

DRAFT

COURSE SYLLABUS SPED 176 FAMILY PRACTICUM EXTENDED SUPPORT NEEDS

INTRODUCTION TO COURSE AND INSTRUCTOR

If the course is online, hybrid, or blended, clearly specify as such.

Semester FALL 2022	Special Education/LEBSE California State University, Fresno
Final Practicum for Extended Support Needs ESN	Instructor Name
Units 6	Office Location
Time: Five days a week at school site, 30 minutes before the school day begins to 30 minutes after the school day ends	E-Mail
Location: School Site	Telephone
Website	Office Hours

The following sections regarding COVID are subject to change given changing circumstances on-campus and in the community. Please check the COVID website for the most up-to-date information at:

www.fresnostate.edu/coronavirus

Vaccination: In order to create a safe environment on campus, all students must be vaccinated against the SARS-CoV-02 virus, or obtain an exemption, in order to attend classes on campus or access any services on campus. Documentation of the first dose of the vaccination must be uploaded to the student portal by Aug 20, and documentation of the final dose by Sept 30. Students may request an exemption to the vaccine requirement by going to their student portal to complete the COVID self-certification. Students with vaccination exemptions are subject to weekly COVID testing. You are not allowed to come to campus if any of the following is true:

- You have not been vaccinated, and have not been granted an exemption, or
- You have been granted an exemption, but have not completed your required weekly testing.

Health Screening: Students who come to campus and/or are participating in off-campus in-person experiential learning will be required to complete a [daily health screening](#) before coming to campus or learning site. You are not allowed to come to campus if any of the following is true:

- If you are experiencing COVID-19 symptoms (vaccinated or not).
- If you have tested positive within the past 10 days.

If you have a suspected or confirmed case of COVID-19, please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures: Face coverings are required to be worn indoors on-campus and during in-person classes (vaccinated or not), and/or in accordance with learning site requirements if participating in off-campus experiential learning, to reduce the risk of community spread of COVID-19. The [Student Health and Counseling Center](#) has complimentary masks available for students who need them. The mask requirement may be modified if/when transmission rates in Fresno County drop below the threshold identified by the CDC.

Please remember that the same student conduct rules for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright laws. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

Course description SPED 176 is the last of three required supervised clinical practice experiences in the program. Education Specialist Candidates will take part in five full days per week, full semester experience [35 hours per week including ½ hour before and ½ hour after school time included] serving culturally and linguistically diverse identified children with mild/moderate disabilities, some of whom may also be identified as English learners. The clinical practice experience may take place in any of these settings: grade K-12 classroom, adult transition program for students ages 18-22, inclusive settings, and/or co-teaching in a general education classroom. Candidates are required to demonstrate competency in planning, assessment and instructional tasks as well demonstrate use of consistent classroom management system and behavior management of individual students, while steadily increasing their classroom responsibilities. A minimum of four weeks of solo experiences which include sole responsibility for planning, assessing and instruction are required over the arc of the program. Candidates will conduct formal and informal assessments and collect the data to drive instruction and monitor ongoing progress towards goals/objectives.

Prerequisites for the course: Admission to the Education Specialist Credential program. All required credential program coursework must be completed through Phase 2 for Education Specialist only Teacher Candidates or through Phase 3 for Dual Teacher Candidates. Concurrent enrollment or previous completion of SPED 246, SPED 219, and SPED 233 required, or Program Coordinator permission.

REQUIRED COURSE MATERIALS

- Candidates will be required to access Canvas for syllabus, assignments, resources, etc.
- Refer to (or download when necessary) the California Department of Education website: <http://www.cde.ca.gov/re/pn/fd/>
- Active Tk20 account (can be purchased at fresnostate.Tk20.com)
- Fresno Assessment of Student Teachers, FAST (available at the Kennel Book Store)
- Special Education Student Teaching Handbook

COURSE SPECIFICS

Course goals: The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), Teaching Performance Expectations (TPE), and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-Long Learning.

Teacher Preparation Expectations:

U1.2, EX1.11, U2.5, U2.6, EX2.3, EX2.5, ES2.6, U3.7, U3.8, EX3.4, EX4.7, EX5.3, U6.1, U6.4, U6.6, U5.4, U5.6

Course requirements/assignments:

1. Candidate will complete the *Class Profile* form or, at the discretion of the University Coach, may have a face-face discussion regarding the students' profiles. Candidates will locate and apply information about students' current academic status, content- and standards-related learning needs and goals, formal and informal assessment data with explanation of the scores, language proficiency status, and cultural background for both short-term and long term instructional planning purposes.

2. Candidate will develop and implement a minimum of six formal lessons, with reflections to be evaluated by the University Coach. Lesson will be written following the format of the lesson plan template. Write your lesson plans and have them approved by your University Coach and/or Mentor Teacher before each lesson is taught, per specific field work requirements. The six formal lessons should cover the topics below. The lessons should be planned with the Mentor Teacher. Lesson plans are due to the

University Coach and Mentor Teacher at least 3 days in advance, based on discussion with the University Coach. Observation requirements and lesson topics are outlined in the student teaching manual.

Following each lesson, the Teacher Candidate will write a reflection on the lesson's strengths and challenges using the Tk20 template.

3. Candidate assumes full responsibility daily for the classroom for a block of four weeks [120 hours minimum] over the arc of the program. During this period, the candidate is expected to fully participate within the school environment and experience and understand the full range of activities and responsibilities of being a teacher of record. a. Solo teaching includes planning lessons with the Mentor Teacher, based on students in the classroom, delivering the lessons, monitoring students' progress toward achieving the academic goals included in the lessons, informal and formal assessment of students, and candidate self-reflection on own teaching practices. b. Lesson Plans will be submitted in advance to the University Coach and Mentor Teacher.
4. Candidate conducts or co-conducts a formal assessment of a student and reflects on the process in writing.
5. Candidate develops or co-develops a Behavior Intervention Plan for an identified student. Candidate reflects on the process in writing.
6. Candidate develops or co-develops a draft IEP for an identified student and attends or leads the IEP team meeting. Student Teacher Candidates provide evidence of attendance. Following the meeting, each candidate writes a reflection on the experience in TK-20.
7. Candidate develops and implements a data collection system that is used in the classroom two or more times per month to document student progress in lessons. Evidence of the data collection is provided. Candidate will write a reflection on the process.
8. Candidate develops or co-develops a Behavior Intervention Plan for an identified student and writes a reflection on the process.
9. Candidate shows evidence of a systematic communication system with parents or guardians.
10. Candidate writes weekly reflections on learning and posts in TK20.
11. Candidate keeps a weekly log of time in classroom.

12. Candidate attends all required meetings, professional development, school events and seminars.

13. At the end of the semester and in collaboration with the University Coach and Mentor Teacher, candidate develops an Individual Development Plan (IDP) that documents areas of growth that will need to be addressed in the district Induction Program.

CO-TEACHING REQUIREMENTS

The goal of co-teaching is for all students to get high-quality instruction. Co-teaching can support teachers in implementing IEP and 504 plan goals in a general education classroom. The following table outlines five co-teaching strategies. You are required to write and implement one co-taught lesson using one of the strategies below. The lesson may be co-taught with your Mentor Teacher, General Education teacher, Instructional Assistant, or other personnel, as approved by your University Coach.

<i>Strategy</i>	<i>What does it look like? When is it used? How do we plan?</i>	<i>Benefits</i>
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<p>Station Teaching</p>	<p><i>What does it look like?</i></p> <ul style="list-style-type: none"> · The class is divided into three or more groups who work in multiple learning centers. <p>As the students rotate through the stations, the teachers teach the same material in different ways to each group.</p> <ul style="list-style-type: none"> · Different learning stations are set up in various areas of the classroom, one for each teacher and at least one for independent student work. <p><i>Example:</i> One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.</p> <p><i>When is it used?</i></p> <ul style="list-style-type: none"> · When co-teachers have varying depths of knowledge on a topic and the students would benefit from differentiated instruction <p><i>How do we plan?</i></p> <p>The co-teaching pair divides the instructional content into parts.</p> <p>Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.</p>	<p>Provides both teachers with an active instructional role</p> <ul style="list-style-type: none"> · Allows teachers to use flexible grouping to tailor teaching to each groups' needs · Lowers the student-teacher ratio · Resets student focus with each station rotation, increasing engagement <p>Provides time for students to engage with the content on their own as well as with teachers</p> <p>Allows for more material to be covered in a shorter time frame</p> <p>Provides a clear teaching responsibility for each adult in the room</p>
<p>Team Teaching</p>	<p><i>What does it look like?</i></p>	<p>From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject</p>

<p>Strategy</p>	<p><i>What does it look like?</i> <i>When is it used? How do we plan?</i></p>	<p><i>Benefits</i></p>
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	<ul style="list-style-type: none"> · Both teachers teach at the front of the room and move about to check in with students (as needed). <p>Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson.</p> <p>Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.</p> <p>When is it used?</p> <ul style="list-style-type: none"> · When students would benefit from learning content and skills using multiple strategies and having access to more than one teacher's experience and perspective. <p>How do we plan?</p> <p>The co-teaching pair co-plans the same lesson and then divides the instructional content into parts.</p>	<p>information, and available to assist students and answer questions.</p> <p>Provides both teachers with an active instructional role</p> <ul style="list-style-type: none"> · Introduces students to complementary teaching styles and personalities <p>Allows for lessons to be presented by two different people with different teaching styles</p> <p>Models <u>multiple ways of presenting and engaging with information</u></p> <p>Models for students what a successful collaborative working relationship can look like</p> <ul style="list-style-type: none"> · Provides more opportunities to pursue teachable moments that may arise
<p>Parallel Teaching</p>	<p>What does it look like?</p> <ul style="list-style-type: none"> · The class is divided into two groups, and both teachers teach the same information simultaneously in different sections of the room. · Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. · Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy. <p>When is it used?</p> <p>When teachers have equal content expertise and there's a lot of information being covered in one lesson</p> <p>How do we plan?</p>	<ul style="list-style-type: none"> · The greatest benefit to this approach is the reduction of student to teacher ratio. <p>Provides both teachers with an active instructional role</p> <ul style="list-style-type: none"> · Gives students the chance to ask more questions during lesson time

<i>Strategy</i>	<p><i>What does it look like?</i></p> <p><i>When is it used? How do we plan?</i></p>	<i>Benefits</i>
	<p>The co-teaching pair co-plans the same lesson and then divides the instructional content into parts.</p> <p>Each teacher instructs on the same lesson but approaches it differently.</p>	
Supplemental Teaching	<p><i>What does it look like?</i></p> <p>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended, accelerated or remediated.</p> <ul style="list-style-type: none"> · <i>Example:</i> One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment. <p><i>When is it used?</i></p> <p>When students need the lesson re-taught, extended, remediation, additional information or accelerated teaching.</p> <p><i>How do we plan?</i></p> <ul style="list-style-type: none"> · The co-teaching pair co-plans the same lesson and then divides the instructional content. 	<p>Provides both teachers with an active instructional role</p> <p>Lowers the student-teacher ratio and reduces the load of teaching a large class</p> <ul style="list-style-type: none"> · Allows for small group instruction · Gives students the chance to ask more questions during lesson time

<p>Alternative Teaching</p>	<p><i>What does it look like?</i></p> <ul style="list-style-type: none"> · One teacher is at the front of the room or roaming providing large group instruction, while the other teacher works with a small group of students in a different space. · One teacher instructs most of the class while the other teacher teaches an alternate or accommodated version of the lesson to a smaller group of students. <p>The learning outcome is the same for all students, however, the avenue for getting there is different.</p> <ul style="list-style-type: none"> · Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same 	<p>Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.</p> <p>Provides both teachers with an active instructional role</p> <ul style="list-style-type: none"> · Allows for a lower student-teacher ratio <p>Provides additional support to struggling students without specifically singling them out</p> <p>Gives a chance to re-teach, review, and pre teach</p> <ul style="list-style-type: none"> · Allows for intervention as well as enrichment opportunities
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Strategy	<p><i>What does it look like?</i></p> <p><i>When is it used? How do we plan?</i></p>	Benefits
	<p>outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.</p> <p><i>When is it used?</i></p> <p>When there is a small group of students who need pre- or re-teaching of skills or content or who would benefit from enrichment on the topic.</p> <p><i>How do we plan?</i></p> <ul style="list-style-type: none"> · One teacher instructs most of the class while the other teacher teaches an alternate or accommodated version of the lesson to a smaller group of students. 	<ul style="list-style-type: none"> · Allows teachers use flexible groups

Note: The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.

Instructions for significant assignments:

The Site Visitation Project Scheduled Visit/Observation will document the Teacher Candidate's effective use of instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals, and scheduled academic tasks. Teacher Candidates will implement procedures for routine tasks and manage transitions to maximize instructional time. Teacher Candidates will reflect on their lessons using the TPEs as a framework. (TPE EX1.11, U2.5, U2.6, EX2.3, EX2.6, EX2.12, EX4.2, EX5.3, EX6.2)

FAST Overview: The California Commission on Teacher Credentialing (CCTC) requires that every credential program candidate seeking recommendation for a Preliminary California Credential show mastery of the Teacher Performance Expectations (TPEs). The TPEs will be taught in your coursework and applied and practiced in your clinical experience. The Kremen School of Education and Human Development has designed its own assessment system to evaluate your mastery of the TPEs, the ***Fresno Assessment of Student Teachers (FAST)***. The system consists of two tasks or "projects", the Site Visitation Project (SVP) and the Teaching Sample Project (TSP).

- 1 = Does not meet expectations
- 2 = Meets expectations
- 3 = Meets expectations at a high level
- 4 = Exceeds expectations

In the event that a candidate earns a score of "1" on any section, the candidate will have the opportunity to revise and resubmit that section. If a passing score is still not earned in the resubmission, the candidate may apply for a *Special Consideration* using the *FAST Non-Passing Score Procedure* (outlined in the FAST Manual; will be received in either the CI 176 course or from your Coach).

CREDIT FOR SPED 176

Candidates must receive a grade of 'A' or 'B' to pass SPED 175. If a grade of 'C' or lower is earned, the Teacher Candidate will need to repeat the course.

Grade A = All clinical practice assignments are completed on time and exceed expectations. In addition, candidates must keep all assignments current in the Tk20 binder.

Grade B = 90% of the clinical practice assignments are completed on time and exceed or meet expectations. In addition, candidates must keep all assignments current in the Tk20 binder.

SPED 176 Checklist

Assignments	Teacher Candidate Notes
Training	<ul style="list-style-type: none"> · Complete COVID-19 Safety training and DocuSign form · Upload your Mandated Reporter certificate if 10 months old or younger. If older, complete new Mandated Reporter training in Tk20.
Initial Triad Meeting	<ul style="list-style-type: none"> · Complete, sign and upload the Clinical Practice Agreement in Tk20.
Tk20 Time Log	<ul style="list-style-type: none"> · Create the Tk20 Time Log · Enter the number of clinical practice minutes or hours completed daily or weekly in the Tk20 Time Log template.
Class Profile form	<p>Complete form in Tk20, or at discretion of your Coach, hold a confidential discussion with your Coach about your students, using initials only.</p>
6 formal lesson plans	<p>Six [6] formal lesson plans completed in Tk20 a minimum of three [3] days prior to the scheduled observation. More may be required.</p> <ul style="list-style-type: none"> ✓ 1 Mathematics Lessons ✓ 1 ELA Lessons ✓ 1 co-taught lesson ✓ 1 lesson on study skills, vocational or pre-vocational needs ✓ 2 lessons from the following, each in a different area: <ul style="list-style-type: none"> · Self-advocacy lesson · Social skills lesson · Processing lesson · Adaptive behavior lesson · Transition lesson
6 formal lesson reflections	<ul style="list-style-type: none"> · Following each formal lesson instruction, candidate completes a lesson reflection.

<p>9 weekly reflections on learning</p>	<ul style="list-style-type: none"> · Nine weekly reflections on learning completed in Tk20 for the weeks when you do NOT have a formal lesson observation. Weekly reflections should include: <ol style="list-style-type: none"> 1. Experience of conducting a formal and informal assessment 2. Experience of developing a draft IEP and participating in the IEP meeting 3. Description of communication system with parents or guardians. Provide evidence. 4. Experience of using educational and assistive technology with students 5. Experience of developing of a Behavior Intervention Plan 6. Experience of transition planning 7. Experience of solo teaching whole class lessons. If you are teaching a group of students that is smaller than the whole class, reflect on ways the lesson and instruction would need to be modified for whole class instruction. 8. Description of regular data collection system data collection system used in the classroom 2x or more monthly to document student progress in lessons. Provide evidence.
<p>Midterm Evaluation meeting</p>	<p>Midterm Evaluation [triad] meeting. You, Coach and Mentor Teacher provide reflective input before and/or during the meeting</p>

COURSE POLICIES & SAFETY ISSUES

Please review University policies to ensure coherence with any classroom policies:
<http://www.fresnostate.edu/academics/facultyaffairs/policies/apm/index.html>
and, in particular, the University Policy on Course Syllabi and Grading (APM 241)

In addition, review the school policies at the school you will be assigned to for this course.

You may want to include a statement describing appropriate behavior in your classroom, especially if your course includes student discussion of sensitive issues. The University Policy on Disruptive Classroom Behavior ([APM 419](#)) is well worth reading and can be found in the Class Schedule and the Academic Policy Manual. In addition to defining disruptive behavior and detailing formal procedures for dealing with it, the policy contains a useful description of the learning environment.

Late work and make-up work policy. Give your make-up work policy due to student absence. Finally, include your late work policy if that is separate from the make-up work policy, and make clear the requirements for attendance at the final examination and the impact on the student's grade.

Address safety issues if relevant. (labs, hazardous materials, shops, field work, etc.).

Plagiarism Detection: The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work

If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter

Chair's name: Dr. Imelda Basurto

Department name: LEBSE

Chair's email: ibasurto@mail.fresnostate.edu

Department phone number: 559-278-0285

UNIVERSITY POLICIES

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

The following University policies can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

UNIVERSITY SERVICES

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)

SUBJECT TO CHANGE STATEMENT

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

COURSE CALENDAR

The calendar should include projected dates, topics covered, deadlines, and/or periods of time for readings, field trips, projects, exam dates (including the date and time of the final exam) and assignment due dates. The following statement is suggested to footnote the calendar: *“The course schedule is subject to change in the event of extenuating circumstances.”*

If you plan to give your exam online or not to meet in class on the final exam day, please explicitly inform students in your syllabus. You also need to address a memo to that effect to your department chair and dean.

TENTATIVE COURSE SCHEDULE (MAY BE GIVEN AS A SEPARATE DOCUMENT)

Following are schedules showing class meeting dates for Fall 2021 for Monday-Wednesday courses, Monday-Wednesday-Friday courses, and Tuesday-Thursday courses.

Tentative Course Schedule

Fall 2021

(Monday, Wednesday, Friday Courses)

	Date	Topic	Reading Assignment
1	Mon., Aug 23		
2	Wed., Aug 25		
3	Fri., Aug 27		
4	Mon., Aug 30		
5	Wed., Sept 1		
6	Fri., Sept 3		
	Mon., Sept 6	HOLIDAY – Labor Day	
7	Wed., Sept 8		
8	Fri., Sept 10		
9	Mon., Sept 13		
10	Wed., Sept 15		
11	Fri., Sept 17		
12	Mon., Sept 20		
13	Wed., Sept 22		
14	Fri., Sept 24		

15	Mon., Sept 27		
16	Wed., Sept 29		
17	Fri., Oct 1		
18	Mon., Oct 4		
19	Wed., Oct 6		
20	Fri., Oct 8		
21	Mon., Oct 11		
22	Wed., Oct 13		
23	Fri., Oct 15		
24	Mon., Oct 18		
25	Wed., Oct 20		
26	Fri., Oct 22		
27	Mon., Oct 25		
28	Wed., Oct 27		
29	Fri., Oct 29		
30	Mon., Nov 1		
31	Wed., Nov 3		
32	Fri., Nov 5		
33	Mon., Nov 8		
34	Wed., Nov 10		
35	Fri., Nov 12		
36	Mon., Nov 15		
37	Wed., Nov 17		
38	Fri., Nov 19		
39	Mon., Nov 22		
	Wed., Nov 24	Thanksgiving Break	

	Fri., Nov 26	Thanksgiving Break	
40	Mon., Nov 29		
41	Wed., Dec 1		
42	Fri., Dec 3		
43	Mon., Dec 6		
44	Wed., Dec 8	Last Day of Instruction	
Finals week			
			Days
			Dates
Final Exam Preparation & Faculty Consultation Days:			Thursday and Friday
			Dec 9 – 10
Final Semester Examinations			Monday – Thursday
			Dec 13 – 16
Final Exam in this course			

**Tentative Course Schedule
Fall 2021
(Tuesday, Thursday Courses)**

	Date	Topic	Reading Assignment
1	Tues., Aug 24		
2	Thurs., Aug 26		
3	Tues., Aug 31		
4	Thurs., Sept 2		
5	Tues., Sept 7		
6	Thurs., Sept 9		
7	Tues., Sept 14		
8	Thurs., Sept 16		
9	Tues., Sept 21		
10	Thurs., Sept 23		
11	Tues., Sept 28		
12	Thurs., Sept 30		

13	Tues., Oct 5		
14	Thurs., Oct 7		
15	Tues., Oct 12		
16	Thurs., Oct 14		
17	Tues., Oct 19		
18	Thurs., Oct 21		
19	Tues., Oct 26		
20	Thurs., Oct 28		
21	Tues., Nov 2		
22	Thurs., Nov 4		
23	Tues., Nov 9		
	Thurs., Nov 11	Holiday – Veterans Day	
24	Tues., Nov 16		
25	Thurs., Nov 18		
26	Tues., Nov 23		
	Thurs., Nov 25	Thanksgiving Break	
27	Tues., Nov 30		
28	Thurs., Dec 2		
29	Tues., Dec 7	Last Day of Instruction	
Finals week			Days
Final Exam Preparation & Faculty Consultation Days:			Thursday and Friday
Final Semester Examinations			Monday – Thursday
Final Exam in this course			
			Dates
			Dec 9 – 10
			Dec 13 – 16

**Tentative Course Schedule
Fall 2021
(Monday, Wednesday Courses)**

	Date	Topic	Reading Assignment
1	Mon., Aug 23		
2	Wed., Aug 25		
3	Mon., Aug 30		
4	Wed., Sept 1		
	Mon., Sept 6	HOLIDAY – Labor Day	
5	Wed., Sept 8		
6	Mon., Sept 13		
7	Wed., Sept 15		
8	Mon., Sept 20		
9	Wed., Sept 22		
10	Mon., Sept 27		
11	Wed., Sept 29		
12	Mon., Oct 4		
13	Wed., Oct 6		
14	Mon., Oct 11		
15	Wed., Oct 13		
16	Mon., Oct 18		
17	Wed., Oct 20		
18	Mon., Oct 25		
19	Wed., Oct 27		
20	Mon., Nov 1		
21	Wed., Nov 3		
22	Mon., Nov 8		
23	Wed., Nov 10		
24	Mon., Nov 15		

25	Wed., Nov 17		
26	Mon., Nov 22		
	Wed., Nov 24	Thanksgiving Break	
27	Mon., Nov 29		
28	Wed., Dec 1		
29	Mon., Dec 6		
30	Wed., Dec 8	Last Day of Instruction	
Finals week			
			Days
			Dates
Final Exam Preparation & Faculty Consultation Days:			Thursday and Friday
			Dec 9 – 10
Final Semester Examinations			Monday – Thursday
			Dec 13 – 16
Final Exam in this course			