit governance and accountability and principle of subsidiarity, grounded in the concept of servant leadership. OL 6.1, 7.1, 7.2, 8.2, 8.3 (Content: Board structure best practice, development of boards of directors/advisory boards, committee structures and support, legal requirements)

6. A working knowledge of human resource development and employee/staff supervision, which includes an understanding of selected management theories, employment law. OL 7.1, 7.2, 8.1, 8.2, 8.3 (Content: Basics of FMLA, and how this impacts various forms of family, FLSA methods of staff training, organizational lines of communication, job design to maximize employee performance, staff motivation and reward strategies based on motivation theories, compensation and financial incentives, employee selection and retention practices, job analysis, descriptions, and specifications, performance appraisal, corrective action strategies, job appraisal, and employee termination)

7. The understanding and skills related to conflict resolution within organizations, work groups and other groups such as cross-functional teams. OL 2.1, 2.2, 8.1, 8.2, 8.3 (Content: Mediation, conflict management, power and the informal organization)

8. Demonstrate an understanding of advanced strategic planning and futuring involving organizational sustainability and succession planning. OL 6.1, 7.1, 7.2 (Content: Mission, vision, goals, strategies, objectives, contingency planning)

9. Knowledge of the ability to practice ethically and to implement the NASW Code of Ethics into an organizational culture. OL 1.1, 1.3 (Content: Distinguish between legality and ethical concepts, ethical decision making within organizations, ethical leadership)

10. Identify organizational issues related to fostering and managing organizational diversity. OL 2.1, 2.2 (Content: Working against racism, sex discrimination, sexual harassment, homophobia, ageism, and ableism and ways to counteract them as well as be able to describe elements of a culturally competent organization, which includes valuing a diverse workforce, types of diversity, recruitment)
Course Dimensions:

**Cognitive and affective processes** (includes critical thinking, affective reactions, and exercise of judgment)--Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning. Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.

**Knowledge** is based on scientific inquiry, awareness of facts, history, concepts, theories etc and information derived from lecture or reading content.

**Values** pertains to the code of ethics and the personal and professional values and any conflict resolution methods around these concepts.

**Skill--** demonstration of the ability to apply theory into practice. (consistently measured in field practice

**Required Texts**

**Additional readings will be assigned and available for you to download/access via Canvas.**

**Other Helpful Resources**


UTK Canvas website: [https://oit.utk.edu/teachingtools/online/](https://oit.utk.edu/teachingtools/online/) (This is where all course materials are located.)

### Grading Scale
The final course grade will be based on the following:
- **A** = 95-100 (Superior performance, exceeds expectations)
- **B+** = 90-94 (Better than satisfactory performance)
- **B** = 85-89 (Satisfactory performance, meets expectations)
- **C+** = 80-84 (Less than satisfactory performance, inconsistence in discussing course content)
- **C** = 73-79 (Performance below standard of graduate level, lack of understanding course content)
- **D** = 66-72 (Performance is poorly presented, lacks critical thinking)
- **F** = <66 (Lack of attendance, incomplete or unacceptable assignments)

### Required Technology
Students will need a computer and access to the Internet while taking this course. Students will need access to the Mozilla Firefox or Google Chrome Internet browser, and Adobe Flash Player to be able to access the videos and web pages that are required viewing for this course. If you do not have a personal computer that will support this technology, such computers are accessible through the UTK campus computer labs on your campus. Also local libraries have public computers that should allow you to meet the course requirements.
Canvas
Canvas is the learning management system we will be using for this class. When you enrolled in SW 547 your name was automatically registered in the Canvas course shell. You may use your username and password to log onto the site. You can access Canvas at https://oit.utk.edu/teachingtools/online/. In general, all assignments are to be submitted through Canvas unless otherwise requested by the instructor. Please do make sure that your assignment has loaded properly before you shut down Canvas.

General Expectations
Assignments are designed to help you gain experience and knowledge that will increase your competence as a professional social worker. As such, students are expected to complete all assignments for class; participate in class discussions; and demonstrate respect for the beliefs and experiences of others throughout the course.

The writing of papers is expected to be organized, fully conceptualized, succinct in explanation, and grammatically correct. Students who have difficulty with writing skills should consult the Writing Center. For Writing Center assistance, go to https://writingcenter.utk.edu/for-students/

The formatting of papers is to be based on the American Psychological Association (APA) Publication Manual. All written work is expected to be typed using 12-point font, double spaced, and printed on white paper with 1” margins on all sides. You are expected to submit papers free of grammatical and spelling errors, and to use citations when appropriate. You should strive to write with clarity, and support your ideas and assertions with sound, informed reasoning. The ability to explain your ideas is absolutely essential for sound social work practice. Please use spell check, grammar check and proof-reading work is expected prior to the submission of any assignments.

Attendance:
Be present and be prepared to participate in class, which includes reading assignments. Case study exams will incorporate in-class discussion, so it is beneficial for you to attend regularly.

All assignments are due on the stated due date. Each assignment will specify the submission format in which the assignment is expected (electronic or hard copy). There is a 5-point reduction in assignment grade per day for late assignments, up to three days, then a 0 will be given.

You must be present to take all quizzes and exams. A make-up exam will be considered in the event of extreme, documented emergencies and only if the student informs the instructor before the exam or no later than 24 hours after the exam is administered. Failure to follow this policy will result in a zero for that exam. A make-up exam covering all materials from the semester may be given during final exam week to replace one missed exam for an excused absence. All electronic devices must be turned off during exams unless otherwise state.

The instructor will strive to be responsive to student needs, clear in expectations, and fair in grading. As such, the syllabus may be adapted by the instructor to better support student learning. Students will be notified verbally and/or in writing of any changes. Student feedback is always welcomed!
Instructor Contact
Please contact me at lhigginb@utk.edu with questions or concerns rather than sending me an email via Canvas. I will respond to emails within 24 hours, and usually in less than 24 hours. In instances where a call or meeting may be required, we can set this up via email. You can also call me between the hours of 8AM—4PM, Monday through Friday at 865-974-9142. (NOTE: This phone number is an office phone and does not accept texts). If you call and get voicemail, leave a message with your name, phone number, and specific reason for calling.

If your questions are about general course information, please post your questions on Canvas. This might include questions about assignments, examinations, due dates, class meeting dates/times, etc. Sharing your questions in the online environment will allow other students to gain the benefit of your inquiry. You will need to subscribe to this discussion board to get notices when there is a posting. For information about your personal academic performance, please contact Ms. Higginbotham via email (lhigginb@utk.edu) to further discuss.

Assessments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Weight</th>
<th>Competencies</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In-Class/Group Participation</td>
<td>200 pts.</td>
<td>20%</td>
<td>1, 4, 5-10</td>
<td>Cognitive &amp; Affective Process, Values</td>
</tr>
<tr>
<td>2. Individual Practice Application Reports</td>
<td>100 pts.</td>
<td>10%</td>
<td>1-10</td>
<td>Cognitive &amp; Affective Process, Skill</td>
</tr>
<tr>
<td>3. Macro Practice Group Progress Reports</td>
<td>100 pts.</td>
<td>10%</td>
<td>3-8</td>
<td>Cognitive &amp; Affective Process, Values, Skill</td>
</tr>
<tr>
<td>4. Macro Practice Group Paper</td>
<td>100 pts.</td>
<td>10%</td>
<td>1-10</td>
<td>Cognitive &amp; Affective Process, Values</td>
</tr>
<tr>
<td>5. Macro Practice Group Presentation</td>
<td>100 pts.</td>
<td>10%</td>
<td>1-10</td>
<td>Skill</td>
</tr>
<tr>
<td>6. Case Study Essay Exams</td>
<td>400 pts.</td>
<td>40%</td>
<td>2, 3, 5, 6, 9</td>
<td>Knowledge, Values</td>
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<tr>
<td>Total Possible</td>
<td>1000 pts.</td>
<td>100%</td>
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Assignment Descriptions

1) In-Class/Group Participation – 200 pts. *(20% of final grade)*
This requires students to *be present and actively participate* during class and macro group meetings to complete a series of exercises. Note: Success in these activities requires that you complete your assigned readings and attend class.

2) Individual Practice Application & Report – 100 pts. *(EO 1-5, 6) (10% of final grade)*
You will be assigned four exercises worth up to 25 points each that you will complete *individually*. Each exercise will require that you utilize a new form of technology for the purpose of practical application in organizational leadership. You will be required to utilize the technology, write about the experience as a progress report, and as appropriate attach a product example from the tech application. Applications will be assigned during weekly sessions and will include using: project management
software (Microsoft Office 365 Planner, Google Groups, private Facebook groups, Trello, etc.), infographic software (Canva, Biteable, DesignBold, Snappa, Venngage, PicMonkey, Animaker, Google Charts, etc.), Zoom or other video conferencing, and LinkedIn. (BTW: You could use some of the products you learn about in your macro paper/presentation).

3) Macro Group Progress Reports – 100 pts. (EO 1-5, 6) (10% of final grade)
You will be assigned five exercises worth up to 20 points. You will meet 5 times as a group and each meeting you will turn in an individual write-up when due.

There will be limited class time afforded for group work, each team will need to coordinate their schedules outside of class time to meet no less than three times over the course of the semester to complete group work. Depending on the group and progress, you may need to meet more than five times in order to complete the group paper and presentation. Out of class meeting dates are to be established ahead of time with who is running the meeting and who is taking minutes.

For each meeting a person on the team will be designated a role: group facilitator, record keeper, or team member (everyone should have a turn at each at group facilitator and record keeper; you will have multiple turns as a team member).

- On the week you are a group facilitator, you have two responsibilities: (1) submit an agenda for the meeting and (2) write up a description of the overall progress of the group and personal reflection.
- When you are the record keeper, you have two responsibilities: (1) take notes of the group meeting and (2) write up a description of the overall progress of the group and personal reflection.
- When you are the team member, turn in with your write up detailing overall progress of the group and your personal reflection.

Personal reflections must include the following elements: (a) describe your experience as a group member, (b) personal reflections (i.e. self-awareness, assumptions, challenges, and opportunities for growth), and (c) give examples of how you supported the group process.

4) Macro Practice Paper – 100 pts. (EO 1-7) (10% of final grade)
Groups of five people will be formed to prepare and present a paper based on the application of theories to explain how organizational practice and/or policies impact the delivery of social services. Groups will first identify a social issue (e.g., violence and exploitation, poverty and homelessness, employment and education, substance use addiction, etc. See: http://aaswsw.org/grand-challenges-initiative/12-challenges/ for ideas) and then engage in activities throughout the semester to create a new mock program to address this social issue. The mock program is to be delivered under the auspices of an existing social service organization, here called a "host organization". The paper must be in APA format, 12-15 pages long (not including cover sheet and reference page), and you will have a minimum of 5 products in the Appendix of the paper, and have at least 5 professional reference citations (not including your class materials).

The paper should be framed in relation to the following:
1. Host Agency Profile that reviews the host organization’s mission, goals and objectives; employees; delivery of services; and clients by describing the following:
   a. Discuss the relevant theoretical perspective(s) based on completing the Organizational Assessment using the framework provided by O’Connor and Netting (2009) of your host organization [see Appendix A in the
b. Organizational structure and culture (e.g. open/closed, formal/informal, top down or bottom up, boards, positions held by minorities)

c. Policies and the implementation of those polices (e.g. cultural compliance)

d. Leadership and management philosophy (e.g. distribution of power, lines of authority, ethics, accountability, transparency)

e. Internal and external communications (i.e. technology, advertising, social media)

f. Evaluation and performance management (e.g. environment, employee to client ratio and representation, human resource management, achievement of desired outcomes)

g. Financial management (e.g. internal/external controls)

h. Program efficacy and cost effectiveness

2. Describe an issue or problem that your host organization is facing, has faced, or may face in the future that considers (You will need to include 5 whys, SWOT or forcefield analysis examples in the appendix of your paper)

a. what is known about the significance of the social problem from research and relevance to the social work profession

b. what ethical dilemmas, professionalism, management styles, etc. that may impact how your organization addresses the social problem

c. Explain how your host organization has impacted the social problem of concern to date AND where there is potential room for improvement in addressing the social problem…

3. Provide a description of your proposed program and why this program is needed (and wanted) to help the host organization better address the social problem (You will need to include windshield, walking survey or focus group packet template examples in the appendix of your paper)

4. Present an implementation plan to explain how your program will be operate within the host organization and larger community (You will need to include a VAMOSA with action plan & timeline and budget estimate examples in the Appendix of your paper)

5. Present a plan for evaluating program outcomes (You will need to include a logic model example in the Appendix of your paper)

5) Macro Group Presentation – 100 pts. (EO 1-7) (10% of final grade)
The presentation should be approximately 30 minutes long; there will be an additional 15 minutes for questions from class participants. The project will be graded based on group work, content of the group paper, and presentation style. The presentation is worth up to 100: 50 possible points for the presentation and 50 possible points for the quality of products presented in the presentation. The paper and presentation slides must be submitted to the instructor by 11:55 pm on the due date via Canvas. A hard copy of your slides should be provided to the instructor prior to your presentation. You do not need to provide copies of the slides to the class.

6) Case Study Essay Exams - 400 pts. (EO 1-5, 6) (40% of final grade)
Throughout the semester, you will be asked to apply your understanding of course content by completing four case study essay exams during class. Each exam is worth up to 100 points each. Credit for each essay exam will be awarded based on the criteria outlined in this syllabus.
Weekly Sessions:

Week One, August 22: Course Overview & Building Leadership Team
Reading:
- How to make a Concept Map: https://www.youtube.com/watch?v=8XGQGhli0l0
- Mind mapping info posted on Canvas

Week Two, August 29: Introduction to Multiparadigmatic Practice & Needs Assessment
Assignment: Individual Practice Application on Project Management Software & Report by August 28 @ 11:55pm via Canvas (Competencies: 1,4,5,7,9; Dimensions: Cognitive & Affective Process, Skill)
Reading:
- O&N, Introduction and Ch. 1-2
  - Section 3. Conducting Public Forums and Listening Sessions
  - Section 6. Conducting Focus Groups
  - Section 19. Using Public Records and Archival Data
  - Section 21. Windshield and Walking Surveys

Week Three, September 5: Structure and Control/ Defining Needs, Gaps, & Potential Solutions
Assignment: Macro Practice Group Progress Reports by September 4 @ 11:55pm via Canvas (Competencies: 3-8; Dimensions: Cognitive & Affective Process, Values, Skill)
Reading:
- O&N, Ch. 3-4
- Customer Journey Mapping Workshop: https://youtu.be/X7iXcP-wIkk
- The Pitfalls of Process Mapping & How to Avoid Them: https://youtu.be/RQSh2CyxdiA
- Customer Journey Mapping: https://youtu.be/A2LFJF1SUBg

Week Four, September 12: Strategic Planning
- Case Study EXAM One—In Class Exam (Competencies: 2, 3, 5, 6, 9; Dimensions: Knowledge, Values) and submitted in Canvas.
Reading:
  - Section 1. An Overview of Strategic Planning or "VMOSA" (Vision, Mission, Objectives, Strategies, and Action Plans)
  - Section 5. Developing an Action Plan
Section 7. Identifying Action Steps in Bringing About Community and System Change


**Week Five, September 19: Consciousness Raising for Change & Organizational Evaluation**

**Assignment:** Macro Practice Group Progress Reports by September 18 @ 11:55pm via Canvas. (Competencies: 3-8; Dimensions: Cognitive & Affective Process, Values, Skill)

**Reading:**
- O&N Ch. 5-6

**Week Six, September 26: Professional Ethics and Cultural Competence**

**Case Study EXAM Two—In Class Exam** (Competencies: 2, 3, 5, 6, 9; Dimensions: Knowledge, Values) and submitted in Canvas.

**Reading:**
- CTB, Cultural Competence in a Multicultural World (Table of Contents - only a couple are referenced in class so explore), [http://ctb.ku.edu/en/table-of-contents/culture/cultural-competence](http://ctb.ku.edu/en/table-of-contents/culture/cultural-competence)

**Week Seven, October 3: Program Promotion & Creating Initiative Buy-In**

**Assignment:** Individual Practice Application on Info graphic Software by October 2 @ 11:55pm via Canvas. (You will need to upload the info graphic in addition to your write up.) (Competencies: 2, 10; Dimensions: Cognitive & Affective Process, Skill)

**Reading:**
  - Section 1. Developing a Plan for Communication
  - Section 2. Using Principles of Persuasion
Week Eight, October 10: No Class Due to Instructor Schedule Conflict
Assignment: Macro Practice Group Progress Reports by October 9 @ 11:55pm via Canvas
(Competencies: 3-8; Dimensions: Cognitive & Affective Process, Values, Skill)

Week Nine, October 17: No Class Due to Fall Break
Assignment: Individual Practice Application on Video Conferencing by October 16 @ 11:55pm via Canvas
(Competencies: 1,4,5,7,9; Dimensions: Cognitive & Affective Process, Skill)

Week Ten, October 24: Connection & Collaboration/ Coalition and Committee Building
Assignment: Macro Practice Group Progress Reports by October 23 @ 11:55pm via Canvas
(Competencies: 3-8; Dimensions: Cognitive & Affective Process, Values, Skill)

Reading:
- O&N, Ch. 7-8
  - Section 1. Organizational Structure: An Overview
  - Section 2. Creating and Gathering a Group to Guide Your Initiative
  - Section 3. Developing Multisector Task Forces or Action Committees for the Initiative
  - Section 5. Coalition Building I: Starting a Coalition
  - Section 6. Coalition Building II: Maintaining a Coalition

Week Eleven, October 31: Constituent Feedback
Case Study EXAM Three—In Class Exam (Competencies: 2, 3, 5, 6, 9; Dimensions: Knowledge, Values) and submitted in Canvas.

Reading:

Week Twelve, November 7: Sustaining Fiscal Health
Assignment: Individual Practice Application on LinkedIn by November 6 @ 11:55pm via Canvas (You will need to include an invite to your linked in and have your resume uploaded to canvas in addition to the write up) (Competencies: 2; Dimensions: Cognitive & Affective Process, Skill)

Reading:
  o Section 1. Developing a Plan for Financial Sustainability
  o Section 4. Applying for a Grant: The General Approach
  o Section 5. Writing a Grant
• The Foundation Center (2015), Introduction to Proposal Writing on YouTube, https://www.youtube.com/watch?v=F1NhEhovepA

Week Thirteen, November 14: Individual Empowerment & Program Evaluation
Assignment: Macro Practice Group Progress Reports by November 13 @ 11:55pm via Canvas (Competencies: 3-8; Dimensions: Cognitive & Affective Process, Values, Skill)

Reading:
• O&N Ch. 9-11
• CTB, We Don’t Know How to Evaluate Our Program or Initiative, https://ctb.ku.edu/en/We-don%27t-know-how-to-evaluate-our-program-or-initiative.

Week Fourteen, November 21: Personnel Management
No Assignment this week; focus on completing your paper and presentation!
Reading: Additional reading is to be determined and will be posted on Canvas.
Week Fifteen, November 28: No Class Due to Thanksgiving Holiday
There are no assignments this week.

Week Sixteen, December 5: Macro Group Presentations
Assignment: Submit Group Project Paper by December 4 @ 11:55pm via Canvas. (Include slide presentation, evaluations and five examples of group work in Appendix) (Competencies: 1-10; Dimensions: Cognitive & Affective Process, Knowledge, Values)

Present in-class in front of peers. Have copies of your presentation slides to your classmates and instructor before your in-class presentation. Present in-class in front of peers. (Competencies: 1-10; Dimensions: Skill)

Week Seventeen, December 12: EXAM Week
- Case Study EXAM four (Competencies: 2, 3, 5, 6, 9; Dimensions: Knowledge, Values) and submitted in Canvas.