

Fall 2025 Syllabus

EDSP 4340: Classroom and Behavior Management Strategies for Exceptional Learners

Professor Contact

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Pronouns: she/her/hers

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Office Hours: T/Th 10:00 – 11:00 AM, W 4:00 – 5:00 PM

Class Time: T/Th: 11:00 AM – 12:20 PM

Email: Debra.Gonzalesroybal@unt.edu preferred or Canvas.

Communication Expectations: To contact me outside of class times, please send me a message via Canvas or directly to my email. I will usually get back to you within 24 hours. For messages sent during the weekend, I'll get back to you by the next business day. Feedback for student assignments will be posted within a week after the due date unless specified otherwise. During class meetings, discussions, and activities, please be courteous to the instructor and peers. Be sure to adhere to professional standards of communication, including online communication ([Online Communication Tips](https://clear.unt.edu/online-communication-tips); <https://clear.unt.edu/online-communication-tips>).

Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

Course Description

This course is designed to provide a comprehensive overview of concepts and issues related to effective methods of classroom and individual behavior management for students with exceptionalities. The major goal of the course is to prepare students to develop, implement, and maintain an effective classroom/behavior management system. Participants in the class will learn about effective classroom organization and how to implement research-validated behavior change interventions for special education students across the service delivery continuum. Specifically, students will become proficient in the understanding and implementation of Applied Behavior Analysis techniques for classroom use. Students will also be introduced to additional strategies and models of classroom management designed to facilitate positive academic, social, and behavioral classroom performance. Additional topics that will be discussed include ethical and professional behavior of special educators, interpersonal characteristics of effective special education teachers, designing effective classroom rules, the use of positive

behavioral supports, as a way of improving student performance on academic and behavioral goals, and how to implement effective behavior intervention plans.

Course Structure

This is a face-to-face course. Class meetings will be delivered in person on a weekly basis throughout this semester. Some activities will be done in person or online via Canvas. This course is scheduled for **Tuesday/Thursday from 11:00 am-12:20 pm in Coliseum 047**. Refer to page 12 for a detailed course calendar.

Course Objectives

By the end of this course, students will be able to:

1. Understand and implement effective individualized behavior management strategies in classrooms for students with disabilities, including individual and group behavior management interventions.
2. Understand, and evaluate for possible adoption, a variety of empirically-based large classroom management models.
3. Understand and apply the principles of applied behavior analysis, including demonstration of a thorough knowledge of the concepts, vocabulary, and implementation.
4. Demonstrate the ability to use principles of applied behavioral analysis in designing and carrying out behavior change programs, including: identifying appropriate target behaviors; defining, observing, and recording behaviors; charting and graphing data, and interpreting results.
5. Understand the importance of professional ethics as related to special education programming.
6. Deliver a thoroughly researched, professional presentation to peers on a model of classroom discipline and management
7. This course addresses the following **Council for Exceptional Children (CEC) Initial Preparation Standards**:
 - 2.0: Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
 - 2.2. Beginning special educational professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environment.
 - 2.3. Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
 - 6.0: Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
 - 6.1. Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.
8. This course addresses the following **TEXES #186 Standards**:
 - Standard 1. The Early Childhood-Grade 6 special education teacher must demonstrate knowledge of the major state and federal legislation (e.g., IDEA, Section 504, ADA, ADAAA) that has affected knowledge and practice of the

- education of individuals with high support needs;
- Standard 2. The Early Childhood-Grade 6 special education teacher must demonstrate knowledge of the history of exclusion of and discrimination against people with disabilities;
 - Standard 3. The Early Childhood-Grade 6 special education teacher must demonstrate knowledge of IDEA 2004 eligibility categories;
 - Standard 4. The Early Childhood-Grade 6 special education teacher must demonstrate knowledge of all required components of an Individualized Education Program (IEP) as outlined in federal and state law;
 - Standard 5. The Early Childhood-Grade 6 special education teacher must demonstrate knowledge of all sections of the special education legal folder and where to store required documentation;
 - Standard 6. The Early Childhood-Grade 6 special education teacher must demonstrate knowledge of the legal responsibility of all school staff to fully implement an IEP;
 - Standard 7. The Early Childhood-Grade 6 special education teacher must demonstrate knowledge of the legal responsibility of all teachers and school staff to protect the confidentiality and dignity of students with disabilities;
 - Standard 8. The Early Childhood-Grade 6 special education teacher must demonstrate knowledge of the special education teacher's roles and responsibilities regarding Child Find;
 - Standard 9. The Early Childhood-Grade 6 special education teacher must demonstrate knowledge of the special education teacher's roles and responsibilities in creating and implementing the IEP with fidelity, including monitoring student IEP goal progress, implementing data collection of IEP goal progress, and reporting progress to the student and parents/guardians throughout the IEP year;
 - Standard 10. The Early Childhood-Grade 6 special education teacher must demonstrate knowledge of how to use a variety of assessment data to write annual measurable goals and present levels of academic achievement and functional performance and identify appropriate accommodations (academic, behavior, state, and district testing) and modifications based on individual student needs, and contribute to drafting the IEP;
 - Standard 11. The Early Childhood-Grade 6 special education teacher must demonstrate knowledge of how to maintain student legal folders and store ongoing documentation according to local education agency (LEA) requirements and keep records to document receipt of the IEP by all required school staff;
 - Standard 12. The Early Childhood-Grade 6 special education teacher must demonstrate knowledge of how to audit student class schedules to ensure compliance with least restrictive environment and schedule of services in the IEP;
 - Standard 13. The Early Childhood-Grade 6 special education teacher must demonstrate knowledge of the role and responsibilities of the special education teacher in preparing for an Admission, Review, Dismissal (ARD) committee meeting, including collecting required data, interpreting the results of progress monitoring and classroom assessment data, and visually representing and interpreting data to show student progress;

- Standard 14. The Early Childhood-Grade 6 special education teacher must demonstrate knowledge of the roles and responsibilities of the required members of an ARD committee;
- Standard 15. The Early Childhood-Grade 6 special education teacher must demonstrate knowledge of the required components of a typical ARD committee meeting agenda;
- Standard 16. The Early Childhood-Grade 6 special education teacher must demonstrate knowledge of how to interpret the results of a variety of assessment data (i.e., classroom, state and district transition assessment) in plain language to explain present levels of student academic achievement and functional performance, student progress on annual IEP goals, and mastery of grade level TEKS to the ARD committee members;
- Standard 17. The Early Childhood-Grade 6 special education teacher must demonstrate knowledge of how to prepare and support students in leading ARD committee discussion regarding progress on IEP goals, mastery of grade level TEKS, appropriate accommodations (academic, behavior, state and district assessment), transition needs and goals, and other supplements as needed;
- Standard 18. The Early Childhood-Grade 6 special education teacher must demonstrate the understanding of how to apply knowledge of individuals served through special education as well as special education laws and policies to facilitate and advocate for families' full participation in the education of their students;
- Standard 19. The Early Childhood-Grade 6 special education teacher must demonstrate understanding that students served through special education may also have other special populations identifiers (i.e., gifted and talented, English learners, highly mobile and at risk, dyslexia);
- Standard 20. The Early Childhood-Grade 6 special education teacher must demonstrate knowledge of how to advocate for family and student participation in the IEP, ARD meetings, and transition plan;
- Standard 21. The Early Childhood-Grade 6 special education teacher must demonstrate knowledge of how to foster and support students in their development of self-reliance and self-advocacy;
- Standard 22. The Early Childhood-Grade 6 special education teacher must demonstrate knowledge of how to advocate for high academic and behavioral expectations for students with disabilities;
- Standard 23. The Early Childhood-Grade 6 special education teacher must demonstrate understanding that individuals with high support needs deserve to be challenged with high expectations and provided with meaningful inclusive participation opportunities to develop the highest possible learning outcomes;
- Standard 24. The Early Childhood-Grade 6 special education teacher must demonstrate foundational knowledge of the Individualized Family Service Plan (IFSP).

Materials

- Maag, J.W. (2018). *Behavior management: From theoretical implications to practical applications* (3rd ed.). Cengage. **[Required]**

- Waller, R. J. (2008). *A teacher's concise guide to functional behavioral assessment*. Corwin.
[Recommended]
- Check Canvas for additional articles and readings.

Course Technology & Skills

Students should have these technical skills using Canvas, Zoom, email with attachments, Word, and Excel to succeed in the course.

Technical Assistance

UIT Help Desk: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (<http://www.unt.edu/helpdesk/index.htm>) _

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

Rules of Engagement

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication (in person or online), even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>) for more information.

Course Requirements

- **Exams (300 points):** To help ensure a complete understanding of the course material, students will be required to take three (3) exams. Exams will consist primarily of content from the textbook, lectures, and other class activities.
- **Class Activities (90 points):** The subject matter of this course, in particular, with its emphasis on the practical application of theoretical models, is both challenging, and at times, wonderfully debatable. Therefore, student participation and discussion is a critical element of the course structure. Students will be expected to be well prepared to engage in discussions and complete class activities. Six (6) activities will count towards your overall grade.
- **Behavior Intervention Plan (BIP) Project (100 points):** Students will work in small groups to create a BIP. This project will involve conducting an FBA, developing hypotheses regarding behavioral functions and maintaining variables, and designing an intervention plan. A detailed description of the assignment and a rubric for evaluation will be made available to you on Canvas.
- **Class Attendance (10 points):** Please attend all class meetings as listed on the course schedule. It is important to participate in all activities, in-class meetings, and discussions. Points will be distributed as follows:
 - 0-1 class missed = 10 points
 - 2 classes missed = 7 points
 - 3 classes missed = 5 points
 - 4+ classes missed = 0 points

Assignment	Points Possible	Percentage of Final Grade
Exams (3 @ 100 points ea.)	300 points	60%
Class Activities (6 @ 15 points ea.)	90 points	18%
BIP Project	100 points	20%
Class Attendance	10 points	2%
Total Points Possible	500 points	100%

Grading

The final grade for this course will be based on the total cumulative points. See below:

A = 450-500
 B = 400-449
 C = 350-399
 D = 300-349
 F = 0-299

A grade of "Incomplete" will be granted only if a student has satisfactorily completed 75% or more of the course requirements with a passing grade and requests an incomplete for extreme personal or academic reasons. The professor and student will negotiate a due date and requirements for successful completion. If the student fails to complete the requirements by the agreed upon due date, the existing grade will be submitted. Students are expected to remember and submit the requirements by the due date without waiting for reminders from the professor. Low class attendance or poor grades are not

good enough reasons for requesting an Incomplete.

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course.

Course Policies

Attendance Policy

Research has shown that students who attend class are more likely to be successful. Therefore, you should attend every class unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the [Student Attendance and Authorized Absences Policy \(PDF\)](https://policy.unt.edu/sites/default/files/06.039_StudAttnandAuthAbsence.Pub2_.19.pdf) (https://policy.unt.edu/sites/default/files/06.039_StudAttnandAuthAbsence.Pub2_.19.pdf). If you cannot attend a class due to an emergency, please let me know. Your safety and well-being are important to me. Beginning in the second week of classes, I will be taking attendance for points.

It is important that you communicate with the professor prior to being absent, so you and the professor can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

Late Work

All students are responsible for paying careful attention to assignment submission deadlines. Late assignments will result in a loss of 5 points for each calendar day the assignment is not turned in after the due date unless a prior agreement has been made with the instructor. Assignments submitted more than 2 days late will not be accepted. The policy pertaining to exams is outlined below.

Examination Policy

At the present time, exams are expected to occur in person and/or online. For online exams, students will have a 24-hour window in which to log in and take the exams via Canvas. If you miss the window of opportunity, you will not be allowed to make-up missed exams except in a very few circumstances. Exceptions will be made if you are hospitalized, have a death in the family, or similar unexpected/tragic events (verifiable documentation is required).

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Assignment Policy

The instructions for assignments will be available in person for most in-person activities, or on Canvas for major projects and online activities. Please read the assignment instructions carefully before starting and/or submitting to ensure accuracy. Written assignments must be presented in typewritten form, using appropriate APA format, if relevant. All due dates for the assignments are listed on the schedule in this syllabus as well as in

Canvas. Assignments are to be submitted through Canvas unless instructed otherwise and **should be saved as .docx**.

Syllabus Change Policy

The instructor reserves the right to make schedule changes given unusual circumstances and/or at the instructor's discretion. However, an effort will be made to ensure changes do not disadvantage students.

UNT Policies

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. Possible academic penalties range from a verbal or written admonition to a grade "F" in the course. Further sanctions may apply to incidents involving major violations. The instructor reserves the right to determine if academic dishonesty occurred and will refer such cases to the appropriate office as per the University's policy. You will find the policy and procedures at: <http://vpaa.unt.edu/academic-integrity.htm>.

ADA Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](http://www.unt.edu/oda) website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323. To begin the registration process, please go to: <https://studentaffairs.unt.edu/office-disability-access>.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom (or Zoom meeting) and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Academic Support & Student Services

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Pronouns

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc. Below is a list of additional resources regarding pronouns and their usage: [What are pronouns and why are they important?](#)

Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

Fall 2025 Course Schedule				
Date		Topics	Readings	Due 11:59 PM
AUG	19	Introduction to the course/field	Syllabus	
	21	Introduction to Behavior	Ch. 1	
	26	Basic Principles of Behavior	Ch. 4	
	28	Basic Principles of Behavior (cont.)	Ch. 4	Activity 1
SEP	2	Counting and Recording Behavior	Ch. 5	
	4	Counting and Recording Behavior (cont.)	Ch. 5	
	9	Graphing Behavior	Ch. 6	
	11	Behavior Intervention Project Overview		
	16	Exam 1	Ch. 1, 4-6	
	18	Functional Assessment of Behavior Problems	Ch. 7	
	23	Functional Assessment of Behavior Problems (cont.)	Ch. 7	
	25	How to Graph using Excel		
	30	Writing Behavioral Goals & Objectives		Activity 2
OCT	2	Preventative Approaches	Ch. 8	
	7	Preventative Approaches (cont.)	Ch. 8	
	9	Social Skills		
	14	Reinforcement Techniques for Increasing Behavior	Ch. 9	Activity 3
	16	CACDC training		Activity 4
	21	Differential Reinforcement for Decreasing Behavior	Ch. 10	
	23	Differential Reinforcement for Decreasing Behavior (cont.)	Ch. 10	Activity 5
	28	In-Person BIP Workday		
	30	Exam 2	Ch. 7-10	
NOV	4	Punishment & Legal Considerations	Ch. 11	
	6	Punishment & Legal Considerations (cont.)	Ch. 11	Activity 6
	11	Self-Management	Ch. 12	
	13	Generalization	Ch. 14	
	18	In-Person BIP Workday		
	20	Exam 3	Ch. 11-12, 14	
	25-27	Thanksgiving Break		
DEC	2 & 4	In-Person BIP Workweek		BIP paper 12/4
	9-11	Finals Week (none for this course)		

Note: All students are expected to attend these class meetings during the regularly scheduled time unless otherwise noted.