



TEXAS A&M UNIVERSITY
SAN ANTONIO

EDCI 4301—Pedagogy III – Curriculum Planning Fall 2026

Thursdays 11:00 AM-1:45 PM PHEB 130

Instructor Name: Dr. Terry W. Howard

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Office Hours and Location:

PHEB 204E Thursdays 9:30 AM – 10:30 AM
3:00 PM – 4:00 PM
or by appointment

Course Description

EDCI: 4301:

This course is the final course in the pedagogy course sequence and should be taken during the semester preceding clinical teaching. In this course, teacher candidates will design a multi-day lesson plan sequence that incorporates responsive instruction, effective communication techniques, and instructional strategies that actively engage EC-6 students in the learning process while providing timely, high-quality feedback.

Major Course Topics

- Internalization processes when using high-quality instructional materials
- Lesson planning when given high-quality instructional materials for reading/language arts and math
- Responsive classroom settings and instruction
- Effective communication through the PLC process
- Highly effective Instructional Strategies
- Highly engaging Instructional Practices
- Data-informed instruction and providing feedback

Course Standards

PPR Standard III: The teacher promotes students' learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

3.5k—3.11k and 3.7s—3.14s

Engaging Students in Learning

3.18s—3.20s:

Demonstrating flexibility and responsiveness

TAC Code Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

Course Materials

There are no required texts for the course. All readings and articles will be available on Blackboard or in class as assigned by the instructor throughout the semester.

Recommended Materials

- Microsoft Office suite for a PC. All work must be submitted either as Word or PDF files, and there can be compatibility issues with the Mac word processing programs
- 3-ring binder for keeping course materials and handouts
- Regular and reliable access to the internet and the ability to print copies for class

Grading and Assignments

Assessment/Assignments	Accompanying Standard	Points
Exit Tickets, Artifacts, and Reflection	3.5k – 3.11k and 3.7s – 3.14s	22+ points
240 Tutoring Assignments	Individualized per student	10+ points
Attendance & Participation		10 points
Creating an Exemplar (2)	1.19k – 1.24 k and 1.19s – 1.24s	8 points
Scripting out a lesson (2)	3.5k – 3.11k and 3.7s – 3.14s	10 points
Lesson Design (2)	3.18s – 3.20s	15 points
Attends (In-person) Coaching session to prepare for Lesson Rehearsal and Reflection	1.19k – 1.24 k and 1.19s – 1.24s	10 points
Lesson Rehearsal Demonstration and Reflection	1.19k – 1.24 k and 1.19s – 1.24s	10 points
Peer Feedback		4 points

* High Quality Instructional Material

Evaluations will be made with numbers. Final course grades of “A” through “F” will be awarded based on the A&M-SA grading Policy (see below):

Letter Grade	Range
A	90-100
B	80-89
C	70-79
D	60-69
F	59 & Below

Course Policies

Attendance

This course is offered as an in-person course. We will meet **every week (unless otherwise stated)** for an on-campus/in-person class to enable students to personally experience several different types of learning activities and to learn pedagogical strategies and techniques to use in their future classroom.

It is expected that students will attend all class sessions and be prepared for each one. I will conduct formative assessments through exit tickets, student participation, and discussions, as well as short assignments throughout the semester. These assessments will count toward the final grade in the course, but, equally important, I use them to gauge students' understanding. Therefore, formative assessment points, based on student learning, will be taken during most class periods. I understand that emergencies or crisis situations can cause a student to miss a class period. If such an emergency arises, it is the student's responsibility to contact me as soon as possible, alerting me to the situation. This course is designed to prepare future teachers for the classroom, and a large part of that preparation is being part of the learning community. Daily attendance enables this preparation and community building. And the manner in which we conduct ourselves, including attendance, reflects on the teacher candidate and his or her commitment to the profession.

Class attendance will be checked during every class session. Punctuality is expected as part of professional responsibility and courtesy. Arriving late and/or leaving early in a class period is considered unprofessional.

When a student misses a single class, it is very difficult to be prepared for class discussions and assignments. More than **ONE absence** may result in a **FINAL grade deduction**. An absence may be excused if proper documentation is provided. **Please let me know when you will be absent. Also, it is important for you to make up any work you miss while absent.**

Late Work

Any papers submitted after the due date will be subject to a grade reduction. Late work will be accepted at the professor's discretion and may not receive full credit.

Blackboard Submissions

All assessments must be neatly typed. **The content of tests and assessments will be evaluated based on the level of higher-order thinking skills demonstrated by the student, according to the grading criteria included in this syllabus and on Blackboard,** and the expectations explained in class. **All assessments must be submitted through Blackboard** unless otherwise specified by the instructor.

All work, except for that expressly listed otherwise, will be submitted electronically through the Blackboard site and will be due at 11:59 PM the day they are due.

All assignments and assessments will be explained throughout the semester and will include corresponding written explanations, descriptions, and/or grading rubrics provided in Blackboard.

Communication Skills

All students must have adequate writing skills in English to communicate content in a professional and concise manner. Students must be proficient in their written presentations, including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

University Email Policy and Course Communications: All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the [website](#) or email us at dss@tamusa.edu. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

Appointments available MATH Walk in Tutoring – No appointment needed

	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit:

<https://tamusa.bbcportal.com/>. More information on emergency response may be found at: [Emergency Operations Plan](#) and the [Emergency Action Plan](#). Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing, Language, and Digital Composing Center (WLDCC): The WLDCC provides support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. Students wanting to work in realtime with a tutor can schedule an "Online Appointment." Students wishing to receive asynchronous, written feedback from a tutor can schedule an "eTutoring" appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#). The WLDCC can also be reached by emailing wldcc@tamusa.edu.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a [CARE report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education

Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant

students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation are Monday-Thursday 3:30pm-9:00pm. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.

4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [OSRR website](#)

Important Fall 2026 Dates

Dates	Event
August 20	Tuition & Fee Payments deadline
August 24	First day of class
September 7	Labor Day Holiday – No Classes / University Closed
September 9	Census Date – Students not paid in full or enrolled in a payment plan by 4:59 pm may be dropped for non-payment
October 5 – October 16	Midterm grading period
November 13	Last day to drop with an automatic “W”
November 25	Study Day – No classes
November 26-November 28	Thanksgiving Holiday – No Classes / University Closed
November 30	Last day to drop a course or withdraw from the University
December 4	Last day of classes
December 5 – December 11	Final exams
December 15	Commencement

The complete [academic calendar](#) is available online

Option 2 – Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Course Schedule

Date	Description	Assessments/Assignments
Week 1 August 27	Getting to know... You, Me, My Team Course Requirements & BOY Survey TTESS Dimension 4.1 and 4.2	Exit Ticket -Self-Reflection (1pt.) Due: Wednesday, 9/2 @ 11:59 pm
Week 2 September 3	240 Tutoring Self Reflection Responsive Classrooms (Students with diverse needs) TTESS Dimension 1.3 TTESS Dimension 2.4	•240Tutoring Self Reflection (1pt) •Artifact- Class List and Accommodations (2 pts.) Due: Wednesday, 9/9 @11:59 pm.
Week 3 September 10	Professional Learning Communities and Classroom Environments, Routines and Procedures TTESS Dimension 3.1 TTESS Dimension 4.3	Exit Ticket (PLC Reflection) (1pt.) Due- Wednesday, 9/16 @ 11:59 pm
Week 4 September 17	Preparing for Certification 240 Tutoring	240 Tutoring Assignment #1 Evidence of Learning (4pts) Due- Wednesday, 9/23 @ 11:59 pm
Week 5 September 24	Introduction into High-Quality Instructional Materials (HQIM) for Reading Creating an Exemplar to use for HQIMs reading lesson. (Aligning the TEKS, daily learning assessment with the learning target.) TTESS Dimension 1.1 and 1.2	HQIMs for reading –placed in notebook, added notes, and uploaded to Blackboard Artifact: Internalizing my HQIM Lesson (2 pts.) Creating an Exemplar for reading (4 pts.) Assignment Due: Wednesday, 9/30 @11:59pm
Week 6 October 1	Introduction into High Quality Instructional Materials (HQIM) for Math Creating an Exemplar to use for HQIMs math lesson. (Aligning the TEKS, daily learning assessment with the learning target.) TTESS Dimension 1.1, 1.2, and 1.3	HQIMs for math –placed in notebook, added notes, and uploaded in blackboard Artifact: Internalizing my HQIM Lesson (2 pts.) Creating an Exemplar for math (4 pts.) Assignment Due: Wednesday, 10/7 @ 11:59 pm

Date	Description	Assessments/Assignments
Week 7 October 8	Designing the Reading Lesson using a lesson plan template and HQIM (ELPS/Gradual Release) TTESS Dimension 1.1, 1.2, and 1.3 Designing the Math Lesson using a lesson plan template and HQIM (ELPS/Gradual Release) TTESS Dimension 1.1, 1.2, and 1.3	ELPS/Gradual Release for Reading: Internalization Annotations using a *HQIM for reading to include scripting out the “I do” and “We do” in a lesson plan. (5 pts.) ELPS/Gradual Release for Reading: Internalization Annotations using a *HQIM for math to include scripting out the “I do” and “We do” in a lesson plan. (5 pts.) Assignment Due: Wednesday, 10/14 @ 11:59 pm
Week 8 October 15	Using High Quality Instructional Strategies for reading and math instruction TTESS Dimension 1.4	Exit Ticket Reflection (1 pt.) Artifact (2 pts.) **Marzano Best strategy to use with your reading and math lesson using Marzano’s Instructional Strategies. Assignment Due: Wednesday, 10/21 @ 11:59 pm
Week 9 October 22	Lesson Designing Workshop (Reading and Math) working in PLCs and 240 Tutoring Workshop TTESS Dimension 1.1, 1.2, 1.3, and 1.4	Begin designing the math and reading lessons using HQIM and lesson plan template (Draft) Reading (Draft) Math Artifact: Assignment will be turned in at the end of the class. (October 22) This will be a reflection for the PLC to complete together (Deliverable). (2 pts.) 240 Tutoring Assignment #2 Evidence of Learning (4pts) Assignment Due: Wednesday, 10/28 @ 11:59 pm
Week 10 October 29	Developing the Lesson Plan for reading and math using HQIM and introducing the lesson rehearsal process. (Lesson Introduction, Lesson Closing, and Differentiation of Multiple Means of Representation, Engagement, and Expression) TTESS Dimension 1.1, 1.2, 1.3, and 1.4	Artifact: Lesson: (Introduction, Body and Closing) developing the lesson plan for reading and math lessons using HQIM and lesson plan templates. (2 pts. for reading and 2 pts. for math) Assignment Due: Wednesday, 11/4 @ 11:59 pm

Date	Description	Assessments/Assignments
Week 11 November 5 If this date doesn't work, please see me for an alternative date.	One-on-one Coaching (in person) *ONLY attend class during your coaching session. This is a mandatory face-to-face session. We will not have a formal class on Thursday, November 5 TTESS Dimensions 1.1, 1.2, 1.3, and 1.4	Coaching Session Artifact—Either the reading and/ or math lesson design will be brought to the coaching session for review with the professor. Coaching Session and Coaching Reflection (One-on-one—see Schedule) and Coaching Reflection Due: Wednesday, 11/11 @ 11:59 pm (10 pts.) Reading Lesson Design (15 pts.) and Math (15 pts) Due: December 3, 2026, at 11:59 pm
Week 12 November 12	Lesson Rehearsal (Each student will present a lesson (reading or math) for 10 and be provided with feedback. TTESS Dimension 2.1, 2.2, 2.3, 2.4, and 2.5	Lesson Rehearsal Demonstration/Reflection (10 pts.) or Peer Feedback (2 pts.) (Students with 0 absences will get the chance to sign up first.) Reflection feedback on Lesson Rehearsal and Peer Feedback assignment Due: Wednesday, 11/18 @ 11:59 pm.
Week 13 November 19	Lesson Rehearsal (Each student will present a lesson (reading or math) for 10 minutes and be provided with feedback. TTESS Dimension 2.1, 2.2, 2.3, 2.4, and 2.5	Lesson Rehearsal Demonstration /Reflection (10 pts.) or Peer Feedback (2 pts.) Reflection feedback on Lesson Rehearsal and Peer Feedback assignment Due: Wednesday, 11/25 @ 11:59 pm.
Week 14 November 26	NO CLASS Thanksgiving Holiday	
Week 15 December 3 Last Day of class	Wrapping up EDCI 4301 and Class Survey	240 Tutoring Assignment #3 Evidence of Learning (4pts) Assignment Due: Wednesday, 12/3 @ 11:59 pm
Final Exam December 10 @12-1:50PM		DUE: December 3rd @11:59pm *Reading Lesson Plan (15pts) *Math Lesson Plan (15pts)

****Calendar is subject to change (updated 8/26/26