ECHP3250

Professional Experience 5

Session 2, Special circumstance 2021

Macquarie School of Education

Contents

Disclaimer

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Session 2 Learning and Teaching Update

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of units with mandatory on-campus classes/teaching activities.

Visit the MQ COVID-19 information page for more detail.

General Information

Unit convenor and teaching staff
Unit convenor and Lecturer
Helen Little
Contact via via iLearn Dialogue
29WW, 235
by appointment

Tutor
Alison Frost
Contact via via iLearn Dialogue
by appointment

Credit points
10

Prerequisites
ECHP222 or ECHP2220 and ECHE220 or ECHE2200

Corequisites

Co-badged status

Unit description
This unit incorporates both theoretical and practical aspects of teaching and working in early childhood contexts. Students in this unit will explore and examine theories of learning and develop a critical understanding for (i) observing, recording and planning for diverse learners, (ii) provisioning the outdoors as a learning space for young children, and (iii) embedding sustainability practices in everyday teaching. Students will continue to develop their teaching skills and complete 20 days of Professional Experience in an early childhood setting.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

> **ULO1:** Examine theories of diverse learners and develop strategies for differentiating planning for diverse needs.

> **ULO2:** Understand the Early Years Learning Framework and the accountability

requirements as a teacher in terms of the NQF and NQS.

ULO3: Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.

ULO4: Consolidate knowledge on guiding children's behaviour and hone strategies for guiding children's behaviour, including transitions.

ULO5: Engage in active, careful and critical reflective practice.

ULO6: Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

ULO7: Observe, plan and document the children's learning whilst on PE.

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are <u>NOT</u> required.

Submissions of Family & Children's Records

Some assessment tasks require students to submit records about families and about children and their learning. It is expected that the records submitted are original, authentic, adhere to ethical practices and are the work of the student. Issues with the authenticity of such records will be investigated for possible forgery. Please note that submitted records can only be used once for assessment purposes.

Confidentiality

Students must respect the need for sensitivity and confidentiality, and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use pseudonyms for any children or adults referred to in the assignment. Do not record details that enable identification of a site, or of children or adults.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.

- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: https://students.mq.edu.au/study/my-study-program/special-consideration
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via https://ask.mq.edu.au/. This will ensure consistency in the consideration of such requests is maintained.
- **Late submissions:** Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g. quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.
- If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors

you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria.** Evidence from your assignment must be provided to support your judgements.

Note:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- The outcome of a re-mark may be a **higher/lower or unchanged grade**.
- Grades are *standards referenced* and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at <u>all</u> assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.

P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: *If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.*

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au

Assessment Tasks

Name	Weighting	Hurdle	Due
Planning for Diversity	40%	No	23:59 27/09/2021
Professional Experience Placement	0%	Yes	11/10/2021 - 29/10/2021
Teaching in Practice	60%	No	23:59 07/11/2021

Planning for Diversity

Assessment Type [1]: Field work task
Indicative Time on Task [2]: 15 hours
Due: **23:59 27/09/2021**
Weighting: **40%**

Situational analysis: Analysis of aspects of diversity and identification of implications for teaching (1500 words)

On successful completion you will be able to:
• Examine theories of diverse learners and develop strategies for differentiating planning for diverse needs.

- Engage in active, careful and critical reflective practice.
- Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

Professional Experience Placement

Assessment Type [1]: Field work task
Indicative Time on Task [2]: 65 hours
Due: **11/10/2021 - 29/10/2021**
Weighting: **0%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

15 day block placement plus 5 observation days in early childhood setting

On successful completion you will be able to:

- Examine theories of diverse learners and develop strategies for differentiating planning for diverse needs.
- Understand the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF and NQS.
- Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.
- Consolidate knowledge on guiding children's behaviour and hone strategies for guiding children's behaviour, including transitions.
- Engage in active, careful and critical reflective practice.
- Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.
- Observe, plan and document the children's learning whilst on PE.

Teaching in Practice

Assessment Type [1]: Field work task
Indicative Time on Task [2]: 20 hours
Due: **23:59 07/11/2021**
Weighting: **60%**

Work samples: Evaluation of outdoor environment (900 words); analysis of learning outdoors (4 pages); Summative assessment of children- 's learning (1200 words)

On successful completion you will be able to:

- Understand the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF and NQS.

- Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.
- Consolidate knowledge on guiding children's behaviour and hone strategies for guiding children's behaviour, including transitions.
- Engage in active, careful and critical reflective practice.
- Observe, plan and document the children's learning whilst on PE.

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[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Required and recommended texts

Textbooks:

- Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2020). *Programming and planning in Early Childhood settings* (8th ed.). Melbourne: Cengage. (if you have an earlier edition that is fine to use)
- Little, H., Elliott, S., & Wyver, S. (2017). *Outdoor learning environments: Spaces for exploration, discovery and risk-taking in the early years*. Melbourne: Routledge.
- Porter (2016). *Young children's behaviour*. (4th ed). Sydney: Allen & Unwin.

Note: You should have most of these texts already from other units.

In addition to readings from your textbooks, most weeks will include other readings (available via Leganto unit readings). Refer to iLearn for details.

Information about the unit iLearn site

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is required for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external

students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

Access and technical assistance

Information for students about access to the online component of this unit is available at https://il earn.mq.edu.au/login/index.php. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- **Internet access**: The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.

Unit Structure

Lectures

Weekly lectures are available on the web through ECHO360. **All lectures are pre-recorded** and will be available no later than Monday each week.

Tutorials/External Sessions

This unit is taught in tutorial mode, delivered either face to face or online (depending on COVID-19 social distancing restrictions) during the timetabled tutorial times. These tutorials are supported by pre-recorded online lectures, readings and reflection tasks. Students will be informed of the tutorial delivery mode via iLearn.

Online lectures may have reflection questions and tasks that students are required to complete prior to the relevant weekly tutorial. Weekly readings also form the basis for tutorial discussions. Tutorials are structured to include whole and small group discussions an tasks, as well as independent work. **Effective preparation is required, and attendance is expected.**

The unit comprises one 1-hour weekly online lecture and 2 full-day sessions for external/ infrequent students. In tutorials students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Students are required to participate in small group activities and whole class discussion, complete brief tasks either as

individuals or in pairs, and to read the weekly material and complete any associated online tasks in advance as preparation. The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit iLearn site.

Attendance Requirements

Attendance at all tutorials (whether online or face-to-face) is expected. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: http://ilearn.mq.edu.au

External Students: Two sessions are scheduled on *Saturday 21st August* and *Saturday 2nd October*. Details of start times, duration and format (face-to-face or Zoom depending on COVID-19 restrictions) will be provided on iLearn.

Unit Expectations

- Students are expected to read weekly readings before completing online tasks and tutorials
- Students are expected to listen/attend weekly lectures before completing online tasks and tutorials
- Students are required to make a genuine attempt at all assessment tasks to pass the unit.

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Unit Schedule

Overview of Weekly Content

Date (week beginning)	Lecture Content	Lecturer
Week 1 26 July	**Key Themes** 1. Introduction to unit	Helen Little
	2. Overview of key themes - Outdoor Learning, Diversity and Difference, Transitions and Guiding Behaviour.	Helen Little
Week 2 2 August	Planning for Diversity and Difference	Jenni Burgess
Week 3 9 August	The outdoors as a learning environment – beyond running and climbing	Helen Little

Week 4 16 August	1. Observing children's learning and behaviour	Helen Little
	2. Documenting learning with a focus on record keeping for individuals and groups	Luke Touhill
Week 5 23 August	Moving beyond individual experiences – planning for sessions and half days	Helen Little
Week 6 30 August	Honouring land and learning from Indigenous ways.	Michael Donovan
Week 7 6 September	Transforming the outdoor environment: Making the most of what you've got	Helen Little
Week 8 27 September	Documenting children's learning: Summative assessment	Helen Little
Week 9 4 October	Transition to School Statement	Luke Touhill
Week 10 11 October	Professional Experience placement	
Week 11 18 October	Professional Experience placement	
Week 12 25 October	Professional Experience placement	
Week 13 1 November	No Lecture	

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy

- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit:

Attendance for undergraduate units

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Unit Expectations

- Students are expected to read weekly readings before completing online tasks and tutorials
- Students are expected to listen/attend weekly lectures before completing online tasks and tutorials
- Students are required to make a genuine attempt at all assessment tasks to pass the unit.

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make

contact with the unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address
- The *Dialogue* function on iLearn
- Other iLearn communication functions

External Students

1. The on-campus sessions on (28 August and 2 October) are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.

2. Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.

3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

Passing a Professional Experience Unit

In order to pass a Professional Experience unit, students must achieve a satisfactory result for their professional experience placement AND achieve a satisfactory result overall for their academic assessment tasks (where applicable) in the unit.

Professional Experience Unit Placement Expectations

- Students must be able to present evidence of completion of the following prior to session census date (or as otherwise advised) in order to receive a placement for Professional Experience:
  - A Working with Children Check or State/ Territory equivalent. For school placements this must be verified by DoE before your first placement. Complete and email: The practicum students declaration and a copy of relevant ID documents to the department's probity unit at least two weeks prior to the start date of your first professional experience placement. You will also need to present photo ID on your first day of professional experience.
  - Read and acknowledge agreement to abide by the ECA Code of Ethics

Students are responsible for ensuring that their evidence is current. Please be aware that you

may need to update your training or credential during your program of study.

- A Working with Children Check or State/Territory equivalent is required by the end of Week 2 to be eligible for a placement. Students may need to withdraw from this unit if this has not been obtained in time.
- Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convenor about their professional experience block dates and to discuss how that unit's requirements can be met. For some situations, it may mean that you are enrolled externally for that unit so that your attendance for tutorials for that unit is not impacted.
- Feedback from Tertiary Supervisors and/or Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of any assessments or bookwork prior to submission.
- If a Student is identified being **in need of additional support** for Professional Practice and/or Bookwork, the Department's '**Additional Support**' procedure will be activated and they will not be able to withdraw themselves from this Unit.
- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University prior to the end of Session for students who do not meet the placement expectations of the Unit.

Fitness to practice requirements

- Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are able to demonstrate professional competence, acceptable professional behaviour, freedom from impairment, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so. For more information https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-progression

Twice Fail Rule for Professional Experience Units

General Coursework Rule 10(7) stipulates that if a student fails a required unit twice in an undergraduate professional program listed on Schedule 2, they may be permanently excluded from further enrolment in that program.

Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy.

Students completing a single Education degree (such as the BTeach) are advised to seek academic advice.

Professional Experience Unit Placement Expectations

To be eligible to commence the block placement component of this unit, students

- Must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block
- Must meet the participation requirements for the unit (attendance at both External sessions on 28 August and 2 October).

- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.

In order to meet the Professional Experience placement expectations of this unit, students must:

- attain a 'Satisfactory' grade for their Professional Experience Practical Work in their Evaluation Report, **AND**
- attain a 'Satisfactory' grade for their Professional Experience Folder in their Evaluation Report

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- Getting help with your assignment
- Workshops
- StudyWise
- Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/ offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

Resilient:

- Knowing how to advocate for self and if required access support during PE.

Reflexive:

- Recognition of how your philosophy influences the experiences and environments provided for children in ECE settings.
- Development of professional goals.
- Evaluation and reflection on children's learning and own teaching practice as part of the planning cycle

Responsive:

- Assignment 1 requires students to deeply reflect on the information collected from their situational analysis to consider the diversity of the children, families and community of their ECE placement setting and analyse implications for their teaching practice.

Ready to Learn:

- Assignment 1 requires students to identify 3 resources that will support their teaching

practice in catering for children's diversity.

- PE requirements and final assignment require students to evaluate the outdoor environment - this evaluation is then informs their planning. Students are also required to present their ideas for planning arising from their evaluation to a team meeting.

Research Engaged:

- Using contemporary research to inform teaching decisions when on PE and in assessments.

Changes since First Published

Date	Description
16/07/2021	Corrected date for on campus session