Faculty Development Plan
Assistant Clinical Professor
Counseling and Psychological Services
Counseling and Career Center
Part A: Self Assessment

Strengths, Skills, Competencies

Clinical
- Therapeutic expertise/experience working with BYU students for past 5 years
  - I have received consistent positive feedback and high marks on my therapeutic skill from supervisors and colleagues; also reflected in my clients feedback
  - My therapeutic approach (cognitive and ACT based) has been developed and honed for bright, motivated students
  - Intimately familiar with common concerns having been a BYU student for nearly a decade
- Specific Group Skills
  - Pushed for and received guidance from excellent therapists working with SC groups at BYU
  - Have lead and taught others how to run SC1 groups
- Consulting/outreach competencies
  - Worked with multiple offices across campus (Honor Code, Athletics, Housing) and consulted on streamlining processes, setting goals and solving problems
    - Feel comfortable and competent persuasively presenting alternative perspectives from my own expertise
  - Outreach to non-professional populations (local wards, student groups) facilitated by sense of humor/conversational style

Teaching Skill
- Comfortable in front of groups
- Willing and able to refine questions to foster critical thinking and discussion
- Understanding of the demands on students and the ways to successfully meet those demands
- STDEV 117 specific: Training in career models, and experience helping wide variety of people transition/begin careers at community employment center

Technical Ability
- Crucial departmental software familiarity/troubleshooting ability
- Strong technological understanding and problem-solving skills
- Familiar with digital/network security concerns
- Desire to improve legal/ethical digital security compliance at CAPS

Interests/Opportunities
- Research interests: measuring therapeutic effectiveness, environmental effects on mental health, healthy/unhealthy video game usage, and the intersection of Mormon faith and sexuality.
  - Dissertation topic: reviewing accuracy of therapeutic progress measurement
- Clinical/general technology use
  - Information transmission security
  - Video gaming as method of instruction
- Current member of GreenChair research group at CAPS and REBT research team
- Liaison and psychologist for BYU Athletics
Areas for further development:

Clinical
- Take and pass psychology licensure exam for UT by July 1
- Continue to solicit regular feedback on individual therapy
  - Bring recordings of therapy to team at least once per term

Teaching
- Improve explicit spirituality (both personal and course-specific) based on negative student feedback about spirituality in course
- Increase academic rigor of StDev 117 Career Exploration
  - “Easy class” as often reported in comments as “useful class”
  - Revise assignments to require more critical thinking
  - Add regular, small writing assignments to course to foster critical thinking and personal application
- Continue to use CTL resources (mid-semester evals) and access/request new resources (SCOTs)
- Revise syllabus based on student feedback (mid- and end-of-semester evals)

Scholarship
- Schedule daily time for writing/reading of relevant journals and listserves
- Continue collaboration on GreenChair, attending all meetings and liaising with statistics department

Part B: Professional Goals

Clinical Service
- Take and pass EPPP and UT Psychology Law Exam by July 1
- Bring recorded therapy to team for critique at least once per term
- Meet or exceed current and future CAPS requirements for direct service to students including intakes, individual sessions, and group efficiency guidelines

Teaching
- Revise Syllabus to include feedback from other professors and students in previous classes (clarify assignments and their application to learning outcomes)
- Request SCOT feedback from CTL
- Administer mid-semester evaluations in the middle of each semester and modify as needed
- Add “Reading summary” short writing assignment to 117 class and incorporate into learning outcomes

Citizenship
- Strengthen relationship with Athletics department by attending their committee meetings
- Continue to participate in CAPS Athletics consultation meetings
- Attend all committee meetings and contribute to discussions and decisions about CAPS functioning
- Volunteer to help with local conferences, including scheduling, setup, and/or evaluation
- Continue to volunteer for CAPS Outreach activities to develop relationships with broader campus community
Scholarship

- Join APA as a full psychologist member, attend conferences, and network with other professionals to collaborate on future research
- Present at UUCCC conference
- Present at APA spirituality conference
- Contribute meaningfully to REBT group paper/presentations
- Attend GreenChair research team
  - Contribute substantially to IRB proposals, data gathering, and writing efforts
- Push for required software changes to OQ Measures to allow for publishing of dissertation
- Attend and present at regional, national, and international conferences in my discipline and areas of emphasis
- Set aside time daily for journal reading/writing

Part C: Relationship between individual goals and departmental/university aspirations and needs

The mission of the Counseling and Career Center is “to assist students in fulfilling their educational goals by helping them overcome obstacles that interfere with their ability to succeed in college.” (CAPS Policies/Procedures Manual 2014). This fits in with the overall mission of the university to assist individuals in their quest for perfection and eternal life. That assistance should provide a period of intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued.

...Such a broadly prepared individual will not only be capable of meeting personal challenge and change but will also bring strength to others in the tasks of home and family life, social relationships, civic duty, and service to mankind. (BYU Mission Statement, emphasis added)

As a psychologist for BYU’s CAPS, my primary responsibility is to assist students during the many “personal challenges and changes” they will encounter on their quest for eternal life. College is a psychologically demanding experience, and I believe that I can best help students achieve their goals by being an excellent psychologist and professor. The goals outlined in this document will help me to continue improving and strengthening my ability to assist students in both their short-term goals while at the university, and their eternal goals well beyond my immediate interaction with them. Additionally, my growth will contribute to helping CAPS, the CCC, and Student Life accomplish their missions within the overarching mission of BYU.

Part D: Required Resources

- Continued clinical supervision from Dr. Tyler Pedersen until I obtain licensure as a psychologist.
- Continued access to applicable technology to support both clinical and scholarly endeavors
- Continued consultation and support from CAPS colleagues and other university faculty
- Regular meetings with Clinical and Departmental directors to review my progress and correct any concerns in my performance
- Assistance from CTL in revising and evaluating my teaching performance and class goals
- Funding (both internal and possibly in collaboration with other departments) for travel to relevant conferences/workshops
Part E: Progress thus far

- Begun regular study for licensure exam, and completed all necessary pre-registration and legal applications
- Currently recording difficult therapy sessions and inviting regular constructive critique on improving my clinical skills
- Participating in REBT workshop to develop greater breadth in clinical conceptualization
- Actively participating in CAPS committee assignments: CMT, Athletics
- Administered and responded to mid-course evaluations in my 117 class both Fall 2014 and Winter 2015
- Volunteered for multiple outreach opportunities for BYU’s newspaper and national depression screening days
- Presented at APA Division 36 and UUCCC conferences
- Attending and actively participating in GreenChair research projects
Citizenship Project

Goal:
To strengthen collaborative relationships with colleagues within my department, the BYU Campus community, and broader professional community.

1. Strengthen relationships within the Counseling and Career Center
   - Attend all assigned committee meetings as an active participant. Suggest and volunteer for assignments which will help the committee serve the goals of the center.
   - Attend social and professional functions hosted by the department. Make an effort to get to know colleagues with whom I am less familiar.
   - Attend and be an active participant in therapy team meetings. Bring no other work into the meeting to work on; instead, listen and contribute to the discussion.
   - Invite colleagues to eat lunch together either in the break room or off-site, particularly those who may be less familiar with other colleagues in the center.

2. Strengthen relationships within the BYU community
   - Collaborate on a research project with a colleague from a different department
   - Work with Dr. Tom Golightly and Carolyn Billings to foster a closer relationship with the BYU Athletics department.
   - Attend Athletics committee meetings where they are working with psychological concerns
   - Continue to volunteer for outreach opportunities to speak to other departments about psychological concerns they may have.
   - Look for opportunities to socialize with colleagues from other departments to learn about their interests and the research activities in their departments.

3. Build and strengthen relationships within the broader professional community
   - Join APA as a full member
   - Volunteer to help with local conferences, including scheduling, setup, and/or evaluation
   - Attend APA and other national/international professional conferences
   - Subscribe to listserves of associations discussing concerns relevant to my interests
   - Submit proposal for a regional conference presentation
Scholarship Strategies Project

As a professional-track faculty member, the requirements in my department heavily emphasize providing clinical service to students. This makes it easy to forget about or neglect longer-term research projects. As such, the following goals and strategies are designed to make research a regular activity in my schedule, with meaningful goals that will keep me moving forward.

1. Scholarship goals (to be completed by Feb. 2016)
   - Meet or exceed departmental standards of scholarship for professional-track faculty (Average of 1 dissemination/year)
   - Present at UUCCC conference and APA spirituality conference
   - Involve undergraduate students in research
   - Contribute meaningfully to REBT paper/presentations
   - Push for required software changes to OQ Measures to allow for publishing of dissertation
   - Attend or have work presented at regional, national, and international conferences in my discipline and areas of emphasis

2. Strategies for scholarly productivity
   - Join APA as a full psychologist member, attend conferences, and network with other professionals to collaborate on future research
   - Set aside uninterruptible time daily for journal reading and writing
   - Attend GreenChair research team weekly
     - Contribute substantially to IRB proposals, data gathering, and writing efforts
   - Meet with mentor regularly and discuss research progress

3. Methods for evaluating success
   - Completion and dissemination of 1-2 projects per year
     - At least one/year as first or second author
   - Regularly report to mentor and department director on scholarly progress.
   - Students as co-authors on projects
Course Development Project

Student Development 117: Career Exploration

StDev 117 is one of the more popular elective courses in the Student Development section headed by our department. Many of the course readings and materials were handed down to me as part of a package that has been used by most others in our department. However, I have found that some of the readings and presentations are quite significantly dated. I would like to update the course with more recent articles and ideas, while keeping the best of the older material. Specifically, I plan to do the following to improve my teaching of this course:

- Increase academic rigor of course
  - Revise syllabus and assignment rubrics to be more specific and focused
  - Solicit feedback/materials from best teachers in department
- Improve my own teaching style
  - Request SCOT feedback from CTL within the first block of teaching Fall 2015.
- Improve connection of class with student’s goals in taking the class
  - Clearly align class activities with learning outcomes
  - Administer mid-semester evaluations in the middle of each semester
- Add “Reading summary” short writing assignment to the class to improve application of concepts
Course Development Grant Proposal

The most recent student feedback I have received from this class has been largely positive, though a few negative comments have caused me to brainstorm ways to make a few changes. In particular, one student mentioned that they did not feel like I gave space for the Light of the Gospel as often as they wanted. This concerns me, as I believe that the subject I teach (school/career planning) both crucially requires a gospel perspective to navigate successfully and lends itself very easily to gospel topics. I have felt very comfortable sharing my own spiritual journey with the class, and had thought I was encouraging of such discussion—many of our readings are from general authorities or BYU devotional speeches, and I often use quotes from general authorities of the church in my PowerPoint slides.

However, I want to be receptive to the feedback from my students. I would like to use this grant to fund a visual aid that I hope will further help my students feel comfortable bringing spiritual ideas into our classroom conversation. The visual aid I have planned is a small (6”) globe that rotates on energy from visible light. In the first week of classes, I would like to bring this globe into class while the lights are dim, and have a conversation about the gift it is to be able to have the light of the gospel in our discussions at BYU. As I do this, I will turn up the lighting in the classroom to start the globe spinning. I will then periodically bring the globe into class and leave it at the front of the class; as we dim lights for presentations and bring them back up, the movement of the globe will hopefully be a clear visual reminder of that discussion and the ability to bring up spiritual topics at any time.

Additionally, I have thought about purchasing a small magnetic hourglass to demonstrate some of the principles of decision-making about majors/careers (waiting until we have all the answers, etc). I would like to use the small remainder of the grant funds for that visual aid.

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<thead>
<tr>
<th>Item</th>
<th>Source</th>
<th>Cost</th>
<th>Reason</th>
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<tbody>
<tr>
<td>6” Mova “Satellite w/Cloud Cover” Globe</td>
<td><a href="http://www.amazon.com/dp/B00M0D9Q78/">http://www.amazon.com/dp/B00M0D9Q78/</a></td>
<td>$279.99</td>
<td>Spiritual discussion visual aid</td>
</tr>
<tr>
<td>Magnetic Hourglass</td>
<td><a href="http://www.amazon.com/Magnetic-Decorative-Clear-Novelty-Glass/dp/B00T8PYCRK/">http://www.amazon.com/Magnetic-Decorative-Clear-Novelty-Glass/dp/B00T8PYCRK/</a></td>
<td>$15.50</td>
<td>Time-usage discussion visual aid</td>
</tr>
</tbody>
</table>
Student Development 117: Career Exploration
Sec. 13, 393 CB, 10-10:50AM MW

Instructor: Jared Klundt, Ph.D
Office: 1500 WSC (Counseling & Psychological Services)
Email: jared_klundt@byu.edu
Office Hours: By appointment (shoot me an email, we’ll find a time)

Course Objectives/Learning Outcomes

This course is designed to help you to further develop self-understanding as a basis for career exploration and career decision-making. Or, to put it a bit more casually: the better you know yourself, the better you will be able to make decisions about your future. The class is heavily focused on becoming aware of your interests, values, and skills; available career/major resources; and the relationship of college majors to the world of work. This will not be a class where we go over all of the ~200 majors that BYU offers—that was something we did before the internet was a thing. Now that those descriptions are at your fingertips literally 24-hours-a-day, this class is focused on doing things that can’t be done in a browser.

The following are the goals (“learning outcomes”) for this class. They are attached to each assignment and noted accordingly:

A: Developing greater awareness of personal qualities, interests, skills, and values that play a role in career-decision making.
B: Increased confidence and ability to make decisions as well as progress towards making career decisions.
C: An awareness of and ability to access educational and career information resources.
D: Increasing your knowledge of college majors, career options, and additional life factors that influence career choice.

Course Requirements

Materials: All of the materials for this course are available on Learning Suite; you will not be required to purchase books or packets for this course. You will be asked to pay a small fee ($9) for an assessment that you will be taking early in the semester.

Attendance: This course involves a lot of sharing and in-class discussion of your personal experiences and decision-making process. These discussions and other in-class assignments will make up a significant portion of the final grade.

Completing Assignments: You will be asked to complete various in-class and out-of-class assignments or projects throughout the course. These must be turned in electronically, by emailing them to me by the beginning of the class period for which they are due (for out-of-class assignments), or during the class in which
they are conducted (for in-class assignments). Late out-of-class assignments will have 5 points deducted per weekday that they are late. Late or missed in-class assignments will not be accepted. Please communicate special events and circumstances to me prior to the absence. Again: all out-of-class assignments that involve a writing component need to be turned in electronically. No handwritten assignments will be accepted. Is it clear that I hate paper?

Assignments

3 Informational Interviews (50 points each): You will be asked to interview three different people about their work/career. A maximum of one of these can be done with a family member/relative.

A one-page report will be turned in for each interview. This report is not because I’m curious about their job duties—I want to see how meeting with them changed or confirmed your ideas about why you are interested in a career in this area. In other words, these reports should spend most of the time describing your thoughts about what you learned that helped you in your decision making process, and only the specific details about their job that are relevant to those thoughts.

These are consistently rated as very helpful assignments; they form the backbone of this course. They are likely to be among the most helpful activities you undertake during this class. Goals: B, D 150 pts. total.

(Optional): If you are interested, you may job-shadow someone in a field you’d like to know more about and count this for 2 of the 3 interviews. This option will likely be a good fit if you are already planning for a certain career, already interviewed someone in that field, and want to get a feel for the typical workday of someone working in that area. Please see me to get approval for this option, as it will depend on how many total hours you are able to spend job-shadowing.

Career Self-Assessments (SII, TypeFocus, 50 points each): An important part of the career exploration process is increasing self-awareness. We will be doing a few activities during the course to help with this objective. Two of these will come by way of taking the Strong Interest Inventory (SII), and the Type-Focus. The TypeFocus will be completed during class time at the library; the SII is administered through the Career & Academic Success Center (2590 WSC). There is a minimal cost associated with the SII; it should be around $9 total. Please note: The day you take the SII, you will be asked to pay with your Signature Card number. Make sure you have available money on your account for the assessment. Goals: A, B, C, D 100 pts.

MyMAP Plan: You will be asked to map out the courses and timeline pertaining to a major of your choice. The difficult part of this has already been done for you, thanks to the new MyMAP system on MyBYU. For this assignment, you will declare a major that you are most interested in at the time and update MyMAP accordingly—adding the general classes, electives, and required classes you will need to graduate from the university. You will then either screenshot or electronically save the expanded MyMap pages, and turn them in electronically. Goals: B, C 50 pts.

Synthesis Paper: This paper should help you synthesize information gleaned during the semester that was particularly relevant to you and show how you have integrated it into your future plans and decision-making process. You will be asked to write 2-3 pages (typed, double-spaced, plus any tables/charts) for this assignment. I want to hear what your current major/career plans are, and how you got to those plans. Preparing this assignment should help inform your in-class presentation. Goals: A, B, D 50 pts.
In-Class Presentation: Toward the end of the semester, we will schedule time each of you to make a 5-minute presentation about the process you have undergone and what you have learned. This is both for the excellent practice of speaking in front of your peers, and additionally helping broaden your classmates perspectives by hearing from yours. While the content of the presentation should be similar to the synthesis paper, you have significant latitude with this project in terms of how and what you present. For example, you could include more specific information from an interview that you conducted, or some discussion about what has been most difficult for you in making these decision. Or you might talk about the most salient thing you learned about yourself during the course and how that is affecting your major/career considerations. Please be creative with this presentation. Goals: A, B 50 pts.

In-Class assignments (10 points each): These will be small assignments completed during class time that relate to topics we discuss or activities we do. There will not be any advance notice of these assignments. Regular attendance and active participation in the class is highly important; rather than give tests you don’t want to study for or add more papers that you don’t want to write, I want class time to be useful to getting something out of this course. Please note that this makes up a significant portion of your final grade. Missed in-class assignments cannot be made up. Ever. Goals: A, B, C, D 100 pts. total.

2-3 Sentence reading summaries (10 points each): The articles for this course are free, available on LearningSuite, and only one is longer than 10 pages. But, I get it; with the insane amount of things you’re trying to juggle, things without points attached don’t get done. So, every time we have a reading due, I’ll pass out 3x5 cards for you to quickly write a 2-sentence reading summary. The goals of this assignment are: 1) to help you synthesize what the reading was about; 2) to help you apply the ideas in the reading to your specific life situation; and 3) to encourage you to do the reading so that you can be a useful contributor to class discussions. The first two sentences should summarize the main idea of the reading, and what you found particularly interesting or particularly boring; the third sentence should be how the ideas in that reading apply to your current plans/goals. Goals: A, B, C, D 100 pts. Total.

Grading

This is not designed to be a difficult course. You will get out of this course what you put into it in the form of having experiences, exploring and assessing yourself, and thinking critically about things such as life values, decision making, and how to achieve goals. When I grade your work I’m looking for evidence of your investment in this process. I’m also expecting you to represent yourself well in the presentation of your work—whether by good writing skills, correct grammar, or verbal presentation skills. The grading breakdown per assignment is seen in the above section, and culminates in 600 Total Points possible for the semester.

A = 94% and above
A- = 91-94%

B+ = 87-90%
B = 83-86%
B- = 80-82%

C+ = 77-79%
C = 73-76%
C- = 70-72%

D = 63-66%
D+ = 67-69%
Students with Disabilities

If you have a disability that may affect your performance in this course, you should get in touch with the University Accessibility Center (2170 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations. Please inform me as soon as possible of any accommodations you need.

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination or Harassment

Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Opportunity Employment Office (D-240C ASB) or with the Honor Code Office (4440 WSC).

TL;DR

- **This class should be useful, not hard.** Concise and useful readings, lotsa in-class discussions.
- 10 in-class assignments that can’t be made up if you miss them.
- 3 Interviews with someone in a career you’re into, plus a short report per interview
- 2-Sentence brief reading summaries for every reading in-class
- 2 Career Self-Assessments, one free and will be done **in class**, one is 9 bucks in the Wilk
- 5-minute ending presentation to the class
- Fill out your MyMap
- 2-3 pages on what you learned about yourself and where you want your future to go
- Please don’t print out and hand in your assignments.

EMAIL: jared_klundt@byu.edu
### Daily Topics and Assignment Due Dates

*This schedule may be modified as the semester progresses.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Content</th>
<th>Readings due</th>
<th>Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 Aug</td>
<td><strong>Course Overview</strong>—Who are you, Where are you at?</td>
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<tr>
<td>2 Sept</td>
<td><strong>Mythbusting</strong></td>
<td>Seven myths (Thompson)</td>
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<tr>
<td>7 Sept</td>
<td>NO CLASS: MEMORIAL DAY</td>
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<td>9 Sept</td>
<td><strong>Spirituality &amp; Career Decisions</strong></td>
<td>What is your mission? (Groberg)</td>
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<td>14 Sept</td>
<td>BYU Majors</td>
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<td>16 Sept</td>
<td>Career/Work Values</td>
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<tr>
<td>21 Sept</td>
<td>Life Themes</td>
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<tr>
<td>23 Sept</td>
<td>Meet in HBLL 2234</td>
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<td></td>
<td>Testing (TypeFocus)</td>
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<td>28 Sept</td>
<td>Meet in 2590 WSC (CASC)</td>
<td>CASC “Tour of Resources”</td>
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<tr>
<td>30 Sept</td>
<td><strong>Gender and Work I</strong></td>
<td>Advising Women (Bush)</td>
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<tr>
<td>5 Oct</td>
<td><strong>Gender and Work II</strong></td>
<td>Family Education and Careers</td>
<td>TypeFocus and SII</td>
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<tr>
<td>7 Oct</td>
<td><strong>TypeFocus Results/Discussion</strong></td>
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<tr>
<td>12 Oct</td>
<td><strong>SII Results/Discussion</strong></td>
<td></td>
<td>First Interview</td>
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<tr>
<td>14 Oct</td>
<td>Decision Making</td>
<td>Tyranny of Choice (Schwartz)</td>
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<td>19 Oct</td>
<td>Dealing with Uncertainty</td>
<td>Love is Not Blind (Hafen)</td>
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<td>21 Oct</td>
<td>Strengths and Skills</td>
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<td>26 Oct</td>
<td><strong>Working Women Panel: 1510 WSC</strong></td>
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<tr>
<td>28 Oct</td>
<td>Money</td>
<td><strong>The Real Truth about Money</strong></td>
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<td></td>
<td>Discuss Blueprint Assignment</td>
<td>(Easterbrook)</td>
<td>Second Interview</td>
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<tr>
<td>2 Nov</td>
<td>Happiness 1</td>
<td>In Search of Our Smile</td>
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<tr>
<td>4 Nov</td>
<td><strong>Ophelia Syndrome</strong></td>
<td>Diagnosing and Treating the Ophelia Syndrome (Plummer)</td>
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<tr>
<td>9 Nov</td>
<td>Grad School/Interviewing</td>
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<tr>
<td>11 Nov</td>
<td>Planned Happenstance</td>
<td>Steve Jobs article</td>
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<tr>
<td>16 Nov</td>
<td>Resumes/Internships/Field Studies (Guest Presenter?)</td>
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<tr>
<td>18 Nov</td>
<td>Presentations</td>
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<td>Third Interview</td>
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<tr>
<td>23 Nov</td>
<td>Presentations</td>
<td></td>
<td>Blueprint/Synthesis</td>
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<tr>
<td>25 Nov</td>
<td>NO CLASS: THANKSGIVING</td>
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<tr>
<td>30 Oct</td>
<td>Presentations</td>
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<tr>
<td>2 Dec</td>
<td>Presentations</td>
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