

Georgia College & State University  
 School of Nursing Undergraduate Courses  
 Spring 2020

### Course Information

|                     |  |
|---------------------|--|
| Course Title        | The Impact of War on Global Health Care  |
| Course #            | GC2Y   |
| Course Description  | This course focuses on the development of global perspectives within various disciplinary, multidisciplinary, or interdisciplinary contexts. Course materials will emphasize multiple intellectual approaches to issues, topics and/or themes; provide appropriate opportunities to engage in learning beyond the classroom; and fulfill the Georgia College writing-intensive course curriculum overlay requirements. Course topics and themes will vary. |
| Section Description | This course focuses on the impact and influences that military conflicts and wars have on global healthcare initiatives and progression in the last 150 years. This is an experiential learning course where students will utilize outside learning and multiple media sources to explore the topic.   |
| Prerequisites       | GC1Y 1000 and sophomore status.  |
| Co-Requisites       | None   |
| Credit Hours: 4     |  |

### Course Faculty

|  |   |
|--|---|
| Sandra Copeland,<br>RN, DNP, CNS-BC,<br>FNP-BC | Office Location: HSB Lab Office 225-B<br>Office Hours: Online by appointment<br>Contact: GCSU and D2L email preferred |
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### Required Texts & Resources

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| Print:<br><a href="https://books.google.com/books?id=S9VQfe71fWQC&amp;printsec=frontcover#v=onepage&amp;q&amp;f=false">https://books.google.com/books?id=S9VQfe71fWQC&amp;printsec=frontcover#v=onepage&amp;q&amp;f=false</a><br><br>Lutz, C, & Mazzarino, (2019). War and Health: The Medical Consequences of the Wars in Iraq and Afghanistan in <i>Anthropologies of American Medicine: Culture, Power, and Practice</i> . ISBN: 9781479894611 |  |
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### Course Outcomes

Upon completion of this course, the student will:

| Course Outcome | Student Learning Outcome |
|----------------|--------------------------|
|                |                          |

|    |   |         |
|----|---|---------|
| 1. | Analyze global influences on local, state, and national healthcare in times of warfare.                           | 1,3,4,5 |
| 2. | Demonstrate effective communication competencies through scholarly writing, speaking and use of technology.       | 2,3     |
| 3. | Collaborate across mediums and chronology to obtain information global healthcare progress.                       | 1,4,5   |
| 4. | Examine multiple military conflicts and the impacts on medical advances over the past 150 years across the globe. | 1,3,4,5 |

## Student Learning Outcomes

Student Learning Outcomes from GCSU Area B/ Institution Options:

Student Learning **Outcome 1:** Students will be able to explain multiple intellectual approaches that clarify or respond to problems, topics, themes, and/or issues.

Student Learning Outcomes from GCSU Area A/ Institution Options:

Student Learning **Outcome 2:** Students will be able to communicate clearly in oral and written English that meets conventional standards of correctness.

Student Learning Outcomes from GCSU Area D/ Institution Options:

Student Learning **Outcomes 3:** Students will be able to use technology to facilitate problem-solving. Students will be able to use critical observation and analysis to model and/or predict natural phenomena.

Critical Thinking Overlay from GC1Y: Area B

Student Learning **Outcome 4:** The development of critical thinking skills within various disciplinary, multidisciplinary, or interdisciplinary contexts.

Global Health Overlay Area B: Institution Options: GC2Y:

Student Learning **Outcome 5:** The development of global perspectives within various disciplinary, multidisciplinary, or interdisciplinary contexts

## Teaching & Learning Methods Used in Course

This course uses a combination of teaching and learning methods such as lecture, discussion, classroom activities, demonstrations, use of online resources, case studies, guest speakers, orations, experiential learning activities, presentations, group activities, and written assignments.

## Course Evaluation Methods

| Evaluation Method                | % of Course Grade | Course Outcome(s) |
|----------------------------------|-------------------|-------------------|
| Quizzes (D2L)                    | 15%               | #1, 3             |
| Attendance & Class Participation | 15%               | #1, 2, 3, 4       |
| Activity Papers                  | 20%               | #3, 4             |
| Global Presentation              | 25%               | #2, 4             |
| Global Paper                     | 25%               | #2, 1             |
| <b>Total</b>                     | <b>100</b>        |                   |

**\*\*The content in this course is not intended to convey the views of Georgia College or Faculty. It is meant to stimulate thinking for the student. It is not designed to assign guilt or innocence but to learn from events in our history to see how the global healthcare industry is changing in relationship to these events. \*\***

## Grading Scale:

90-100 =A

80-89=B

70-79=C

60-69=D

below 60= F

## Course Evaluation Methods Description

### Assignment Descriptions

**Quizzes:** There will be III quizzes covering critical thinking and synthesis of basic knowledge of facts presented throughout the semester. (Area B Student Learning Outcome). **15%**

**Attendance:** A half point will be given for every day class is attended by student and participation is expected. **15%**

**Activity Papers:** A 2-3 paper will describe the student’s critical thinking and analysis of the experiential learning exposure. Must have a total of 5 credits of exposure cumulatively (SLO 13: Critical Thinking Overlay). The paper must explain how the experience relates to the impact of war influenced the healthcare experienced. **20%**

**Global Presentation:** A 10-15 PowerPoint group presentation will demonstrate the student’s ability to communicate and apply concepts of global health histories. The student will be assigned as a group a global people group and research the medical improvements made from those peoples from wars impacting healthcare. This presentation is of the paper topic below. (SLO 11: Global Understanding Overlay). **25%**

**Global Paper:** A 7-10-page research paper with at least 3-5 references that sufficiently analyzes the assigned geographical society and its medical advances after global wars. This will be disseminated in a group presentation that will demonstrate the student’s ability to communicate and apply concepts of global health histories. The student will be assigned as a group a global people group and research the medical improvements made from those peoples from wars impacting healthcare. (SLO 11: Global Understanding Overlay). **25%**

### Content Outline:

|   |   |   |
|---|---|---|
| Impact of War on Medicine in 1850-1900  | Crimean War, U.S. Civil War, Russian/Ottoman War<br><a href="#">Assigned Readings and Media</a> | Florence Nightingale, Handwashing, open air wards, early infection control methods, embalming, anesthetic inhalers, assassinations of presidents. |
| Impact of War on Medicine in 1900- 1914 | World War I<br><a href="#">Assigned Readings and Media</a>                                      | Pandemic Flu, Chemotherapy, Syphilis  |
| 1915-1939                               | Post War Culture and Medical Progress<br><a href="#">Assigned Readings and Media</a>            | Societal changes, chemical warfare, Cancer, STIs, Early antibiotics. CPR and First Aid  |
| 1939-1945                               | World War II<br><a href="#">Assigned Readings and Media</a>                                     | Metal Hip Replacements, blood transfusions, Nazi Medical Experiments  |
| 1950-1953                               | Korean Conflict<br><a href="#">Assigned Readings and Media</a>                                  | Mobile hospitals, helicopters, cleft lip surgery, psychiatry developed, repair to arteries began.   |
| 1955-1975                               | Vietnam War<br><a href="#">Assigned Readings and Media</a>                                      | Agent Orange, burn care, PTSD, anesthesia agents, frozen blood products, use of salt solutions, and antiseptic                                    |

|                         |  |  |
|-------------------------|--|--|
|                         |  | and antibiotic dressing changes.   |
| 1975- 1991              | Post War Culture and Medical Progress: Cold War<br><a href="#">Assigned Readings and Media</a> | Arms race, Space race, Civil rights, pharmaceuticals, health insurance, education, X-rays, vaccines. More antibiotics.   |
| 1991-2001, 2001-present | Persian Gulf Wars<br><a href="#">Assigned Readings and Media</a>                               | New pressure dressings for blood clots, Medics more advanced to do IVs. Mobil armored units with surgeons. Better prosthetics with i-limb, trauma and head injury improvements. Gulf war syndrome. |
| 9-11-2011               | Attack on the Homeland<br><a href="#">Assigned Readings and Media</a>                          | Medical effects are more than 68 never before seen cancers and respiratory illnesses. Research benefiting the future generations is ongoing.   |

## Sample Assigned Media

Florence Nightingale (1985) Movie (3 credits)

The Lady with a Lamp (1951) Movie (3 credits)

Florence Nightingale (2008) Musical (3 credits)

The White Angel (1936) Movie (3 credits)

World War Z (movie) (3 credits)

Dr. Charles Drew: The Man Who Saved A Million Soldiers Lives (You Tube) (2-3 credits)

Gulf War Syndrome: Killing Our Own (Top documentary) (You Tube) (3 credits)

Selective episodes of M.A.S.H. (faculty approved) (2-3 credits)

We were Soldiers (Movie) (3 credits)

Faith of My Fathers (Movie) (3 credits)

Forrest Gump (Movie) (3 credits)

The Awakening (movie) (3 credits)

War Horse (movie) (3 credits)

Mayo Brothers: The Mayo Clinic Brothers Story (You Tube) (2-3 credits)

The Gruesome Reality of Civil War of Civil War Medicine (You Tube) (2-3 credits)

In Mercy Street: Civil War Trauma Meets Modern Medical Drama (You Tube) (2-3 credits)

Hitler Experiments Modules (selective)

Contagion (movie) (3 credits)

Flu (Gamgi) (movie) (3 credits)

1917 (movie) (3 credits)

Fever of War (movie) (3 credits)

ANZAC girls (miniseries) (2-3 credits)

Magnum P.I. (selected episodes) (2 credits)

Read President Lincoln's Autopsy (provided by faculty) (2 credits)

Read President JFK's Autopsy (provided by faculty) (2 credits)

The Dark Horse: The Surprise Election and Assassination of James A. Garfield  
(YouTube) (3 credits)

Murder of a President Season 28, Episode 4 (YouTube) (3 credits)

## Experiential Activity Examples

Visit Georgia War Veterans Home or VFW meeting (2 credits)

Interview a VFW regarding healthcare (2 credits)

Get a flu shot with proof and upload to D2L (1 credit)

Tour a firehouse and/or ambulance with photo and signature and upload to D2L. (1 credit)

Go to Counseling Services at GCSU or outside counseling services and get brochure or business card and upload photo. (1 credit)

Go to Prosthetics or drug store providing these services and get brochure or business card and upload photo. (1 credit)

Tour Andersonville (Montezuma) (3 credits)

Tour Perry Area Historical Society Museum (3 credits)

Civil War Medicine: Civil War 4 Minutes (You Tube) (1 credit)  
Tour Crawford Long Museum (Jefferson, Ga) (3 credits)  
Tour Carter-Coile County Doctor's Museum (Winterville, Ga) (3 credits)  
Tour Augusta Museum of History (3 credits)  
Tour David J. Sencer CDC Museum (Atlanta) (3 credits)  
Interview a nurse who has cared for a veteran of a foreign war impacted by war (2 credits)  
On campus history and creative arts activities approved by faculty  
Others as approved by faculty

## Presentation Topics (Medical Advances by)

### Assigned by Faculty:

Roman Empire  
African American Slaves  
Ancient Greece  
American Indians  
Israeli/Jews  
Ottoman Empire  
Southeast Asia  
Antarctica

### **Additional Required Readings:**

<https://www.seeker.com/how-the-civil-war-changed-modern-medicine-1766077256.html>

<https://www.smithsonianmag.com/science-nature/six-ways-civil-war-changed-american-medicine-180955626/>

[http://www.nbcnews.com/id/42490904/ns/technology\\_and\\_science-science/t/how-civil-war-changed-modern-medicine/](http://www.nbcnews.com/id/42490904/ns/technology_and_science-science/t/how-civil-war-changed-modern-medicine/)

<http://www.civilwarmed.org/surgeons-call/modern/>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4790547/>

<https://ehistory.osu.edu/exhibitions/cwsurgeon/cwsurgeon/introduction>

- <https://www.cprcertified.com/medicine-in-the-american-civil-war>
- <https://www.nlm.nih.gov/exhibition/visibleproofs/galleries/cases/lincoln.html>
  - <https://www.theatlantic.com/health/archive/2013/11/would-lincoln-have-survived-if-he-was-shot-today/281680/>
  - <http://www.abrahamlincolnonline.org/lincoln/education/medical.htm>
  - <https://vva.org/programs/veterans-health-care/medical-advances-from-the-vietnam-war/> and [https://www.annemergmed.com/article/S0196-0644\(12\)01619-8/pdf](https://www.annemergmed.com/article/S0196-0644(12)01619-8/pdf)
  - <https://www.fpri.org/article/2018/02/advances-in-medicine-during-wars/>
  - <https://www.vvmf.org/education/Echoes/Military/>
  - <https://wdwtdawp.weebly.com/vietnam-war.html>
  - <https://www.statnews.com/2017/11/10/medical-innovations-war/> and [http://vvaveteran.org/37-2/37-2\\_medicaladvances.html](http://vvaveteran.org/37-2/37-2_medicaladvances.html)
  - <https://www.statnews.com/2017/11/10/medical-innovations-war>
  - <https://taskandpurpose.com/10-medical-advancements-from-the-iraq-and-afghanistan-wars>
  - <https://www.mysanantonio.com/news/military/article/Iraq-war-spurred-advancements-in-military-medicine-4381062.php>
  - <http://armedforcesjournal.com/medicine-and-the-gwot/>
  - <https://www.publichealth.va.gov/exposures/gulfwar/medically-unexplained-illness.asp>
  - <http://www.nationalacademies.org/hmd/Reports/2016/Gulf-War-and-Health-Volume-10.aspx>

## Grading Scale

Once a satisfactory clinical rating is received the course grade will be determined using the following grading scale:

|            |           |           |           |        |
|------------|-----------|-----------|-----------|--------|
| A = 90-100 | B = 80-89 | C = 75-79 | D = 66-74 | F ≤ 65 |
|------------|-----------|-----------|-----------|--------|

Grades will not be rounded.

## University Policies and Resources

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| <b>Academic Honesty</b> | <p>The integrity of students and their written and oral work is a critical component of the academic process. Students are expected to abide by the Honor Code and Code of Conduct in the Student Handbook. Cheating on an examination or assignment may result in a grade of “0” for the course and dismissal from the nursing program. In addition, faculty may report the student to the GCSU Judicial Committee for additional review and disciplinary actions. The academic dishonesty policy in the GCSU Student Handbook will be followed.</p> <p>Students are expected to submit original work. It is the student’s responsibility to avoid plagiarism. Submission of plagiarized</p> |
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|   | <p>assignments may result in a grade of “0” for the assignment, a grade of “0” for the course, and dismissal from the nursing program. Additionally, since nursing is a practice discipline, submission of patient care assignments that are copied from another source or made-up constitutes false documentation and is unprofessional and may result in a grade of “0” for the assignment, a grade of “0” for the course, and possible dismissal from the nursing program. The GCSU Student Handbook can be found at this link: <a href="http://www.gcsu.edu/studentaffairs/handbook">http://www.gcsu.edu/studentaffairs/handbook</a></p>   |
| <b>Religious Observance</b>                               | <p>Students are permitted to miss class in observance of religious holidays and other activities observed by a religious group of which the student is a member without academic penalty. Exercising of one’s rights under this policy is subject to the GC Honor Code. Students who miss class in observance of a religious holiday or event are required to make up the coursework missed as a result from the absence. The nature of the make-up assignments and the deadline for completion of such assignments are at the sole discretion of the instructor. Failure to follow the prescribed procedures voids all student rights under this policy.</p>  |
| <b>Assistance for Student Needs Related to Disability</b> | <p>If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility. Disability Services can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GC programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements. For documentation requirements and for additional information, we recommend that you contact Disability Services located in Lanier Hall at 478-445-5931.</p> |
| <b>Student Rating of Instruction Survey</b>               | <p>Given the technological sophistication of Georgia College students, the student opinion survey is being delivered through an online process. Your constructive feedback plays an indispensable role in shaping quality education at Georgia College. All responses are completely confidential and your name is not stored with your response in any way. In addition, instructors will not see any results of the opinion survey until after final grades are submitted to the University. An invitation to complete the online opinion survey is distributed to students near the end of the semester.</p>  |
| <b>Fire Drills</b>  | <p>Fire drills will be conducted annually. In the event of a fire alarm, students will exit the building in a quick and orderly manner through the nearest hallway exit. Learn the floor plan and exits of the building. Do not use elevators. If you encounter heavy smoke, crawl on the floor so as to gain fresh air. Assist disabled persons and others if possible without endangering your own life. Assemble for a head</p>   |

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|                                       | count on the front lawn of main campus or other designated assembly area.  |
| <b>Electronic Recording Policy</b>    | Electronic video and/or audio recording is not permitted during any class unless the student obtains permission from the instructor and every student present. If permission is granted, any distribution of the recording is prohibited. Violation of this policy is grounds for removal from the class and referral for disciplinary action. Students granted specific electronic recording accommodations from Disability Services do not require special permission; however, the instructor must be notified. Any distribution is prohibited. |
| <b>Academic Grievances or Appeals</b> | An academic grievance or appeal is an allegation by a student of substantial and/or unjustified deviation, to the student's detriment, from policies, procedures and/or requirements regarding admission, grading policies, special agreements, instructor's requirements and academic requirements of the University. Students shall have the right to file academic grievances or appeals according to the procedures approved by the University and outlined in the University Catalog.   |
| <b>Interlibrary Loan</b>              | Students are encouraged to use the GCSU Library and the interlibrary loan services ( <a href="http://www2.gcsu.edu/library/ill/">http://www2.gcsu.edu/library/ill/</a> ) to obtain journal articles relevant to this course.   |

## College Policies

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|-------------------|--|
| <b>Classrooms</b> | No food, drink or chewing gum is permitted in the classrooms within the building. You may consume food and beverages in the 3 <sup>rd</sup> floor commons area. In the classrooms you may have water only, in a securely lidded container. |
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## Course Specific Policies

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| <b>Communication with Course Faculty</b> | Should be done via D2L email and <a href="mailto:Sandra.copeland@gcsu.edu">Sandra.copeland@gcsu.edu</a> . Office phone 478-445-8751. Allow 24-48 hours for responses Monday-Friday during business hours. |
| <b>Electronic Devices</b>                | All electronic devices should be on mute, silent, or off during class. Usage in class activities will be determined by the instructor. Refer to SON Course & Clinical Guidelines Policy #1102.            |
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**Dr. Sandra Copeland**  
**Georgia College & State University**  
**GC2Y 2000 The Impact of War on Global Healthcare**

**Ticket of Proof of Activity**

| <b>Activity Title</b> | <b>Date</b> | <b>Description</b> | <b>Signature</b> | <b>Title</b> | <b>Credits</b> |
|-----------------------|-------------|--------------------|------------------|--------------|----------------|
|                       |             |                    |                  |              |                |
|                       |             |                    |                  |              |                |

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GEORGIA COLLEGE & STATE UNIVERSITY  
 College of Health Sciences  
**School of Nursing**  
 GC2Y Course Calendar  
**Spring 2020**

| Date/Time          | Content  | Deadlines                                  |
|--------------------|--|--|
| Jan 7th            | Course introduction<br><b>Intro to Unit I: Impact of War on Medicine in 1850-1900</b>                |  |
| Jan 9th            | <b>Unit I: Impact of War on Medicine in 1850-1900</b><br>Crimean War,<br>Assassination of Garfield   |  |
| Jan 13th           | <b>Unit I: Impact of War on Medicine in 1850-1900</b><br>U.S. Civil War,<br>Assassination of Lincoln |  |
| Jan 16th           | <b>Unit II: Impact of War on Medicine in 1900-1939</b><br>World War I                                |  |
| Jan 20th           | Martin Luther King Jr. Holiday-<br>No Class!!  | Look for opportunities to learn and serve. |
| Week 4<br>Jan 23rd | <b>Unit II: Impact of War on Medicine in 1900-1939</b><br>World War I                                |  |
| Week 5<br>Jan 27th | Quiz I   |  |

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|---|---|--|
|   | <p><b>Unit III: Impact of War on Medicine in 1939-1949</b></p> <p><b>World War II</b></p>                             |  |
| <p>Week 6</p> <p>Jan 30th</p>             | <p><b>Quiz I Review</b></p> <p><b>Unit III: Impact of War on Medicine in 1939-1949</b></p> <p><b>World War II</b></p> |  |
| <p>Feb 4th</p>                            | <p><b>Unit III: Impact of War on Medicine in 1939-1949</b></p> <p><b>World War II</b></p>                             |  |
| <p>Week 7</p> <p>Feb 6th</p>              | <p><b>Unit IV: Impact of War on Medicine in 1949-1953</b></p> <p><b>Korean Conflict</b></p>                           |  |
| <p>Week 8</p> <p>Feb 11th</p>             | <p><b>Unit IV: Impact of War on Medicine in 1949-1953</b></p> <p><b>Korean Conflict</b></p>                           |  |
| <p>Week 9</p> <p>Feb 13th</p>             | <p><b>Unit IV: Impact of War on Medicine in 1949-1953</b></p> <p><b>Korean Conflict</b></p>                           |  |
| <p>Week 10</p> <p>Feb 18<sup>th</sup></p> | <p><b>Unit IV: Impact of War on Medicine in 1949-1953</b></p> <p><b>Korean Conflict</b></p>                           |  |
| <p>Week 11</p>                            | <p><b>Unit V: Impact of War on Medicine in 1954-75</b></p>  |  |

|                                  |  |  |
|----------------------------------|--|--|
| Feb 20th                         | <b>Vietnam War</b>   |  |
| Week 12<br>Feb25th               | <b>Unit V: Impact of War<br/>on Medicine in 1954-75</b><br><b>Vietnam War</b>  |  |
| Week 13<br>Feb 27th              | <b>Unit V: Impact of War<br/>on Medicine in 1954-75</b><br><b>Vietnam War</b>  |  |
| Week 15<br>March 3rd             | <b>Quiz II</b><br><b>Unit V: Impact of War<br/>on Medicine in 1954-75</b><br><b>Vietnam War</b>                        |  |
| Week 16<br>March 5 <sup>th</sup> | <b>Quiz II Review</b><br><b>Unit VI: Post War<br/>Culture and Medical<br/>Progress in 1975-1991</b><br><b>Cold War</b> |  |
| March 10 <sup>th</sup>           | <b>Unit VI: Post War<br/>Culture and Medical<br/>Progress in 1975-1991</b><br><b>Cold War</b>                          |  |

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| March 12 <sup>th</sup>                 | <b>Unit VI: Post War<br/>Culture and Medical<br/>Progress in 1975-1991<br/><br/>Cold War</b>                   |                 |
| March 16-20 <sup>th</sup>              | Spring Break!  | No Assignments! |
| March 24 <sup>th</sup>                 | Spring Break   |                 |
| March 26 <sup>th</sup>                 | Spring Break   |                 |
| March 31 <sup>st</sup><br>Asynchronous | <b>Unit VII: Impact of<br/>War on Medicine in<br/>1991- 2001, 2001-<br/>Present<br/><br/>Persian Gulf Wars</b> |                 |
| April 2 <sup>nd</sup><br>Asynchronous  | <b>Unit VII: Impact of<br/>War on Medicine in<br/>1991- 2001, 2001-<br/>Present<br/><br/>Persian Gulf Wars</b> |                 |
| April 4 <sup>th</sup><br>Asynchronous  | Class meeting to discuss<br>group work, class<br>presentations and papers                                      |                 |
| April 7 <sup>th</sup><br>Asynchronous  | Coronavirus: COVID 19<br>and Medical Advances  |                 |
| April 9 <sup>th</sup><br>Asynchronous  | <b>Unit VIII: Impact of<br/>War on Medicine in<br/>2001</b>  |                 |



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|   | <b>September 11, 2001<br/>Attack on the<br/>Homeland</b>   |                         |
| April 11 <sup>th</sup><br>Offline                                 | Group Work Offline Questions                               |                         |
| April 16 <sup>th</sup><br>Synchronous as needed                   | Quiz III<br>Group Work Online Questions                    |                         |
| April 21 <sup>th</sup><br>Synchronous                             | Group Presentations<br>Online                              | Group 1 and 2           |
| April 23 <sup>rd</sup><br>Synchronous                             | Group Presentations<br>Online                              | Group 3 and 4           |
| April Final Exam Date & Time<br>April 28 1230-1410<br>Synchronous | Course Wrap Up and Evals.<br>Group Presentations<br>Online | Group 5; Wrap Up Course |
|   |  |                         |