

SCHOOL FOR UNIVERSITY STUDIES

FRESHMAN DIVISION

ADDENDUM

2001 – 2002

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SCHOOL FOR UNIVERSITY STUDIES
HOFSTRA UNIVERSITY
Hempstead, New York 11549

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FRESHMAN DIVISION

HOFSTRA UNIVERSITY

Hempstead, N.Y. 11549

Hofstra University continues its
commitment to extending equal
opportunity to all qualified
individuals.

THE STAFF OF THE FRESHMAN DIVISION

2001 - 2002

Elizabeth Unruh	-	<i>Director, Freshman Division</i>	
Samantha Quattrucci	-	<i>Assistant Dean</i>	
April Fitzpatrick	-	<i>Administrative Associate</i>	
Douglas R. Friedlander	-	<i>Coordinator of the Writing Program,</i>	
Ann Gilmartin	-	<i>Senior</i>	<i>Assistant</i>

PROLOGUE: The Liberal Arts

The Freshman Division of the School for University Studies at Hofstra University is one of the freshmen programs enrolling students sharing its commitment to the intellectual and practical dimensions of the Liberal Arts. Through its structure and function, it helps its students achieve their Liberal Arts goals through a curriculum more individualized in response to student needs and interests, more flexible in format and more varied in modes of learning than is normally found in undergraduate programs.

The Liberal Arts are those studies which intrinsically expand awareness and sharpen intellectual skills. They help clarify values and then shape decisions through their appropriate application to new situations. They stimulate awareness of the human condition.

The Liberal Arts do prepare for careers; they prepare for all careers, not specific ones. When business, industry and government seek employees with college degrees, they seek people with keen and supple minds, a capacity for clear and precise expression and a broad awareness of human accomplishment and possibilities. Such people learn and adapt quickly; such people are productive. Similarly, professional schools seek not the trained apprentice but the educated person.

The Liberal Arts prepare for individual responsibility and recreation as well as work. They help develop sensibilities and refine new and traditional ideas of goodness, beauty and truth. In short, they open ways for the achievement of full, human potential.

Over 2,000 years ago, Aristotle declared that education must be designed to fulfill the potential for good. Since 1972, the Freshman Division has been committed to this ancient Greek ideal.

Our emphasis is intellectual and theoretical, because intuiting, imagining and interpreting are intellectual skills of great value in all human situations. However, we are also interested in the application of intellectual skills to immediate concerns. To fulfill their intellectual potential, students must apply what they have learned to immediate situations. To use learning ultimately satisfies the highest aspirations not only of individuals but also of the communities of which they are the educated part.

INTRODUCTION

THE FRESHMAN DIVISION OF THE SCHOOL FOR UNIVERSITY STUDIES

During the 1971-72 academic year, the faculty of New College of Hofstra University proposed to the University that it establish a "Special Studies Program" for high school graduates applying to the University whose educational backgrounds require a more personalized approach to introductory collegiate work. The Program was subsequently approved by the Hofstra faculty and Trustees during the same academic year and became a Division in 1976. It was made part of the School for University Studies in 1996. The Freshman Division aims to minimize the risk of poor academic performance by applicants during their initial semesters in college and to prepare these students for full participation in one of the degree-granting undergraduate programs at the University.

Applicants are admitted to the Freshman Division after careful individual screening and evaluation by the Hofstra University Admissions Office and the faculty of the Freshman Division. After acceptance, an agreement is signed by both the student and the University specifying their respective commitments. The number of students accepted is limited, and normally students remain in the Freshman Division for a minimum of one academic year (two semesters).

The Freshman Division seeks to accomplish its goals through a broad assignment of instructional resources designed especially for its students. Full-time members of the regular University faculty are normally responsible for the academic core and for student advisement. Additional members of the University's faculty also offer courses for the Freshman Division as needed and/or invited. Students can also make full use of all the resources of the University outside the program, including the Library, tutorial services, Physical Fitness Center, health services, professional counseling services and various art, drama and communications workshops.

Under academic advisement, Freshman Division students may also undertake individual study projects with their faculty and may enroll in courses within the degree granting programs of the University.

The Freshman Division begins with an Orientation Session. The academic calendar is divided into four quarters or sessions of seven and a half weeks each, the beginning, ending and vacation dates corresponding with those of the University's Fall and Spring semesters. The academic program includes a "Core Course," two writing courses, seminars, and the possibility, under advisement, of auditing and enrolling in courses in other units of the University for credit as well as in individual study projects under the guidance and supervision of faculty.

COMMITMENTS

The essence of the Freshman Division is its emphasis on the mutuality of faculty and student responsibility for intellectual attainment. Advisement, evaluation and program design all occur as the outcome of interaction between the Freshman Division's faculty and students. The "agreement form," presented on the following page, is the first example of this process for applicants to the Freshman Division.

Underlying many of the ideals of the Freshman Division is the concept of learning "power" as opposed to learning "speed." In this sense, the students are given every reasonable opportunity in time, space and resources to demonstrate their academic potential; they are not measured against arbitrary sets of criteria fixed in time, the custom in traditional programs requiring a "speed" of learning in a semester's course length. Hence, the students are given access to an educational laboratory free of artificial constraints in which they may discover the strength of their commitment to intellectual pursuits. Consequently, some courses in the Freshman Division have no set number of credits students must complete to pass the course. Other courses within the Freshman Division are graded P/F, with the *Pass* grade representing work completed at a level equivalent to regular collegiate "C" or better.

Both faculty and students are continually asked, throughout the academic year, to jointly reaffirm their commitment to these educational principles and to intellectual activity. The Admissions "agreement form" attempts to clearly state the minimum conditions of University and student involvement in the Freshman Division. The Freshman Division's success will be measured by students' academic self-fulfillment and their ability to make informed evaluations about the potential value of education for their lives.

THE FRESHMAN DIVISION AGREEMENT

This statement represents an agreement between _____ and the Freshman Division of the School for University Studies, Hofstra University. The purpose of this agreement is to provide conditions to enhance the probability that the student named above will have a successful academic year within the Freshman Division of the School for University Studies and may be permitted to continue at Hofstra University for a baccalaureate degree.

Under the terms of this statement, I _____, the student, agree that I will:

- 1) Attend and participate in all regularly scheduled class meetings;
- 2) Submit homework assignments and papers on time and take tests when they are scheduled;
- 3) Keep all scheduled appointments with my advisor and instructors and keep my advisor informed of my progress or lack of progress;
- 4) Spend about two hours per week on homework and other assignments for every hour per week spent in class in contact with my instructors;
- 5) Submit all coursework in accordance with the School for University Studies statement on Academic Honesty;
- 6) Seriously consider, if I choose to join a fraternity, sorority, or other extra-curricular activity, how my academic success may be jeopardized.

N.B. These agreements, by the student, are expectations by the University for the student's academic conduct during the student's entire career at the University.

Under the terms of this agreement, The Freshman Division of the School for University Studies at Hofstra University agrees that *if the student fulfills each of the conditions outlined above* and does not otherwise break any of the established rules of the University, it will:

- 1) Permit the student to remain in good standing throughout the _____ academic year;
- 2) Provide the student with academic advisement;
- 3) Provide the student with a written review of academic progress, assembled by the Freshman Division's professional staff, at the end of each semester, informing the student of the University's appraisal of the student's current performance and future academic prospects;
- 4) Allow the student to continue in a baccalaureate degree-granting program at Hofstra at the end of the academic year, if the quality and quantity of the academic work indicates a reasonable chance of success in that program. Minimum performance necessary to be **considered** for continuance in a degree-granting undergraduate program at

Hofstra is:

- 1) satisfactory completion of most work attempted in the Freshman Division, including at least 4 semester hours in the Core Course (or the equivalent). These must include at least some credit from exams;
- 2) satisfactory completion ("C" or better, or the equivalent in Pass/Fail courses) of at least two courses (minimum six credits) in a baccalaureate program at Hofstra during the student's stay in the Freshman Division;
- 3) reasonable progress toward the satisfaction of the Writing Requirement;
- 4) a grade point average (GPA) and completion ratio compatible with minimum University standards;
- 5) finally, the faculty of the Freshman Division and Dean of the School for University Studies must be satisfied with the student's academic progress.

Date _____ Signed _____
Student

Date _____ Signed _____
Dr. Ignacio Götz, Director
Freshman Division

I waive my right to keep information confidential *if my progress is not satisfactory* (as determined by the Freshman Division's professional staff within the University's definition for satisfactory academic work and progress).

Information about my academic status can be released to the following agents, offices or individuals if requested by these agents, offices or individuals:

_____ Relationship
_____ Relationship
_____ Relationship

Student's Signature

Date

ADVISEMENT

Because of the variety of educational options available to Freshman Division students, faculty advisement is of critical importance.

Each Freshman Division student is initially assigned an advisor. The advisor is responsible for general academic counseling and assisting the student in selecting courses. Because the student and advisor work out the student's program by mutual consent, the advisor's and student's signatures are required on all registration, evaluation and other forms affecting the student's academic record.

EVALUATION

All student work in the Freshman Division Core courses will receive a written evaluation by a faculty member. Students must earn a minimum of four credits in the Core (or the equivalent), one credit in the Writing Workshop (or the equivalent), and a C or better in the Writing Course as part of the eligibility requirements for continuation in the School and University. For the student's official academic record, Core Course and Writing Workshop work will be recorded as "satisfactorily completed" only if its quality is at a normal, acceptable collegiate level ("C" or better). All course work taken at the University will be graded according to the grading system used by the academic unit offering the course, including the Freshman Division, and the grades will be recorded on the student's official academic record.

At mid-year (January for students entering in the Fall, June for students entering in the Spring), the Freshman Division's faculty will prepare an academic progress report, a copy of which will be automatically forwarded to the student. This mid-year progress report will be based on the student's academic work and will include a statement from the Director of the Freshman Division and the faculty assessing the student's chances of gaining continuance in a degree-granting undergraduate program at the University by the sophomore year.

At the end of the year (June for students entering in the Fall, January for students entering in the Spring), the Freshman Division faculty will review each student's work, again based on course performances. Individual recommendations for continuance in a degree-granting program at the start of the next academic year (or of the Spring Semester for students having entered in the previous Spring) will be made to the School's Dean and the Academic Records Committee of the University Senate Undergraduate Academic Affairs Committee. In some cases, a student may be obliged to remain in the Freshman Division beyond this first year. In such cases, a further final evaluation of the student's work will also be submitted.

Minimum performance necessary to be **considered** for continuance in a degree-granting undergraduate program at Hofstra is:

1)satisfactory completion of most work attempted in the Freshman Division, including at least 4 semester hours in the Core Course (or the equivalent). These must include at least some credit from exams;

2)satisfactory completion ("C" or better, or the equivalent in Pass/Fail courses) of at least two courses (minimum six credits) in a baccalaureate program at Hofstra during the student's stay in the Freshman Division;

3)reasonable progress toward the satisfaction of the Writing Requirement (see next section);

4)a grade point average (GPA) and completion ratio compatible with minimum University standards;

5)finally, the faculty of the Freshman Division and the Dean of the School for University Studies must be satisfied with the student's academic progress.

Students will be offered an opportunity to evaluate courses and programs within the Freshman Division. The evaluation will be used by the faculty, the Freshman Division's Director and the School's Dean to improve individual courses and keep the Freshman Division responsive to its students' academic needs and interests.

WRITING PROGRAM

University Writing Requirements

Students in the Freshman Division of the School for University Studies are expected to enroll in a Writing Workshop concurrent with the Core Course and to earn a minimum of 1 out of 2 credits. They are then expected to enroll in an Analytic Writing Course and earn a passing grade.

Students who do not meet the Writing Workshop requirement will need to meet it before taking the required second semester course.

Students from the Freshman Division who have successfully completed the Freshman Division's program and transfer to New College follow the requirements for transfer students to that unit.

Students from the Freshman Division who have successfully completed the Freshman Division's program and transfer to another school or college within the University must fulfill the following requirements to earn the equivalent of *English 1*:

- 1) earn at least 4 out of 6 credits (or the equivalent) in the Core Course;
- 2) earn at least 1 credit in the Writing Workshop
- 3) earn a grade of *C* or better in an Analytic Writing course and a positive recommendation from the instructor.

These students must still take the English Department's Writing Proficiency Examination and English 2. Students who do not complete the Freshman Division's writing requirements satisfactorily listed above will, at the recommendation of the faculty, take English 1. Students are then required to take the Writing Proficiency Examination, and English 2.

THE ACADEMIC OFFERINGS OF THE FRESHMAN DIVISION

The Freshman Division is committed to the idea that the learning which leads to the baccalaureate degree can take place in many ways and that academic credits can be earned by various means, including the satisfactory completion of courses and fulfillment of student-initiated individual study projects.

Faculty Offerings

The faculty of the Freshman Division offer four types of courses. First are the Core Courses required of all students.

These are interdisciplinary, team-taught offerings directed towards a topic or theme introducing students to college-level work in the Liberal Arts. Classes meet four days a week for the first twelve weeks of the Fall Semester to allow students an in-depth exposure to course content and to provide students with an academic center for their first collegiate semester. A writing workshop is affiliated with the Core Course to facilitate the relationship between clear writing and critical thinking. Student performance is evaluated through attendance, class participation, exams and essay assignments, some of which require library-research.

Second are the introductory level, discipline-focused elective courses reserved for Freshman Division students in their first semester. Generally, these courses are taught by one instructor, have small enrollment size and introduce students to the methods and content of the various Liberal Arts disciplines.

Third are the second semester reserved courses for Freshman Division students, including the Analytic Writing Courses. These offerings build upon the experience of the students' first semester and provide continuing support and guidance.

Central to the objectives of these courses is continued writing instruction. Therefore, readings are not limited to textbook selections. They reflect the various kinds of writing employed in specific disciplines. For example, scholarly and popular articles on subjects relevant to the disciplines provide both course materials and models for writing.

Writing instruction is an important part of the learning experience in these courses. Instructors require writing assignments of various lengths. The processes of writing and revision as well as collaborative learning are encouraged.

Fourth are student initiated, but faculty sponsored, individual study projects. With proper academic advisement, a Freshman Division student may propose to study some particular subject of personal interest not offered in a published course either in the Freshman Division or within the University. The student and proposed faculty supervisor together determine

the substance of the project and such formal details as the number and length of conferences and the projected number of academic credits. Individual projects range from conventional readings and research to field work or the production of creative works. The option for individual study projects is subject to the availability of faculty resources and the student's preparation for the proposed project.

SCHOOL FOR UNIVERSITY STUDIES STATEMENT ON ACADEMIC HONESTY

The School for University Studies is a community of scholars within Hofstra University dedicated to the acquisition and transmission of knowledge. Each member of this community has an obligation to uphold the intellectual standards which make learning and education valuable and effective. Faculty are obliged to try to communicate intellectual standards as well as knowledge and respect for knowledge. Students are obliged both to respect knowledge for its own sake and to respect themselves as intellectual beings. The role of students in education is an active one; students are responsible for preparing and submitting their own work. Students who steal work or cheat in any way on exams or assignments are invalidating their own education and raising serious questions about their rights to remain members of the University community.

When confronted with an instance of apparent dishonesty, and before confronting the student, an instructor may consult with other faculty. The instructor may want guidance, and the student may have a history which suggests a tendency towards dishonesty.

The instructor should meet with the student, explain the nature of the apparent offense and inquire into the student's knowledge of its character and seriousness as well as the student's motivation.

The instructor should consider such matters as whether the offense was blatant or petty, a result of ignorance, carelessness or malice. Instructor and student together should seek a solution to the problem. That solution might take the form of supplying documentation in correct form, or rewriting the paper correctly, or retaking an examination. If no solution can be found, the instructor may award a grade of *F* on the assignment, or if the offense is blatant and malicious, a grade of *F* in the course.

Punitive action taken by the instructor should be reported to the Dean of the School for University Studies.

If the punitive action is an *F* in the course, the Dean of the School for University Studies will report this action to the offices of the Provost and the Dean of Students.

All research writing assignments shall cite the *School for University Studies Writing Program Manual* as the authority for form and documentation.

TECHNOLOGY

America's strength as a nation has always depended on a strong education system that prepares its students to be contributing citizens and productive members of the workforce. Technology has fundamentally transformed the way people live and work--from ATM machines to e-mail, technology use is embedded in our personal lives. Similarly, technology is now a primary tool in every job from shipping and bookstore clerk to corporate CEO. Employers not only expect employees in today's work place to master basic technology use, but increasingly challenge them to use it creatively to trim costs, increase productivity, and improve results. The Washington Times reported in June 1997 that nearly one out of every four adults in the U.S. has access to on-line services. In addition, the number of global World Wide Web users is expected to grow from 28 million at the end of 1996 to 175 million at the end of 2001. Interestingly, only 14% of the nation's classrooms have access to the Internet.

In Getting America's Students Ready for the 21st Century, the U.S. Department of Education (1996) reported that by 1994, 62% of America's workforce was comprised of *knowledge workers* whose primary responsibilities focused on creating, organizing, and communicating information. Furthermore, studies indicate that computer-proficient workers will be rewarded with a 10-15% pay premium over workers without such skills. It was also reported, however, that most schools are failing to teach the problem-solving and life-long learning skills required in the new economy.

To thrive in today's world and tomorrow's workplace, America's students will need to learn not only how to think and communicate in today's and tomorrow's world, but they must also develop a solid understanding of how technology works and what it can do. The explosive growth of the Internet and the World Wide Web coupled with networked technology creates new and exciting opportunities for melding technology and learning. Capitalizing on these opportunities depends on more than the presence of hardware and access to the Internet in the classroom. As President William Clinton articulated in his 1996 Technology Literacy Challenge, our national education and technology objectives must include improvements in *Four Pillars*: (a)hardware, (b)connectivity, (c)digital content, and (d)professional development. These four pillars provide a foundation for creating an innovative learning environment where students and teachers can reach beyond the confines of a single classroom or building for information, interaction, and enrichment.

While Mr. Clinton's objectives provide mandate within the K-12 sector, a majority of the nation's workforce moves into some area of postsecondary education prior to assuming a full-time work responsibility; postsecondary educators must, therefore, provide the opportunity to combine the best of traditional learning with the unprecedented opportunities

technology offers. To facilitate access to the technology and afford equal opportunity to all learners, institutions such as Wake Forest and the University of North Carolina at Chapel Hill are requiring students to purchase a laptop that meets certain specifications.

Analysis of the data from the computer survey administered to the School for University Studies Freshman Division (class of 1997-98) reveals a majority of the students owning or wishing to own a computer. Most students who do not own a computer indicated that they would like to own one. Most Freshman Division computer owners and non-owners reported that they use a computer for word processing. While many students who do not use a computer over anticipate their computer usage (particularly in data analysis, record keeping, and e-mail), the workplace is expecting graduates of colleges and universities to possess such analysis, organization, and communication skills. Because computer technology is an important facet of successful integration into the academic community, we expect that students come to the University with a minimum capacity of a 486 processor, 32MB RAM, 200MB hard drive, 56Kbs modem, and a CD ROM drive and a compatible printer. This will enable students to write, store, and reprint papers in addition to gaining access to world-wide research on the Internet. We believe this to be a minimum standard upon which students can then build and customize their personal technology as their academic needs grow and develop.

ACADEMIC CALENDAR

The academic year at the Freshman Division is divided into four, seven and a half week quarters. At the end of each quarter a period is set aside for examination, evaluation and advisement.

The Core Course will meet three days a week with Wednesdays customarily reserved for study, workshops, advisement and special projects. Most student-initiated individual study projects are also arranged to conform to the seven and a half week sessions, although in some cases they may extend over two or more sessions.

The Freshman Division calendar is coincidental with the start of the University's Fall and Spring semesters to facilitate complementary scheduling. Holidays and recesses normally are coincidental with the University's calendar.

APPLICATION AND ADMISSIONS

Applicants to the Freshman Division of the School for University Studies apply directly to the Hofstra University Admissions Office, indicating on the University application form their interest in the Freshman Division. Applicants are then screened to determine if their high school background is appropriate to the Freshman Division. If the students' interests, academic background and the Freshman Division's resources are felt to be compatible, students are then asked to visit the campus for interviews with members of the Freshman Division staff or a member of the School's Dean's Office. The student's complete application file, including interview results, is then forwarded to the Freshman Division's Admissions Committee for review and decision.

For additional information on Admissions criteria for high school seniors and potential graduates, please consult the current Hofstra University *General Bulletin*. Students are accepted into the Freshman Division for the start of the Fall or Spring semesters. Normally the Freshman Division is open only to students who have no previous college or university experience.

REGISTRATION

After students are accepted to the Freshman Division they are asked to forward their acceptance fees immediately. Upon receipt of this fee, the students will be given a place in the Freshman Division. At the time of Summer Orientation for the Fall semester, students are asked to initially select their courses for the semester.

Additional registration and change of initial registration is processed through the Freshman Division's Office (202 Roosevelt) in cooperation with the Office of Financial and Academic Records (Memorial Hall). Annual tuition is a blanket charge, i.e. the amount of tuition is not assessed on a per credit basis and does not limit the amount of academic work a student may undertake. The annual tuition and fees cover all Freshman Division work and any courses taken under proper academic advisement. The Records Office will forward one transcript of each student's official record after the completion of the Fall and Spring semester.

PHYSICAL FACILITIES

"Home" base for the Freshman Division is in Roosevelt Hall on the South Campus of Hofstra University. The offices of the faculty and staff are in Roosevelt Hall, which also holds a student lounge and classrooms.

UNIVERSITY RESOURCES

Because the Freshman Division exists as an integral part of Hofstra University, all services, extra-curricular activities and facilities of the University are available to its students. For a listing and description of these additional resources, please consult the *Hofstra University General Bulletin*.

WITHDRAWAL

To withdraw completely from the Freshman Division, students *must* first notify the Freshman Division office in order to be informed of the proper procedures. The tuition remission policy for students properly withdrawing is consistent with that of the University with modifications appropriate to calendar and program differences. Normally, tuition payments for work begun in any course in any session of the Freshman Division will not be refunded.

DEAN'S LIST

Freshman Division students are eligible for the academic honor of the Dean's List of the School for University

Studies by the judgement of the Freshman Division's faculty and the School's Dean. This assessment of the student's academic performance is conducted during the student's annual evaluation. Indices informing the faculty's and Dean's judgement include credits earned in Freshman Division courses, the student's grade point average in course work outside the Freshman Division and written faculty evaluations of the student's academic performance overall and in specific courses. Students are notified of their placement on the School for University Studies Dean's List by the University's Office of Financial and Academic Records.

SCHOOL FOR UNIVERSITY STUDIES

FRESHMAN DIVISION

Academic Calendar 2001-02

SCHOOL FOR UNIVERSITY STUDIES, FRESHMAN DIVISION FALL SEMESTER 2001

Fall Semester September 4, 2001 - December 21, 2001

Session I September 4, 2001 - October 26, 2001

Session II October 29, 2001 - December 21, 2001

August	27-31	Monday-Friday	On-site Registration
September	3	Monday	Labor Day Holiday, Classes not in Session
	4	Tuesday	Session I and Fall Semester Classes Begin
	5	Wednesday	Classes Meet (check with instructor)
	18-19	Tuesday, Wednesday	Classes not in Session
	26	Wednesday	Classes Meet (check with instructor)
	27	Thursday	Classes not in Session
October	24	Wednesday	Classes Meet, Last Class Day of Session I
	25-26	Thursday, Friday	Finals and Evaluations of Session I
	29	Monday	Session II Classes Begin
November	21-25	Wednesday-Sunday	Thanksgiving Break
December	19	Wednesday	Classes Meet (check with instructor)
	20	Thursday	Last Class Day of Session II and Fall Semester Classes
	21	Friday	Finals and Evaluations of Session II and Fall Semester Classes

SCHOOL FOR UNIVERSITY STUDIES, FRESHMAN DIVISION SPRING SEMESTER 2002

January Session January 2, 2002 - January 23, 2002

Spring Semester January 28, 2002 - May 17, 2002

Session III January 28, 2002 - March 22, 2002

Session IV April 2, 2002 - May 17, 2002

January	2	Wednesday	January Session Classes Begin
	21	Monday	Classes not in Session
	23	Wednesday	January Session Classes End
	22-25	Tuesday-Friday	On-Site Registration
	28	Monday	Session III and Spring Semester Classes Begin
February	18-19	Monday, Tuesday	Spring Break, Classes not in Session
	20	Wednesday	Classes Meet (check with instructor)
March	20	Wednesday	Classes Meet (check with instructor), Final Class Meeting of Session III
	21-22	Thursday, Friday	Finals and Evaluations of Session III
	25-29	Monday-Friday	Spring Recess, Classes not in Session
April	1	Monday	Spring Recess, Classes not in Session
	2	Tuesday	Session IV Classes Begin
	3	Wednesday	Classes Meet (check with instructor)
	17	Wednesday	Classes Meet (check with instructor)
May	1	Wednesday	Classes Meet (check with instructor)
	15	Wednesday	Classes Meet (check with instructor)
	16	Thursday	Final Meeting of Session IV and Spring Semester Classes
	17	Friday	Finals and Evaluations of Session IV and Semester Classes