



HIST 3271: Introduction to History Education

Semester: Fall 2019

Location: English Bldg 250

Meeting Time: TR 11 AM – 12:15 PM

Instructor: Dr. Caroline J. Conner

Office: Social Science Bldg 4081

Office Hours: TR 1 – 2:15 PM or by appt

Office Phone: 470-578-6143

Email address: cconne33@kennesaw.edu

Course Description: This reading and writing intensive course introduces fundamental approaches, methods, and concepts relevant to the discipline of history, historical thinking, and teaching American history. Teacher candidates engage in reading and analyzing scholarly works, learn and practice basic research methods, examine contemporary debates and developments in history and history education, contextualize and plan lessons that engage secondary students in studying history, and complete a school-based internship.

Credits: 3 Class Hours + 1 Laboratory Hour = 4 Credit Hours

Prerequisite Courses: HIST 1111, HIST 1112, HIST 2111, HIST 2112, and EDUC 2110

Section Focus: At the instructor's discretion, topics explored in HIST 3271 address major historical themes or time periods in U.S. history.

Context of this Course: As a member of a HIST 3271 class, you are part a cohort of teacher candidates beginning a sequence of classes that prepares you for graduation and a teaching career in history/social studies. Thus, HIST 3271 is not “just another” required course; it is the foundation upon which you will build. The content and skills taught in this course are practiced and reinforced but *not re-taught* in HIST 4488. In student teaching, you must gain full mastery of those ideas and skills. In this class, you are beginning to create your professional habits and reputation, and your performance and demeanor here are indicative of future success in the program and in the classroom.

Course Communication: If there is a need to contact me quickly, please use my KSU email at cconne33@kennesaw.edu. I will typically respond within 24 hours; however, please allow 48 hours on the weekend. If you contact me by office, phone, or email and have not heard back within 48 hours, feel free to send a gentle reminder. For all other course communication, D2L is the preferred means of communication outside of class. You are responsible for checking D2L daily for updates, emails, assignments, and announcements.

Electronic Communications: The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” Because of federal laws protecting educational information and other data, this is the sole email account you should use to communicate with your instructor or other University officials.

Required books/readings:

- Larson, B. (2017). *Instructional Strategies for Middle and High School Social Studies*, 2nd Ed. ISBN 978-1-138-84678-4.
- Zwiers, J. (2014). *Building Academic Language: Meeting Common Core Standards Across Disciplines*, 2nd Ed. ISBN: 978-1-118-74485-7.

- Chalk and Wire (you will need a 2-year registration) available at <http://bookstore.kennesaw.edu/MerchDetail.aspx?MerchID=215521&num=0&start=1&end=6&type=1&CategoryName=SOFTWARE&CatID=268&Name=SOFTWARE>
- NCSS National Task Force for Social Studies Standards, *Curriculum Standards for Social Studies: Framework for Teaching, Learning, and Assessment (2010)*
- Copy of Georgia Standards of Excellence for 11th Grade U.S. History (Follow links at www.georgiastandards.org. Bring a hardcopy to each class session).
- Additional reading assignments (generally on D2L or online) included on the schedule or assigned in class.

Field Experience: (Requirements/Expectations)

HIST 3271 students will complete a field experience at Palmer Middle School. Candidates must be admitted to the KSU teacher education program and the HIED program (and complete a background check) before participating in this field experience. During the course of the field experience, some teacher candidates will observe in a selected teacher's classroom and will have an opportunity to observe and teach world area studies and/or Georgia studies classes. Other candidates will participate in the Advancement via Individual Determination (AVID) tutoring program and will work with AVID students during the field experience. In both cases, candidates will learn more about both the middle school setting and adolescent learners in preparation for their field experience responsibilities in HIST 4488 the following semester.

Field Experience Schedule

Mandatory AVID Orientation: F Aug 23 @ 2-5 PM (KSU Center, KC462)

*ALL students must attend

Mandatory Teaching Interns Orientation: W Oct 2 @ 4:30 PM (Palmer Middle School)

*ONLY teaching INTERNS must attend

	Begin Internship	During Internship	End Internship
Group 1 (AVID)	T Aug 27 OR R Aug 29	Attend your scheduled session on T OR R every week *Nov 5 is a TPD	F Dec 5
Group 2 (Intern)	M Oct 21	Attend MTWRF for 1 class each week *Nov 5 is a TPD	F Nov 22

*Follow Cobb Country Public Schools Calendar for Holidays/Breaks

Professional Mindset/Dispositions

Candidates should approach this field experience responsibility with the utmost professionalism. During all field experiences in the HIED program, candidates are expected to adhere to the Georgia Code of Professional Ethics, the Bagwell College of Education’s Handbook for Teacher Education, and HIED program policies and expectations. In essence, working at Palmer is your first extended job interview. Treat this field experience like a job in terms of attendance, readiness, professional demeanor, dress, etc. Candidates must successfully complete all portions of the field experience and the assignments/points (200) associated with it (See Assignments section). *If you are removed from your field experience for any reason, you will automatically receive an F in the course and will go in front of the HIED Admissions and Academic Standing Committee to address your status in the program.*

Learning Goals/Objectives	Standards*	Activities
<i>The student will (be able to):</i>		

1. Articulate what is encompassed by the discipline of history, develop historical arguments based on primary sources, and demonstrate level-appropriate content knowledge across the scope of U.S. history	CAPS 1; NCSS 1.0-10.0, NCSS PS 4	1. Primary Source Assignment 2. Content Exam 3. CAAR
2. Demonstrate an understanding of common rationales for learning and teaching history and, in light of educational history and contemporary ideas, develop a personal philosophy of teaching social studies.	CAPS 1, 9; NCSS 1.0-10.0; NCSS PS 9	1. Philosophy of Teaching Assignment 2. Final Exam
3. Exhibit a commitment to professional ethics and the school’s mission on behalf of families, local communities, and the larger society by maintaining high ethical and professional standards and communicating effectively with students, parents/guardians, district and school personnel, fellow candidates, professors, and other stakeholders.	CAPS 9, 10; NCSS TS 1.0-1.10; NCSS PS 3, 4, 5, 8, 9	1. CAAR 2. Student survey/Nature and Needs 3. WCR/WS
4. Apply curriculum models, applicable standards, social studies education research , and historical scholarship to inform planning, instruction, and assessment.	CAPS 1, 2, 3; NCSS TS 1.0-1.10; NCSS PS 3, 4, 5	1. Nature & Needs Field Assignment 2. Lesson Plans 3. Final Exam
5. Plan and implement social studies lessons that are meaningful, relevant, student-centered, and academically challenging.	CAPS 2, 3; NCSS TS 1.0-1.10; NCSS PS 3, 4, 5	1. Lesson plans
6. Distinguish between formative and summative, formal and informal assessments and design lesson assessments the results of which would provide feedback to students and parents and improve instruction.	CAPS 5, 6; NCSS 1.0-1.10; NCSS PS 4	1. Lesson Plans
7. Demonstrate a fundamental and sensitive knowledge of students — including learning differences and personal/community assets — by differentiating instruction and assessment in planning lessons.	CAPS 4, 10; NCSS TS 1.0-1.10; NCSS PS 1, 2, 6, 7, 8	1. Application Assignment 2. Lesson Plans 3. Nature/Needs Field Assignment
8. Help provide a positive, well-managed, safe, orderly learning environment	CAPS 7; NCSS TS 1.0-1.10; NCSS PS 3	1. Observation Summaries 2. Tutoring Sessions/Classroom Observations 3. WCR
9. Apply a variety of meaningful, relevant, student-centered, and academically-challenging instructional methods and models of social studies instruction – including appropriate technology -- based on the Georgia Standards of Excellence for Social Studies, Common Core Literacy Standards, and NCSS Thematic Standards -- to social studies content.	CAPS 8; NCSS TS 1.0-1.10; NCSS PS 1-9	1. Lesson Plans 2. Application Assignment 3. Tutoring Sessions/Classroom Observations and Assistance 4. Reflective Journal

10. Create high quality written work that demonstrates facility with using academic language in class activities and written work, during the field experience, and in lesson planning.	CAPS 1, 2, 10; NCSS TS 1.0-1.10; PS 1, 2	1. Class Discussions/Presentations 2. Tutoring Sessions/Classroom Observations and Assistance 3. Lesson Plans and other written work
11. Describe and adhere to the expectations and requirements of the HIED program .	CAPS 9; NCSS TS 1.0-1.10; PS 9	1. Class and Field Experience Activities 2. Final Exam

Course Polices:

Attendance Policy: You should attend all sessions of the class. *In the HIED program, an email is not only appropriate but expected.* If you miss more than four class sessions, you most likely will not pass the course. No distinction is made between “excused” or “unexcused” absences. *Arriving late, taking breaks, or leaving early may or may not count as a full absence, but will minimally count as half an absence.* Attendance affects class participation and success in the course and is an indicator of professionalism. *You are solely responsible for managing your enrollment status in a class; nonattendance does not constitute a withdrawal.*

Class Participation: Complete all readings and assignments prior to class and be prepared to actively participate in class discussions and activities; failure to participate in an adequate and satisfactory manner will negatively affect your participation grade (see participation rubric).

Feedback: Written or oral feedback on assignments will be provided in a timely manner. Small assignments will likely be returned within two class periods; however, major assignments such as formal lesson plans or papers may take two weeks or more. If you have questions about the feedback provided on assignments, please inquire during office hours or by appointment.

Content Knowledge: Since successful completion of HIST 2111 and 2112 are prerequisites for this course, you should already have a solid foundation of content knowledge about U.S. history. Should you find yourself lacking in this regard, please review a college level text and/or arrange a study group. You are responsible for knowing all content related to the GSE for U.S. History.

Electronic Devices: Cell phones and other electronic devices should be turned off and put away during class unless they are utilized during the lesson. Those with a specific, verifiable need to use electronics should talk with the instructor at the beginning of the semester. If we use technology for instructional purposes, you should refrain from using such devices for personal business such as, but not limited to, checking emails, surfing the web, or using social media. I reserve the right to confiscate technology for the class period if it becomes a distraction. *Please note that no electronics are permitted in the classroom during examinations.*

Professional Demeanor and Dispositions: Be a positive force in the classroom. Do your share of the work. Be prepared, congenial, collaborative, and respectful. Disrespectful behavior can affect the entire class negatively. Please take care of personal matters before or after class. To this end, a *Candidate Attitudes Assessment Rubric* will be completed (and reviewed with each student at the end of the semester). Kept on file by the HIED Program Coordinator, this evaluation serves as a key indicator of potential for success in the program. *As History Ed students and teacher candidates, it is time to begin*

moving to the “other side of the desk.” You will be a model for your students – and that means “walking the walk” as well as “talking the talk.”

Makeup Exams and Late Assignments: It is your responsibility to contact me promptly about any absence. *In the HIED program, an email is not only appropriate but expected.* Work due in class on the day of an absence should be submitted via D2L (if available) or to KSU email prior to the time the class meets. When absent, it is your responsibility to know the content addressed in class and to complete any announced work by the assigned date. Late work will generally not be accepted. If accepted for mitigating circumstances, a penalty of 10% per day will likely be applied.

Class Cancellations: Class will rarely, if ever, be canceled. If I have to cancel class due to inclement weather, illness, or other emergency, you will be notified on D2L. Assignments should still be submitted through D2L and you should check for online assignments or readings via D2L Announcements.

BCOE/EPP Policy Statements: Important information and the following EPP Policy Statements are located at <http://bagwell.kennesaw.edu/bcoe/epp-syllabus-statements>.

Academic Integrity Statement: Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement. See also <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>. If it is determined that student work was plagiarized, then the assignment/assessment will result in a grade of zero and cannot be re-submitted.

ADA Compliance: Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Office of Student Disability Services. Students requiring such accommodations are required to work with the University’s Office of Student Disability Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. Student Disability Services is located in the Carmichael Student Center in Suite 267. Please visit the Student Disabilities Services website at www.kennesaw.edu/stu_dev/sds for more information, or call the office at 470-578-6443.

Course Assessments/Assignments:

I. Field Experience/AVID Portfolio

200 points

You will keep a portfolio throughout your Palmer field experience that will consist of time logs, journal entries/reflections, AVID modules, observation summaries, the Candidate Attitudes Assessment Rubric, and/or your field evaluation (completed by your collaborating teacher). Some items may be completed on D2L while others may be submitted in hard copy. Detailed instructions will be provided in class and/or uploaded to D2L.

II. Group Micro Lesson

100 points

In a small group of 2-3 students, you will create a lesson plan for an 11th grade U.S. history class incorporating an assigned instructional method. You will use the HIED lesson plan template and the GSE of U.S. history. All plans must include lecture notes and ancillary materials. Plans will be presented to the class through Micro Lessons. Examples will be provided and a detailed rubric will be uploaded to D2L.

III. Individual Micro Lesson

100 points

The individual micro lessons will vary by group. For Group 1 (AVID), the teaching presentation will consist of a micro lesson from your Mini Unit in front of the class. Group 2 (INTERNS) will present your micro lesson to your Palmer students during the final weeks of your field placement. Micro lesson presentations will be evaluated using the intern teacher keys. Detailed instructions for each presentation and rubrics will be provided in class and/or uploaded to D2L.

IV. Content Exam

100 points

Since successful completion of HIST 2111 and 2112 are prerequisites for this course, you should already have a solid foundation of content knowledge about U.S. history. You cannot teach what you do not know; indeed, knowing your content is the first essential step in planning quality lessons. Therefore, this exam serves as a baseline measure of your potential for success in upper-division HIST courses and in the HIED program.

V. Assignments & Quizzes

100 points

You will complete a number of relatively small assignments/tasks in class or via D2L. This includes, but is not limited to: unannounced reading quizzes; online discussion posts, modules or quizzes; reflections; collaborative learning tasks; and/or short writing assignments. You will also complete an Ethics Module (accessed via D2L). Participation in the Preservice Teachers Workshop on the Holocaust on Friday, Nov 15 (and subsequent reflection) is *mandatory*. If you absolutely cannot attend for legitimate reason, an alternative assignment will be required.

VI. Participation

100 points

Since this class is conducted primarily in a seminar format, active class participation is expected from each member of the class. Participation begins by attending class daily, being punctual, and being prepared. Complete all assignments prior to class and be fully prepared to actively participate in class discussions. Be a positive force in the classroom. Do your share of the work. Be prepared, congenial, collaborative, and respectful. See participation rubric on D2L for scoring details.

VII. Mini Unit Project

300 points

You will create a Mini Unit (3-day series of lesson plans) for an 11th grade U.S. history classroom. Your final product will consist of 3 HIED lesson plans with ancillary materials, assessment materials, and a planning commentary based on the edTPA prompts and handbook guidelines. Detailed instructions and a rubric will be provided in class and/or uploaded to D2L.

1000 points

Grading:

Grading Calculation/Scale

Final grades will be assigned according to the *percentage of total points* earned. The following grading scale will be used:

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = 59% or below

I = Indicates an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair's office.

PLEASE NOTE: In the HIED program, there are no optional assignments. Each assignment has a specific purpose; even if an assignment is so late that no points are earned, the demonstration of learning must be done. **A student who makes a D or an F in HIED 3271 or whose work in the field experience is unsatisfactory may not go forward to HIST 4488.** To remain in the HIED program, a student may request an appeal to the HIED Admissions and Academic Standing Committee to determine whether a second chance is warranted and, if so, when the student may re-enter the program.

Course Schedule:

DATE	TOPIC	ASSIGNMENTS DUE
T Aug 20	Orientation & Welcome to the HIED Program	
R Aug 22	Professional Dispositions	Inlow, G. M. (1956). Is teaching a profession? <i>The School Review</i> , 64(6). 256 – 259. Retrieved from https://www-jstor-org.proxy.kennesaw.edu/stable/1083303?seq=1#metadata_info_tab_contents Register for 2-year subscription to Chalk and Wire.
*F Aug 23 2 – 5 PM	MANDATORY AVID Training	MANDATORY AVID Training from 2 – 5 PM @ KSU Center (KC 462) for ALL students Print and bring a hard-copy of the Tutorial Process Observation Checklist for AVID (see D2L)
T Aug 27	Foundations of Social Studies Education	Intro & Ch 1 – Larson CAAR Self-Assessment & Taking Action DUE to D2L <i>*AVID Observations will occur on T or R this week during assigned times for Group 1. Plan to stay an extra 30 minutes.</i>
R Aug 29	Foundations of Social Studies Education	Stanley, W. B. (2005). Social studies and the social order: Transmission or transformation? <i>Social Education</i> , 282-286. Retrieved from https://www.socialstudies.org/publications/socialeducation/september2005/research-and-practice-social-studies-and-the-social-order-transmission-or-transformation Ethics Module 1 DUE to D2L (screen shot of completion)

		*AVID Observations will occur on T or R this week during assigned times for Group 1. Plan to stay an extra 30 minutes.
T Sept 3	The Social Studies Learner: Classroom Community	Ch 2 – Larson *AVID tutoring begins this week on T or R during assigned times for Group 1
R Sept 5	The Social Studies Learner: Cultural Responsive Pedagogy	Conner, C. J. (2018). Using the Lemon Grove Incident to empower Latinx students. <i>Social Studies Education Review</i> , 7(3), 42-52. (Uploaded to D2L)
T Sept 10	Social Studies Standards	Read the NCSS standards and executive summary found at the following link: https://www.socialstudies.org/standards/strands Bring NCSS Standards and a hardcopy of the US History Georgia Standards for Excellence for high school found at the following: https://www.georgiastandards.org
R Sept 12	Curriculum Wars	Evans, R. (2006) The social studies wars, now and then. <i>Social Education</i> , 317-321. Retrieved from https://www.socialstudies.org/publications/socialeducation/september2006/social-studies-wars-now-and-then
T Sept 17	High Stakes Curriculum	Grant, C. (2007). High stakes testing: How are social studies teachers responding? <i>Social Education</i> , 71(5), 250-254. Retrieved from https://www.socialstudies.org/publications/socialeducation/september2007/s-g-grant Kenna, J. L. & Russell III, W. B. (2014). Implications of common core state standards on the social studies. <i>The Clearing House</i> , 87: 75-82. Retrieved from https://login.proxy.kennesaw.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=94358463&site=eds-live&scope=site
R Sept 19	Thinking Historically	VanSledright, B. A. (2004). What does it mean to think historically... and how do you teach it? <i>Social Education</i> , 230-234. Retrieved from https://www.socialstudies.org/publications/socialeducation/april2004/what-does-it-mean-to-think-historically-and-how-do-you-teach-it
T Sept 24	Thinking Historically	King, M. B., Newmann, F. M., & Carmichael, D. L. (2009). Authentic intellectual work: Common standards for teaching social studies. <i>Social Education</i> , 73(1), 43-49. Retrieved from https://www.socialstudies.org/publications/socialeducation/january-february2009/authentic-intellectual-work-common-standards-for-teaching-social-studies
R Sept 26	Content Exam	U.S. History Content Exam
T Oct 1	Planning: Backwards Design	Ch 3 – Larson
W Oct 2 @	Mandatory meeting @ 4:30 PM for field teaching INTERS ONLY at Palmer MS	

4:30 PM		
R Oct 3	NO F2F CLASS	No F2F class due to attendance at a conference. <i>Virtual Assignment: Mini Unit Overview Module DUE via D2L</i>
T Oct 8	Planning: Backwards Design	Ch 4 – Larson
R Oct 10	Planning: Mini Unit Design	<i>Mini Unit Design Workshop:</i> Bring laptop, U.S. history standards, NCSS standards, and Larson textbook.
T Oct 15	Methods: Instructional Technology	Find and bring an academic research article that provides an example of how to utilize technology to enhance social studies instruction. Mini Unit Outline DUE to D2L
R Oct 17	Methods: Student-centered Instruction	<i>Jigsaw Readings:</i> Group A: Ch 8 – Larson Group B: Ch 9 – Larson Group C: Ch 10 – Larson Group D: Ch 11 – Larson *Bring Larson textbook to class
T Oct 22	Methods: Student-centered Instruction	Group lesson plan workshop: Bring GSE and NCSS standards, laptop, and Larson textbook. <i>*field experience internships begins this week.</i>
R Oct 24	Methods: Cooperative Learning and Role Play	Ch 8 & 9 Micro Presentations: Group A & B ALL Group Lesson Plans DUE
T Oct 29	Methods: Discussion, Debate, & Inquiry	Ch 10 & 11 Micro Presentations: Group C & D
R Oct 31	Differentiation	Anderson, K. M. (2007). Tips for teaching: Differentiating instruction to include all students. <i>Preventing School Failure</i> , 51(3), 49-54. Retrieved from http://proxy.kennesaw.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ767744&site=eds-live&scope=site Micro Lesson Plan DUE to D2L
T Nov 5	NO F2F CLASS	No F2F class due to individual student conferences. <i>*Attend 1 on 1 conference in Dr. Conner's office (SO 4081) at assigned date/time this week</i>
R Nov 7	Scaffolding Learning	Fisher, D. <i>Effective use of the gradual release of responsibility method:</i> Retrieved from https://www.mheonline.com/treasures/pdf/douglas_fisher.pdf
T Nov 12	Academic Language	Zwiers, Ch 1 – 2 *Group 1 (Interns) Micro Lesson Presentations begin this week
R Nov 14	Academic Language	Zwiers, Ch 3 & 4 Jacobowitz, T. & Sudol, K. A. (2010). Literacy strategies to promote democratic skills, attitudes, and behaviors in the social

		studies classroom. <i>Social Studies Research and Practice</i> , 5(3), 62-73. Retrieved from http://proxy.kennesaw.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=69880214&site=eds-live&scope=site
F Nov 15 8:30 AM – 5 PM	MANDATORY Preservice Teachers’ Workshop on Holocaust Education 8:30 AM – 5 PM at the Museum of History & History Education (KSU Center)	
T Nov 19	Mini Units	<i>Mini Unit Workshop:</i> bring laptop, Lesson Plans, Assessment, and Commentary Workshop Reflections DUE to D2L
R Nov 21	NO F2F CLASS	No F2F class due to attendance at a conference. <i>Virtual Assignment: Mini Unit Plan Peer Review DUE to D2L</i> Extra Credit DUE to D2L <i>*field experience internships end Nov 22</i>
Nov 25 – 29	FALL BREAK – NO CLASS	
T Dec 3	Micro Lessons	Group 1 Micro Lesson Presentations
R Dec 5	Reflections: Looking Back and Forward	Mini Unit Projects DUE to Chalk and Wire <i>*AVID ends Dec 5</i>

Course Changes/Modifications: It is possible that changes will need to be made to this syllabus, certain assignments, and/or the course calendar. Such changes will occur only for legitimate reasons and will be announced in class and/or through D2L.

KSU Fall 2019 Calendar:

- M Aug 19: First Day of Classes
- F Aug 30: Payment Deadline - 4pm
- M Sep 2: Labor Day
- T Sept 3: Deletion of Courses for Nonpayment
- W Oct 9: Last Day to Withdraw Without Academic Penalty
- Nov 25 - Dec 1: Fall Break
- M Dec 2: Last Day to Withdraw for the Term with a WF
- M Dec 9: Last Day of Classes
- T Dec 10: Final Exams Begin
- R Dec 19: Final Grades Due