



College of Education and Human Development  
Educational Psychology

## **EPSY 730-91-7 Clinical Interventions in Diverse Systems: Consultation, Supervision, and Practice**

Online Tuesdays 5:30 pm-9:20 pm

Credits: 3 Section: 7 Term: Accelerated Summer 2026; 7/13-9/21

### **Instructor Information**



**Instructor:** Dr. Silvia Koch

**Email:** [silvia.koch@chaminade.edu](mailto:silvia.koch@chaminade.edu)

**Phone:** (808) 286-1258 cell; (808) 739-4644 office

**Office Location:** Behavioral Sciences Bldg. Room 108

**Office Hours:** Available anytime by appointment or request

**Communication:** Questions for this course can be emailed to the instructor at [silvia.koch@chaminade.edu](mailto:silvia.koch@chaminade.edu). Online, in-person and/or phone conferences can be arranged. Every effort will be made to respond in a timely manner. Response time may take up to 1 day in some circumstances.

### **School & Department Information**

#### **College of Education and Human Development**

Office Location: Behavioral Science Building 108

Phone: (808) 739-4644

If you have questions regarding the College of Education and Human Development, reach out to your instructor or the College of Education and Human Development.

### **Course Description & Materials**

#### **Catalog Course Description**

This course delves into the theories, methods, and practices of clinical interventions within diverse educational and organizational systems. Students will explore advanced techniques in consultation, supervision, and clinical practice, focusing on the application of evidence-based interventions to support the mental health and well-being of PK-12 students. Emphasis is placed on developing leadership and supervisory skills to effectively manage and consult within complex and culturally diverse environments. The course integrates the Marianist values of service, justice, and peace, preparing students to become transformational leaders and mental health practitioners in educational settings.

### Time Allocation (Credit Hour Policy)

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practice, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 35 hours in class; 20 hours preparing an advanced consultation case analysis; 20 hours analyzing, discussing and writing a supervision and professional growth plan; 25 hours researching an evidence-based intervention plan; and 30 hours researching and writing a transformational leadership and system change project manual. There will be an additional 5 hours of work required beyond what is listed here. This will go towards course readings, discussions, and homework assignments.

### Required Texts

Crothers, L. M., Hughes, T. L., Kolbert, J. B., & Schmitt, A. J. (2020). *Theory and cases in school-based consultation: A resource for school psychologists, school counselors, special educators, and other mental health professionals*. Taylor & Francis Group.

Simon, D., & Swerdlik, M. (2023). *Supervision in school psychology: The developmental, ecological, problem-solving model* (2nd ed.). Taylor & Francis Group.

### Recommended Items

**Canvas** (<https://chaminade.instructure.com>)

**Hardware Requirements:** Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

**Software Requirements:** You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with

locating software, please feel free to contact the Chaminade Help Desk at [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or (808) 735-4855.

#### **Technical Assistance for Canvas Users:**

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

## **Learning Outcomes**

### **Edd in Educational Psychology Program Learning Outcomes (PLOs)**

1. Develop and apply advanced clinical skills to effectively assess, diagnose, and treat a wide range of mental health concerns in PK-12 students, utilizing evidence-based practices and culturally responsive approaches.
2. Engage with an innovative, research-based, and real-world curriculum that emphasizes the development of strong clinical competencies, equipping them to meet the holistic and mental health needs of PK-12 students and deliver effective mental health services in educational settings.
3. Critically evaluate and apply scientific knowledge and research to inform the selection and implementation of effective mental health interventions, prevention strategies, and wellness approaches that promote the well-being of PK-12 students.
4. Synthesize the value of adaptation and change with applied 21st century leadership, supervision, and consultation skills, adapting to the evolving needs of diverse and complex organizational systems in the provision of comprehensive mental health services within educational settings.

### **Course Learning Outcomes (CLOs)**

1. Develop and apply advanced consultation techniques to support the mental health needs of PK-12 students within diverse educational settings, ensuring culturally responsive and evidence-based practices (PLO 1).
2. Implement effective supervision strategies to guide and support mental health practitioners and educators, fostering professional growth and ensuring high-quality mental health services in schools (PLO 4).
3. Critically evaluate and integrate evidence-based clinical interventions to address the mental health and developmental needs of PK-12 students, promoting their well-being and academic success (PLO 3).
4. Develop leadership skills to effectively manage and consult within diverse educational and organizational systems, promoting adaptation and change to meet the evolving needs of students and communities (PLO 2).

### Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

### Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school

### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
<b>Marianist Values</b>	1,3	2	4	5
<b>PLOs</b>	1	4	3	2
<b>Native Hawaiian Values</b>	1,3	2	4	5

### Course Assignments

#### Assignment 1: Advanced Consultation Case Analysis (20 points)

**Purpose:**

Students will apply advanced school-based consultation models to a real or simulated PK–12 case, demonstrating culturally responsive and evidence-based consultation practices.

**Description:**

Using one of the consultation cases from *Theory and Cases in School-Based Consultation* or an approved field-based case, students will analyze the case through a structured consultation framework (e.g., behavioral, mental health, or systems-level consultation).

**Key Tasks:**

- Identify the presenting problem and contextual variables (student, family, school, community).
- Select and justify a consultation model from the text.
- Apply culturally responsive and ethical decision-making strategies.
- Recommend evidence-based interventions and consultation outcomes.
- Integrate at least 5 research articles to support chosen consultation strategies.

**Deliverable:**

6–8-page APA-formatted paper analyzing and discussing the key tasks above.

**CLO Alignment:**

- **CLO 1 (PLO 1):** Apply advanced consultation techniques
- **CLO 3 (PLO 3):** Integrate evidence-based clinical interventions

**Rubric (20 points total)**

Criteria	Exceeds (4)	Meets (3)	Approaching (2)	Does Not Meet (1)
Consultation Model Application	Demonstrates sophisticated application of consultation model with strong theoretical grounding	Appropriate model applied with clear rationale	Model applied with limited depth or clarity	Model misapplied or absent
Cultural Responsiveness	Deep integration of cultural, contextual, and equity considerations	Cultural factors clearly addressed	Limited cultural consideration	No cultural consideration

Evidence-Based Interventions	Interventions strongly supported by research and well justified	Interventions supported by research	Limited or weak evidence	Interventions unsupported
Case Analysis & Problem Solving	Insightful, coherent, and comprehensive analysis	Logical and complete analysis	Incomplete or unclear analysis	Minimal or inaccurate analysis
Professional Writing (APA)	Clear, polished, error-free	Minor errors	Multiple errors	Major APA or clarity issues

## **Assignment 2: Supervision and Professional Growth Plan (20 points)**

### **Purpose:**

To develop effective supervision strategies that support school-based mental health practitioners and educators.

### **Description:**

Students will design a developmentally informed supervision plan for a school counselor, school psychologist, or mental health intern working in a PK–12 setting.

### **Key Tasks:**

- Identify supervisee developmental level and professional needs.
- Design supervision goals aligned with ethical, legal, and best practices.
- Integrate culturally responsive supervision strategies.
- Include reflective practices and feedback mechanisms.

### **Instructions**

1. Conduct a 30-minute simulated supervision session with a peer or colleague role-playing as a beginning school counselor, teacher, or mental-health intern. Record your session and be prepared to share with the class.
2. The supervisee should present a case involving student mental health concerns.
3. Use at least **two supervision models** referenced in or aligned with either of your texts.
4. Focus on establishing rapport & structure; providing feedback; modeling culturally responsive and ethical decision-making; supporting skill development.

**Deliverable:** Write a **5–6-page reflective analysis**, including:

-What models you used and why

- Supervision skills demonstrated
- Strengths and growth areas
- Integration of course readings and research

**CLO Alignment:**

- **CLO 2 (PLO 4):** Implement effective supervision strategies
- **CLO 4 (PLO 2):** Develop leadership skills in organizational contexts

**Rubric (20 points total)**

<b>Criteria</b>	<b>Exceeds (4)</b>	<b>Meets (3)</b>	<b>Approaching (2)</b>	<b>Does Not Meet (1)</b>
Supervision Framework	Developmentally informed, clearly articulated	Appropriate supervision model	Limited structure	No clear supervision model
Support for Supervisee Growth	Strong focus on reflective practice and growth	Growth strategies evident	Limited focus on growth	Growth not addressed
Ethical & Legal Considerations	Comprehensive and accurate	Adequately addressed	Partially addressed	Missing or inaccurate
Cultural Responsiveness	Integrated throughout supervision plan	Clearly included	Minimal inclusion	Not addressed
Clarity & Organization	Exceptionally clear and professional	Clear and organized	Some organization issues	Disorganized

**Assignment 3: Evidence-Based Intervention Evaluation Project (25 points)**

**Purpose:**

Students will critically evaluate an evidence-based clinical intervention and determine its applicability within a school-based consultation framework.

**Description:**

Select one mental health or behavioral intervention commonly used in PK–12 schools (e.g., CBT-based intervention, social-emotional learning program, trauma-informed practice).

**Key Tasks:**

- Review empirical literature supporting the intervention.
- Evaluate cultural relevance and implementation feasibility.
- Discuss consultation strategies for supporting implementation.
- Identify potential barriers and ethical considerations.

**Deliverable:**

- 8–10 page critical evaluation paper  
**OR**
- Research brief + professional presentation

**CLO Alignment:**

- **CLO 3 (PLO 3):** Evaluate evidence-based interventions
- **CLO 1 (PLO 1):** Apply consultation strategies to intervention implementation

**Rubric (25 points total)**

<b>Criteria</b>	<b>Exceeds (5)</b>	<b>Meets (4)</b>	<b>Approaching (3)</b>	<b>Does Not Meet (1–2)</b>
Research Integration	Extensive, high-quality research synthesis	Appropriate research base	Limited research	Minimal or inaccurate
Intervention Analysis	Deep, critical evaluation	Adequate evaluation	Surface-level analysis	Little analysis
School-Based Applicability	Highly feasible and context-aware	Feasible with rationale	Limited feasibility discussion	Not applicable
Cultural & Ethical Fit	Thorough, nuanced analysis	Clearly addressed	Minimally addressed	Not addressed
Consultation Integration	Strong consultation implementation plan	Clear consultation role	Limited consultation focus	Absent

## **Assignment 4: Transformational Leadership & Systems Change Project (30 points)**

### **(Capstone – Leadership, Advocacy, and Marianist Values)**

#### **Purpose:**

To integrate leadership, consultation, supervision, and intervention skills into a system-level change initiative.

#### **Description:**

Students will design a **school- or district-level mental health initiative** that addresses a complex issue (e.g., equity in mental health access, school-wide trauma response, MTSS mental health integration).

#### **Key Tasks:**

- Identify a systems-level problem impacting PK–12 student well-being.
- Apply consultation and leadership frameworks from the course.
- Incorporate Marianist values of **service, justice, and peace**.
- Propose implementation, supervision, and evaluation strategies.

#### **Deliverable:**

- Written proposal (8–10 pages)
- Leadership brief for stakeholders (2–3 pages or presentation)

#### **CLO Alignment:**

- **CLO 4 (PLO 2):** Leadership and systems management
- **CLO 1 (PLO 1):** Advanced consultation
- **CLO 2 (PLO 4):** Supervision strategies

### **Rubric (30 points total)**

<b>Criteria</b>	<b>Exceeds (6)</b>	<b>Meets (5)</b>	<b>Approaching (3–4)</b>	<b>Does Not Meet (1–2)</b>
Leadership Vision	Clear, innovative, transformational	Clear and relevant	Somewhat clear	Unclear
Systems-Level Thinking	Sophisticated systems analysis	Adequate systems understanding	Limited systems view	Absent

Marianist Values Integration	Service, justice, peace fully embedded	Values clearly reflected	Values mentioned	Values absent
Consultation & Supervision	Seamlessly integrated	Clearly included	Minimally included	Not addressed
Feasibility & Impact	Highly realistic with strong impact	Feasible	Questionable feasibility	Not feasible

### Assessments

Assignment 1: Advanced Consultation Case Analysis (20 points)

Assignment 2: Supervision and Professional Growth Plan (20 points)

Assignment 3: Evidence-Based Intervention Evaluation Project (25 points)

Assignment 4: Transformational Leadership & Systems Change Project (30 points)

Class Discussions/Activities/Timely Turning in of Assignments (5 points)

**Total Points Possible: 100 points**

Final grades are submitted to [Self-Service](#)

### Grading Scale

A = 93-100%

A- = 90-92%

B+ = 87-89%

B = 83-86%

B- = 80-82%

C = 70-79% (Failed – No credit given)

F = 0 – 69% (Failed – No credit given)

## Course Policies

### Attendance

If you miss more than one class, you will be given a “C”, and you must retake the class. Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor’s discretion.

### Late Work

All assignments need to be submitted online on Canvas by the due date (before 11:59pm on the day it is due) unless specified as an in-class submission. Late assignments will be accepted up to 7 days after the due date with a 50% late deduction. In cases of emergent or unanticipated events,

I will give an extension only if a) the request is received 24 hours prior to the due date and b) you provide documentation. There will not be any extensions for the final week assignments.

### Writing Standards

All work submitted by Chaminade University students within the EPSY program must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and with clarity.
3. Adopt modes and styles appropriate to their purpose and audience (i.e. academic style, research style, and clinical style).
4. Utilize APA style formatting for all papers unless specified otherwise. APA format includes 12-pt serif font (Times New Roman preferred), one-inch margins, double spaces, in-text citation, correct level heading, title page (abstract not always necessary).
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources must be correctly cited both in the body of the paper and the Reference page to avoid plagiarism.

### Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

## Important Information

### Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### **Title IX and Nondiscrimination Statement**

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

### **Nondiscrimination Policy & Notice of Nondiscrimination**

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### **Student with Disabilities Statement**

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Kōkua ‘Ike: Tutoring & Learning Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua ‘Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

## Readings & Due Dates

Wk of	Assignments/Activities	Due Dates
7/14	Welcome & Introductions Review Course Syllabus & Assignments	
7/21	Chapter 1 "School Based Consultation: Overview and University Training Considerations" Chapter 2 "Stages, Processes, and Procedures in School Based Consultation" Chapter 3 "Multicultural Issues in School Based Consultation"	Crothers et.al chapters 1-3
7/28	Chapter 4 "Instructional Consultation and Instructional Consultation Teams" Chapter 5 "Mental Health Consultation Sharing of Assignment #1"	Crothers et.al chapters 4-5 <b>Assignment #1 Due</b>
8/4	Chapter 1 "Introduction" Chapter 2 "Foundations of Effective Supervisory Relationships" Chapter 3 "Characteristics of Effective Supervisory Relationships" Chapter 4 "Processing Supervisory Relationships" Chapter 5 "Ethical and Legal Issues in Supervision"	Simon & Swerdlik chapters 1-5
8/11	Chapter 6 "Introduction to the Developmental, Ecological, Problem-solving (DEP) Model" Chapter 7 "The Developmental Component: Structuring and Supporting the Development of Professional Competencies" Chapter 8 "The Ecological Component: Incorporating Contextual Factors" Chapter 9 "The Problem-Solving Component: Core Activity of Psychological Practice" Sharing of Assignment 2	Simon & Swerdlik chapters 6-9 <b>Assignment #2 Due</b>
8/18	Continue Sharing of Assignment 2 Chapter 10 "Self Care"	Simon & Swerdlik Chapters 10-13

	Chapter 11 "Social Justice Advocacy" Chapter 12 "Addressing: Problems in Professional Competence" Chapter 13 "Telesupervision"	
<b>8/25</b>	Chapter 6 "Behavioral Consultation, the Problem-Solving Model, and Conjoint Behavioral Consultation" Chapter 7 "Social Cognitive Theory Consultation" Sharing of Assignment 3	Crothers et.al Chapters 6 & 7 <b>Assignment #3 Due</b>
<b>9/1</b>	Chapter 8 "Adlerian and Solution-Focused Consultation" Chapter 9 "Organizational and Systems Consultation"	Crothers et.al Chapters 8 & 9
<b>9/8</b>	Chapter 10 "Assessment Considerations for Consultation" Chapter 11 "Efficacy and Effectiveness of School-Based Consultation"	Crothers et.al Chapters 10 & 11
<b>9/15</b>	Sharing of Assignment 4 Bringing class to a close	<b>Assignment #4 Due</b>