

Faculty Bulletin

Volume 14, Issue 6 – December 2013

Concordia University, Saint Paul

The Faculty Bulletin can be accessed directly from the Academic Affairs web page:

http://concordia.csp.edu/academicaffairs/Faculty_bulletin/index.html. Or go to the Faculty/Staff Portal, click on “Academic Affairs,” and then click on “Faculty Bulletin.” The bulletin emphasizes faculty policy and business issues, upcoming events, professional development opportunities, and deadlines. News items for the faculty and the Concordia community are publicized through the weekly CSP Update. Articles for publication in the *Faculty Bulletin* may be submitted via email to haeg@csp.edu at least five working days prior to publication.

The submission deadline for articles for the next issue is, Friday, December 16, 2013.

Come, Thou Long-Expected Jesus

*But you, O Bethlehem Ephrathah, who are too little to be among the clans of Judah,
from you shall come forth for me one who is to be ruler in Israel....*

Micah 5:2 (ESV)

Come, thou long-expected Jesus,
Born to set Thy people free;
From our fears and sins release us;
Let us find our rest in Thee.
Israel’s strength and consolation,
Hope of all the earth Thou art,
Dear desire of ev’ry nation,
Joy of ev’ry longing heart.

Born Thy people to deliver,
Born a child and yet a king!
Born to reign in us forever,
Now Thy gracious kingdom bring.
By Thine own eternal Spirit
Rule in all our hearts alone;
By Thine all sufficient merit
Raise us to your glorious throne.

Advent hymn – Lutheran Service Book #338. Text by Charles Wesley.

May God continue to bless each of us this Advent season as live our lives and live out our vocation and may He, through His Holy Spirit, empower each of us to “walk in love.”

Lonn Maly, Vice President for Academic Affairs

CSP Ministry

*CSP Ministry is a community of the Word and prayer,
diverse in time, place, language and worship,
centered in the Gospel of Jesus Christ*

Chapel Schedule

Monday, Wednesday, Friday: 10:30 am
Tuesday, Thursday: 11:20 am

Theme for the 2013/14 Academic Year: “Walk in Love”

Based on Ephesians 5:2 “And walk in love, as Christ loved us and gave himself up for us, a fragrant offering and sacrifice to God.” (ESV)

2013/14 Book of the Year

The Book of the Year for 2013/14 is *Behind the Beautiful Forevers* by Katherine Boo. The description inside the book jacket of *Behind the Beautiful Forevers* states: “With intelligence, humor, and deep insight into what connects human beings to one another in an era of tumultuous change, *Behind the Beautiful Forevers* carries the reader headlong into one of the twenty-first century’s hidden worlds, and into the lives of people impossible to forget.

Concordia University Saint Paul’s theme of the 2013/14 year “Walk in Love” provides a strong platform for discussion of this non-fiction account of life, death and hope in a Mumbai Undercity.

Calendar of Events

December 13, Friday	Classes end for Traditional UG Students Course Schedules for Summer 2014 due to Registrar
December 16 – 19, Mon – Thurs	Fall semester finals for Traditional UG Students
December 20, Friday	Residence hall move out day Classes end for Adult UG and Graduate Students
Dec. 21, 2013 – Jan. 12, 2014	Semester Break, No classes
December 26, Thursday	Grades due for all traditional UG courses (12:00 noon)
December 27, Friday	Grades due for all degree completion UG courses and graduate courses (12:00 noon)
January TBA, 2014	Faculty Business Meeting Faculty Professional Development Opportunity
January 13, 2014, Monday	Spring Semester Classes begin for all students
January 20, 2014, Monday	Martin Luther King Day – NO CLASSES
February 1, 2014, Saturday	Course Schedules for Fall 2014, Spring 2015, and Summer 2015 due to Registrar
	All changes for 2014/15 catalog due to Registrar

Let’s Talk About It: Muslim Journeys – Points of View

Events will be held in Concordia University’s Buenger Education Center (BEC)

This reading and discussion series presented by the National Endowment for the Humanities and the American Library Association has made its way to Concordia University – Saint Paul. It focuses on the reading of five books and a series of interactions about each book. The books are intended to “offer a corrective to some of the misunderstandings that confront the Muslim community in America” and are designed to “demonstrate the rich diversity of experience, the variety of Muslim opinions, and confirm our shared values.”

February 11: 7:00 pm: *House of Stone: A Memoir of Home, Family, and a Lost Middle East*, by Anthony Shadid

March 5: 10:30 am (during Convocation): *Broken Verses*, by Kamila Shamsie

April 8: 7:00 pm: *Dreams of Trespass: Tales of a Harem Girlhood*, by Fatima Mernissi

Current Searches for Faculty Positions

The following searches for faculty that are currently underway or still on the “table”:

Business: replacement position in the degree completion programs (budgeted and underway)

Criminal Justice: replacement position (budgeted and underway)

Data Analytics and Business Intelligence: new position (not currently budgeted; suspended)

Information Technology: new position (not currently budgeted; suspended)

Psychology: replacement position (tenure-track position; budgeted and underway)

Teacher Education (Graduate): replacement position (budgeted and underway)

Dean – College of Business and Organizational Development: search is underway

Areas of Emphasis for Academic Affairs

The Office of Academic Affairs continues to focus its energy around three of the goal areas in the university’s 2014 – 2018 strategic plan: to grow student enrollment at both the undergraduate and graduate levels; to increase student persistence to graduation, and to improve the transition to job or graduate school. To that end we are working on the following:

Refining and developing academic programs in order to demonstrate the highest quality and responsiveness to “the market” in higher education;

Strengthening partnerships with other colleges and universities and internship sites;

Continuing to be a “culture of evidence” when it comes to assessing how students are meeting learning outcomes in general education, in majors, and in graduate programs;

Improving academic support programs and advising that facilitates persistence and graduation;

Continuing efforts to develop an exemplary graduate school and graduate programs;

Professional development for faculty focused on “exemplary teaching” and

Continual efforts toward encouraging and assisting faculty with the important task of connecting faith and learning.

Faculty Professional Development Opportunities

The continuous professional development of our faculty is a priority of the Office of Academic Affairs at Concordia University. Below is a list of some assumptions from which we operate and a list of opportunities. Let Lonn Maly know if you wish to participate in any of these upcoming events.

Assumptions:

1. Faculty professional development is best when primarily focused on the improvement of teaching students;
2. Faculty professional development has as its goal continuous improvement – no matter where we are on the “excellence in teaching” continuum, there is always room for improvement or growth;
3. Faculty professional development should afford opportunities to better teach students who are diverse, better teach students who learn in a variety of ways (and maybe differently from faculty), and better teach in a variety of modalities;
4. Faculty professional development should include a variety of opportunities – on campus and off campus, large groups and small groups, and some choice of opportunities;

Opportunities:

Magna Online Seminars (ongoing through June, 2014)

Concordia Learning Communities Re-energized.

(Contact the individual faculty member to find out how you might be able to participate.)

The following have agreed to lead a group during the 2013/14 academic year. Their topics are included:

Paul Hillmer – Title: Encouraging Faculty Research

If you are currently engaged in research, thinking about starting a project, or have questions about the role of research in the life of our faculty and the way it can energize our teaching and our learning, I invite you to join the CLC on “*Encouraging Faculty Research*.” I have some ideas about what this group could be, but would encourage you to join in and help define our identity and our goals. Possible activities might include sharing ideas about research, grant-writing, publishing, etc., and simple sharing, facilitating, and encouraging the work our colleagues are doing. Feel free to contact me at hillmer@csp.edu if you are interested. *Paul Hillmer*

Miriam Luebke – Title: Maximizing Critical Thinking in Students

If you’re looking for an informal gathering with colleagues for the sharing of resources, teaching strategies, and assessment methods for addressing our University Outcome of critical thinking, join me and others for a monthly meeting (with food) at a time we can agree on. Please email me with your interest at luebke@csp.edu. *Miriam Luebke*

Lonn Maly – Title: Learning and Teaching

Book: *Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning*. Jose Antonio Bowen

Technology is profoundly changing education. Colleges and universities need to provide more than what can be found online and maximize face-to-face contact with faculty. This book takes the position that technology is most powerfully used *outside* the classroom and, when used, effectively, how it can ensure that students arrive to class more prepared for meaningful interaction with faculty.

Joel Schuessler – Title: Effective and Efficient Feedback

If you have a desire to be more EFFECTIVE at giving feedback that sticks and doesn’t take all weekend to complete, then this Concordia Learning Community (CLC) is for you. We started with the Magna online video seminar “Engage Online (& face to face) Students with Targeted Feedback,” then discussed shared challenges and successes. We may also consider reading & discussing Cavanaugh’s (2012) book, *The Language of Blessing* as a stimulus for drawing out the best in our students. Questions like “How do we ... provide effective discussion board feedback/grading? handle student push back? ... involve peers and self in feedback? ... know when students know what is expected?” were among those discussed at Fall Faculty Workshop. Contact Joel Schuessler at nozo@csp.edu with questions or to be added to the calendar invite.

To those that couldn't come or may be interested in our Concordia Learning Group (CLC) topic -- Effective and Efficient Feedback, the meeting notes and future meeting topics, dates, & locations are included in these note: [Effective & Efficient Feedback CLC group - Nov 13 meeting](#) Joel Schuessler

Michael Walcheski – Title: Online / Hybrid Pedagogical Strategies for Course and Program Development

Book: *How to Design and Teach a Hybrid Course: Achieving Student-Centered Learning through Blended Classroom, Online and Experiential Activities*. Jay Caulfield and Alan Aycock. This CLC will start with a brief review of the relevant theory – such as andragogy, inquiry-based learning, experiential learning and theories that specifically relate to distance and hybrid education. We will quickly move to a practical orientation for course development. We will set and share goals that mark specific changes we expect to see in our teaching. Plan to identify one course that you will use as a “sandbox” for practice and planning. Please contact walcheski@csp.edu if you are interested. *Michael Walcheski*

Program for International Students

As a part of our strategic initiative to grow student enrollment at Concordia University and our focus on developing cultural competence in all students, the university has moved forward with the intentional recruitment of international students. As a result of these efforts 23 international students from Saudi Arabia started in summer 2013 (UG = 12; G = 11) and another 43 from Saudi Arabia started this fall (UG = 33; G = 10). There are another six international students on campus as well for a total of 72. Current thought is that we will cap the number of undergraduate students at 150 (10% of the 1,500 goal for traditional students) and the number of graduate students at 150 (6% of the 2,500 goal) and that the students would come from six or more countries across the globe. Next steps will likely include partnering with a company to provide instruction in English as a Second Language. We have also welcomed to the university Tom Allen who holds the title of Coordinator of International Student Services. His office is on the top floor of the Lutheran Memorial Center in the Robinson Room. Gretchen Walther has taken on a new role as the International Admission Counselor.

Pay Rates, Prorating, and Limits for Adjunct Teaching

For the 2013/14 academic year the pay rate for adjunct teaching will be continue to be connected to the revenue received for particular courses and will be as follows:

Master's of Business Administration	\$1,200 per credit
Traditional Courses	\$1,000 per credit
Undergraduate Cohort and Continuing Studies Courses	\$550 per credit
Graduate Cohort Courses (non-MBA)	\$650 per credit

Internship Supervision: \$125 per credit x credits with a maximum of \$600 per internship.

A change has been made regarding the pro-rating of courses for under-enrolled courses. In the past prorating occurred in classes below 10 during the fall and spring semesters and under 7 in the summer semester. The new schedule calls for prorating all courses with enrollment of 8 or under for all three semesters. Further, due to our implementation of the Internal Revenue Service

policy regarding eligibility for benefits, adjunct faculty will be limited to a total of 9 credits of teaching per semester and 27 annually.

FROM THE OFFICE OF THE REGISTRAR

Reminder – Fall Final Grades, Course Schedules, and Catalog

The deadline for submitting final grades for traditional undergraduate courses for fall semester 2013 is **Thursday, December 26 (12:00 noon)**. The deadline for submitting final grades for all degree-completion undergraduate courses and all graduate courses is Friday, December 27 (12:00 noon). To avoid additional holiday stress, you may want to consider submitting your grades prior to Christmas. Grading will be available beginning December 13.

Course Schedules for Summer 2014 are due to the Registrar's Office by Friday, December 13, 2013

Course Schedules for Fall 2014, Spring 2015 and Summer 2015 are due to the Registrar's Office no later than February 1, 2014

All Catalog changes for 2014/15 are due to the Registrar's Office no later than February 1, 2014

Academic Units Doing Some Moving Around

The following changes are effective January 1, 2014:

The academic department of Criminal Justice in the College of Business and Organizational Development (CBOL), chaired by Erv Weinkauff and including both undergraduate and graduate programs, will move to the Department of Social and Behavioral Science in the College of Education and Science (CES) where an undergraduate program in Criminal Justice resides. The Department of Child and Family Education, Chaired by Michael Walcheski and also including both undergraduate and graduate programs, will also move to the Department of Social and Behavioral Science in the CES where an undergraduate program in Family Life Education resides. The Information Technology Management program will move from the Department of Mathematics to the CBOL. The Hoffman Institute, directed by Mark Press, will be moving its programming into the Department of Theology and Ministry in the College of Arts and Letters. Also, the School of Continuing Studies continues to be redefined at the university and along with such Carol Klempka will be moving into a faculty role in the CBOL.

Technology Purchases

All technology purchases (hardware and software) need to be reviewed and approved through Information and Technology please contact Jonathan Breitbarth (breitbarth@csp.edu) or Dr. Eric LaMott (lamott@csp.edu).

From the Faculty Scholarship Center...

from Joel Schuessler

Fall 2013 Quasi-Endowment Professional Development Grants Awarded

A total of \$5,500 in Quasi-Endowment Professional Development Grants were awarded this fall to Basma Ibrahim DeVries, Eric Dregni, Robert Krueger, and Stephanie Hunder. The awards committee has up to \$6,500 to award this coming spring and encourages faculty to submit proposals. The application deadline for the next round is March 17, 2014. For more information contact Joel Schuessler or visit the website at <http://info.csp.edu/en/Academic-Resources/Academic-Affairs/Faculty-Scholarship-Center/Faculty-Development-Award-Program-Guidelines/>

Devries – for attendance at the Annual Conference for Society for Intercultural Education, Training, and Research: November 6 – 9, 2013 in Arlington, Virginia (\$1,300).

Dregni – for work on a book entitled *Let's Go Fishing: A Cultural History of Angling across the Upper Midwest* for the University of Minnesota Press (\$1,300).

Krueger – for Project entitled *Multiple Facets of Higher Education Leadership* (\$900).

Hunder – for Sabbatical projects – Vermont Studio Center Residency and Art materials (\$2000).

2013/14 Convocation Schedule, 1st and 3rd Wednesdays, 10:30 – 11:25 am

December 4: *Overcoming Challenges to Discover Your Purpose:*

Stories of Triumph over Drugs and Alcohol (Adult and Teen Challenge)

Faculty Notes

Dr. Bruce Corrie Interviewed by the St. Paul Pioneer Press Concerning Branding Efforts of Little Africa District

Concordia's Dr. Bruce Corrie was interviewed by the St. Paul Pioneer Press about the official launching of the "Little Africa" cultural business district. Dr. Corrie has spent years studying the economic impact of the Twin Cities' immigrant work force. He states in the article that he has already seen positive impacts from branding cultural corridors, using the example of the "Little Mekong" district which is located along a five-block section of University Avenue. Concordia University is among a group of eight organizations who are members of the Little Africa Development Group.

Lutheran Identity Seminar – Season #14

This seminar for faculty and staff explores the identity, culture, and theology of Concordia University – Saint Paul (CSP). CSP is a Christian higher education organization operated under the auspices of the Lutheran Church – Missouri Synod (LCMS). The mission statement proclaims that everything at CSP is done “within the context of the Christian Gospel.” This task is a challenge to understand and to live out. The recently-minted CSP Promise Statement to Students challenges each member of the CSP faculty and staff to be actively involved in fulfilling the promise for all who encounter CSP. The objective character of the LCMS Christian identity provides a somewhat fixed context; the way faculty and staff live in relation to that identity presents a dynamic challenge and a great opportunity.

The learning outcomes for this seminar are to:

At the end of the course participants will be able to:

1. define the concept of vocation from a Christian perspective and articulate a conception of “the vocation of Concordia University – Saint Paul”;
2. identify several models of how Christian institutions of higher education live out their vocation;
3. articulate an understanding of the identity and culture at CSP and the related issues with which CSP wrestles;
4. demonstrate a deeper understanding of and commitment to the CSP mission;
5. reflect creatively and critically upon issues of faith and learning in Christian higher education for both faculty and staff;
6. articulate a deeper awareness of personal vocation as a servant of Jesus Christ on a Christian campus of higher education;
7. summarize the main tenets of the doctrine of the Lutheran church that will be beneficial to know in the work of faculty and staff at CSP.

Time and Location: still pending, but likely 9:40 – 11:50 am on Tuesdays during spring semester (includes chapel)
Tuesday, January 14 through Tuesday, May 4, 2014

Who Should Attend: Any faculty and staff member who has not already participated or who wants a refresher (or who might wish to support the study of the other faculty and staff in the seminar)

Contacts: Lonny Maly at maly@csp.edu

A Perspective on Lutheran Colleges

Chapter 16 of Tom Christenson’s book, *Who Needs a Lutheran College?* is entitled “Some Things I Just Do Not Understand.” Here is an excerpt:

More times than I want to remember I have heard otherwise intelligent people say, “We shouldn’t be an obviously Christian or Lutheran college because we don’t want to offend non-Christians.” This response must be deeply embedded in the culture somewhere, because it is so often repeated as though the truth of it were obvious.

Maybe I am an odd duck or a truly unusual person (my kids and colleagues nod in agreement), but I have never been “offended by” someone else’s religious viewpoint or expression. Many years ago I interviewed for a position at a Catholic (Benedictine) university. It never occurred to me to be offended by their on-campus church, their religion requirements, or the visual presence of the community of monks. I have been in Jewish communities, Hindu communities, Buddhist communities, and Native American communities. In each of these cases, I was there as an outsider, as a minority, and in some cases as an ignorant observer. In none of those cases did I ever feel offended. In all of my travels to Lutheran conferences and campuses I have met many faculty and staff of Lutheran colleges and universities who were not Lutheran, not Christian, or not religious at all. I have never heard anyone say that they felt excluded, alienated, or second-class to Lutheran faculty and staff because they themselves were not Lutheran. In fact I know only one story of a person who was made to feel very unwelcome at a Lutheran college, and he was a Lutheran and a noted Lutheran theologian as well.

Christenson, Tom. (2011). *Who Needs a Lutheran College?* Minneapolis, MN: Lutheran University Press; pp. 114.

So what does this mean for us at Concordia University in 2013? Do these statements intrigue you or make you ask a question? What is a Lutheran college or university? What are the underlying ideas? How does one connect faith and learning in the college classroom today?

If you are interested in questions such as these and can spare some time each month, please feel free to join the Concordia Learning Community (CLC) group that considers such matters once a month or so. Contact Lonny Maly if you are interested. Our next meeting is scheduled for Wednesday, December 11 from 11:30 am to 1:00 pm in the President’s Conference Room.

Dashboard – Information that Faculty Sometimes Want to Know

Beth Peter, in one her roles at CSP, conducts institutional research and posts reports on the Institutional Research webpage. We have been publishing some of that information in this space. Take a look at the Institutional Research webpage located at the following link: <http://concordia.csp.edu/institutionalresearch/>

This month we have included some information about student enrollment and the increasing number of those students who are taking graduate coursework. Certainly if you see some sort of irregularity or have any questions, contact Lonny Maly.

Graduate Programs Continue to See Growth – Did you know that there are nearly 1,500 graduate students enrolled in academic programs at Concordia University (including post-baccalaureate students)? 1,189 were enrolled at this time last year. Of the total, 800 are in master’s degree programs in the College of Education and Science and 87 more are in the Educational Specialist (Ed.S) program; 334 are in Business programs, 85 in Criminal Justice and Forensic Mental Health programs, and another 56 collectively in the following: Strategic Communication Management, Christian Outreach, or Christian Ministry Certification.

Traditional student headcount (fall 2013 census vs. 2012))	1,344 (up from 1,211)
Degree completion student headcount	827 (up from 541)
Graduate student headcount	1,461 (up from 1,189)
TOTAL HEADCOUNT	3,632 (up from 2,941)

The Graduate Council is chaired by Michael Walcheski, Dean of the Graduate School. Over the years Concordia University has developed a statement entitled “Principles of Graduate Study” that articulates what it is that we believe about graduate education:

Principles of Graduate Study

Coursework at the graduate level is not just different classes than the undergraduate. It is not simply more information on a particular topic. It is designed to be a qualitatively different experience. Concordia University has accepted these principles as the practical ways graduate education will be delivered at Concordia.

1. **Graduate coursework is more creative.** Students create systems that will help them to be a more effective professional.
2. **Graduate coursework is more self-directed.** In many assignments, students decide how to fashion an assignment to help them apply and synthesize the material more appropriately.
3. **Graduate coursework is more rigorous.** More is expected of the graduate student than of the certificate or undergraduate student.
4. **Graduate coursework is more attentive to epistemological issues.** More attention is given to “how we know what we know,” and to how we prove *and* support what we know. Skills of discernment and critical thinking are needed.
5. **Graduate coursework is more attentive to research.** Students will be exploring (and conducting) new research. They will read and critique original research.
6. **Graduate coursework is more a community of learners, rather than merely a teacher-student relationship.** Graduate students are assumed to have reached an intellectual maturity that puts them at a place where the role of the instructor is different. Instructors do not have to spoon-feed or hand-hold; instructors need to guide and mentor the mature student in the direction that the student has identified.
7. **Graduate students give careful consideration to research, information, and bibliographic references.** The skills of knowledge navigation are increasingly important in the years ahead, and graduate students know how to find the knowledge they need.
8. **Graduate learning is not just remembering information, it is constructing knowledge.** The community of learners opens new insights and creates new knowledge in the field.
9. **Graduate professors are actively engaged in research and learning.** This helps them maintain a cutting edge in their profession.

“It is the role of graduate education to explore and advance the limits of knowledge and to define the state of the art in every field. Its purpose is to serve society’s needs in specific technical and professional ways, but also to serve the need for intellectual expansion. Graduate education is a major source of future intellectual leaders of society...”

Adapted from Organization and Administration of Graduate Education: A Policy Statement, Council of Graduate Schools



Department of Theatre and Dance 2013-2014

Directing Class One Acts

Friday – Saturday, December 13 – 14, 2013 **in the Westlund Theatre**

A series of short plays, presented by students in the THR478 Directing class

Fall Student Showcase

Sunday, December 15, 2013 at 5:00 pm **in the E.M. Pearson Theatre**

Scenes from acting classes, dance recitals and other theatre projects

The Taming of the Shrew *by William Shakespeare*

Thursday – Saturday, February 20, 21, 22 at 7:30 pm

Sunday, February 23 at 2:00 pm

in the Westlund Theatre

Sweet tempered daddy’s girl Bianca can have her pick of suitors—but not until her sister, the acid-tongued Kate, can be married off. Rising to the challenge is the brash and hot-headed Petruchio. But can he match Kate jab for jab? *The Taming of the Shrew* is a hilarious, delirious tangle of masquerades and misdirection, and in the end, a surprising love story between two rebel souls. One of Shakespeare’s most popular comedies, it has been adapted numerous times for stage, screen, opera, and the musical theatre, including the Tony-winning musical *Kiss Me, Kate* and the film *10 Things I Hate About You*.

Department of Music Events 2013 - 2014



Love Came Down at Christmas: The 2013 Fine and Performing Arts Christmas Concert

Friday, December 6, 7:30 pm

Saturday, December 7, 4:30 pm

Sunday, December 8, 3:00 pm

Buetow Music Center Auditorium



Call OvationTix at 1-866-811-4111 for tickets or go to
www.csp.edu/tickets to place your order

Percussion Ensemble Concert

Monday, December 9, 7:30 pm E.M. Pearson Theatre

Christmas Vespers Service

Sunday, December 15, 7:00 pm Graebner Memorial Chapel

Thursday Musical: Guest Artist Recital Series

Thursday, January 9, 10:30 am Buetow Auditorium

Julie Greif, soprano and David Schut, piano

Paul Kovacovic, piano

Libby Laufers, flute and Ameer Gallagher piano

IT Help Desk Hours

Help Desk Hours

Monday – Thursday	8:00 am – 9:00 pm
Friday-Saturday	9:00 am – 3:00 pm
Sunday	1:00 pm – 9:00 pm

LIBRARY HOLIDAY HOURS

Extended Library Hours: December 2 - 15

Monday-Thursday	7:45 am – Midnight
Friday	7:45 am – 5:00 pm
Saturday	10:00 am – 5:00 pm
Sunday	1:00 pm – Midnight

Finals Week: December 16 - 20

Monday-Wednesday	7:45 am – Midnight
Thursday	7:45 am – 7:00 pm
Friday	9:00 am – 5:00 pm

Christmas Break: December 21 – January 1

Closed

Semester Break: January 2 - 11

Monday - Thursday	9:00 am – 7:00 pm
Friday	9:00 am – 5:00 pm
Saturday - Sunday	Closed

January 12

Sunday	1:00 pm – 6:00 pm
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