

**PACIFIC COAST UNIVERSITY
SCHOOL OF LAW**

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Writer's Direct Email Address: dean@pcu.org

November 25, 2021

By Electronic Transmission

Natalie Leonard, Esq.
Principal Program Analyst
Educational Standards
Office of Admissions
State Bar of California
180 Howard Street
San Francisco, California 94105

Re: Request of Pacific Coast University, School of Law, for Approval of Major Change in the Form of Converting to the Semester System from the Quarter System

Dear Ms. Leonard:

This will reply, *seriatim*, to the requests for information set forth in your email message of November 17, 2021, regarding PCU's course-scheduling change from quarters to semesters. Your requests appear below in boldface type; our responses are in regular typeface.

Initially, however, and for the record, I feel it necessary to take this opportunity to briefly address a certain public comment concerning PCU made in open session at the October 15, 2021, meeting of the Committee of Bar Examiners by the chair of the Educational Standards Subcommittee and vice chair of the Committee. The subject comment was made in reply to a question posed by another Committee member after the chairman had described our request for leave to convert to a semester schedule and stated that the change was implemented before we applied for permission to do so. The comment in question was as follows:

“Well, one of my purposes in telling you that story today is to send a message to the schools that they need to apply in advance for changes.”

As we have discussed – and as is more fully delineated in my letter to you of July 28, 2021, and my subsequent email message sent on August 11, 2021 -- I was astonished when you first advised me of the Committee's position that a law school's change in course scheduling from the

quarter system to the semester system constitutes a “major change” as defined by Rule 4.246(E) of the *Unaccredited Law School Rules*. More specifically, section (E) of Rule 4.246 defines a major change as “offering a *new program in law study*, either a non-degree or non-professional degree program, or a degree program beyond the first professional degree in law.” (Emphasis added.) Until that moment, and despite my 20 years of experience as a legal educator and California law-school administrator, I had not the slightest inkling that the Committee held such a position.

I have, of course, always understood that language – “a new program in law study” – to mean and include such substantive, structural and qualitative changes as adding a new daytime full-time program to an evening part-time curriculum or a fixed-facility law school adding a distance-learning program. But during all my years of working in this industry, studying the Rules and Guidelines, and interacting with the Committee of Bar Examiners, it never occurred to me that a major-change approval would be required where, as here, the change contemplated is to the non-substantive scheduling of classes with no changes in the manner, form or modality of instruction; in the length of the program; in the minimum number of required instructional hours; or in the offering of all Bar Examination-tested courses. Indeed, in addition to the fact that PCU’s semester-based curriculum will, of course, continue to require the mandated 270 hours of coursework per year over a four-year period, all of the classes will remain the same with a few minor exceptions in the case of non-Bar Examination-tested subjects. (In fact, the only change of note is the scheduling of examinations; they are now administered after the 15th week of classes instead of the 10th week.)

In addition, I remain at a loss to understand the basis for the view that such a non-qualitative, procedural, internal change as transitioning from the quarter system to the semester system constitutes a major change within the meaning of Rule 4.246. In particular, I am unaware of any State Bar Rule or Guideline or any CBE precedential ruling or resolution in support of such a proposition. Accordingly, I obviously had no prior notice of the Committee’s position on this matter.

Notwithstanding the lack of any known authority for the proposition that a course-scheduling change constitutes a major change as defined by the Rules, and in the spirit of good faith and cooperation, PCU nevertheless submitted its pending request for approval (by way of ratification) of its transition to a semester course schedule.

It is in view of the foregoing recitation of facts, therefore, that I feel compelled to respectfully but strenuously take exception, in behalf of PCU, to the chair’s October 15 open-session comment. My objection is made on the grounds that the comment presupposes the law school’s violation of a mandate or prohibition, that it was made for the stated purpose to “send a message” to other law schools by making a public example of PCU’s presumed but unadjudicated violation, and that it was made without my being afforded an opportunity to respond to the

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comment or to otherwise be heard on the matter at the time it was made. (During the time that this and other public comments concerning PCU were being made in the October 15 Zoom meeting, I repeatedly clicked on the “Raise Hand” button in order that I might be vouchsafed an opportunity to be heard; my raised hand was not called on.)

In that the chairman has elected to make a public example of PCU with his comments, I respectfully request that this letter be provided in its entirety to the Committee members and be made part of the public record.

Following are our responses to the four inquiries posed by your November 17 email message:

- 1. Thank you for amending the law school’s submission to accurately reflect the program that the law school implemented starting fall 2021. Please provide the official communication or course catalog offered to students to further verify the accuracy of the submission.**

By her August 20, 2021, email message to students upon their registration, PCU’s registrar, Natalie Casas, provided them, *inter alia*, the Fall Course Schedule and the Academic Calendar. (For your reference and file, I have forwarded to you Ms. Casas’s August 20 email, together with its attachments.) Moreover, the curriculum appears on page 20 of the PCU Student Handbook. (The Handbook is accessible at all times on the law school’s website.)

Please note that notwithstanding the scheduling change from the quarter to the semester system, the days and times of class meetings have not changed; by ordinary, all classes continue to meet on Monday, Wednesday and Friday evenings from 6:30 to 10:00. As such, the students experienced no change in their “normal routine” in terms of the dates and times of class attendance. Also unchanged is the fact that the PCU course schedule is “pre-set” for all students, such that each year’s students take the same courses; class enrollment was, and remains, set up by the registrar.

- 2. The original submission from the law school showed the first-year academic support class being offered for one credit. The second version noted it at 3.5 credits without adding additional time to the course. Please explain the change?**

As explained by our registrar, Ms. Casas, in her email message to you dated October 12, 2021 (and as you and I have discussed via telephone), the curricula comparison originally submitted to you in support of PCU’s major-change request (attached to my letter-request of July 28, 2021) was a prior, superseded draft of the document that had been submitted in error. As of the time

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that that earlier, superseded draft was generated, it had been tentatively contemplated that the first-year Academic Support class would meet only once per month – thus the one-unit value being assigned to the course. Thereafter, however, the course evolved into its current form, meeting instead once per week for 3.5 hours for 15 weeks – thereby warranting the increased award of 3.5 units for the class.

By her October 12 email, Ms. Casas provided the correct, currently operative curricula comparison and course schedule – which is the schedule pursuant to which we are currently operating. The course schedule attached to the October 12 email also reflects that only one Academic Support course – that is, the first-year Academic Support class – is offered for academic credit. Although an academic-support workshop covering second- and third-year subjects is offered as well, student attendance at meetings of the workshop is purely voluntary and students do not receive academic credit for those sessions.

- 3. The academic support lab does not appear to meet the course requirements spelled out in guideline 5.22. For example, it does not include a syllabus or clear grading guidelines, assignments or evaluation criteria. Also, the subject of the courses appears to overlap with the doctrinal courses taught during that semester with [sic] should also include critical thinking in those areas. Please clarify.**

The original syllabus for the first-year Academic Support class was requested by and sent to you on October 13, 2021, under cover of Ms. Casas's email message of even date. That syllabus has been revised in accordance with the recommendations set forth in your inquiry number 4, which is addressed below. The revised syllabus is attached to this letter's transmittal email message.

By way of background, I would point out that at my request, this Academic Support course was developed by the three first-year faculty members teaching, respectively, Contracts, Criminal Law and Torts. The objective of the class was not, and is not, intended to duplicate the substantive first-year courses. It is instead aimed at developing and enhancing the skills necessary for students to succeed in the study of law. To that end, the course syllabus enumerates the following "Student Learning Objectives":

1. Develop and reinforce effective study habits and coursework skills;
2. Understand the importance of targeted study techniques and designing a study plan;
3. Strengthen basic competencies in legal reading and writing skills;

4. Learn how to apply the law and facts to develop critical thinking and problem solving;
5. Learn how to advocate a client's position and reason effectively to achieve that goal;
6. Improve performance skills by learning to use the IRAC technique and testing strategies; and
7. Achieve academic success in each of the substantive classes.

Your concern that “the subject of the courses appears to overlap with the doctrinal courses taught during that semester ... [which] should also include critical thinking in those areas” is altogether fair and well-founded, of course. In response to that concern, I respectfully submit that the substantive law addressed in the doctrinal courses serves, merely, as the basis for discussion and instruction in the Academic Support class as to the stated learning objectives of critical thinking, problem solving, legal reading and writing skills, advocacy, etc. In that these students are first-year students, they have not yet been exposed to any legal rules and principles other than those taught as part of the first-year curriculum. Thus the subject matter of those doctrinal courses is the only subject matter available that can effectively serve as a useful frame of reference for inculcating in first-year students the enumerated skills sought to be developed. Alternatively stated, although the use of first-year doctrinal law is necessary for the purposes of the Academic Support course, the primary focus in the Academic Support course is not on the doctrinal subject matter. Rather, the doctrinal principles and issues are used as examples for discussion and instruction.

Based on previous telephone conversations between you and me, it had been my understanding that the evaluation of the compliance of the first-year Academic Support class would be reserved until PCU's prospective five-year inspection and addressed by the Committee's site-visit team at that time. With that understanding in mind, I have conferred often and closely with the three Academic Support instructors, each of whom has assured me that they are solicitously maintaining “due diligence files” demonstrating – for the site-visit team's close, first-hand inspection – the quality and quantum of the coursework being performed by the students and the professors' written feedback with respect to that coursework. That had seemed an altogether reasonable, fair and effective means of fully and accurately assessing the compliance of the course; so I was disappointed to learn that that agreed-upon dispensation has changed.

In any event, your point as to the seeming lack of sufficient clarity with respect to “grading guidelines, assignments or evaluation criteria” is well-taken. This year represents the first time such a course has been offered at PCU, and I already have been in consultation with its three

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instructors concerning that very matter. In the hoped-for event that the Committee expresses its approval of our continuing to offering the class for academic credit, I commit to continuing – and redoubling – my efforts in working with the instructors to enhance the clarity as to grading and assessment standards as immediately as practicable.

Finally as to this inquiry, I would emphasize to the Committee that my decision to offer this course for academic credit was based on the following two factors: (1) my academic and pedagogical judgment that the class could and likely would constitute an invaluable resource to the students in support of their efforts to succeed in law school; and (2) the awarding of academic credit for the class would incentivize the students to not only regularly attend the class meetings – but also to focus meaningful attention and concentrated effort on it.

All that said, however, if the Committee should disagree with my judgment that this Academic Support class is properly offered for academic credit, I will, of course, accept the Committee's ruling or preference that I remove the course from the for-credit curriculum. The instructional hours for the class are not necessary to the students' accumulation of the requisite 270 hours of instruction per year – and students are not charged any additional tuition for the class. Thus, although I am confident that the course as presently constituted provides a valuable pedagogical service to our students, I will, of course, accede to the Committee's views on the matter.

- 4. The law school's attendance policy should be reviewed to ensure compliance with guideline 5.3. While the policy will mark a student absent if they leave early, it will mark students tardy if they arrive more than 15 minutes late, even if they are hours late. This could result in the school awarding credit to a student that has not attended 80 percent of the classes. Please amend and submit an adjusted policy.**

Attached to the covering email for this letter is PCU's Attendance Policy as revised in accordance with your above (and exceedingly helpful) recommendations. The revised policy will be incorporated into PCU's Student Handbook as soon as practicable.

Also attached is the revised syllabus for the first-year Academic Support class, which has been updated to reflect the law school's revised Attendance Policy.

As always, should you have any further questions or comments regarding any of the foregoing, please do not hesitate to contact me.

Respectfully submitted,
Pacific Coast University, School of Law
B.G. Dezes
Basil G. Dezes,
Dean and Professor of Law

Fall 2021

August 23, 2021 – December 17, 2021

	Monday	Tuesday	Wednesday	Thursday	Friday
First Year	Torts I <i>Professor Kasamatsu</i> 6:30-10:00 PM	Academic Support Lab <i>1L Professors</i> 6:30-10:00 PM	Contracts I <i>Professor Lee</i> 6:30-10:00 PM		Criminal Law <i>Professor Olszewski</i> 6:30-10:00 PM
	Monday	Tuesday	Wednesday	Thursday	Friday
Second Year	Professional Responsibility <i>Professor Eisen</i> 6:30-10:00 PM		Real Property I <i>Professor Logan</i> 6:30-10:00 PM		Constitutional Law I <i>Professor Rosas</i> 6:30-10:00 PM
	Monday	Tuesday	Wednesday	Thursday	Friday
Third Year	Professional Responsibility <i>Professor Eisen</i> 6:30-10:00 PM		Real Property I <i>Professor Logan</i> 6:30-10:00 PM	Academic Support Lab <i>Professor Lee</i> 6:30-10:00 PM	Constitutional Law I <i>Professor Rosas</i> 6:30-10:00 PM
	Monday	Tuesday	Wednesday	Thursday	Friday
Fourth Year	Criminal Procedure <i>Professor Velez</i> 6:30-10:00 PM		Professional Responsibility <i>Professor Eisen</i> 6:30-10:00 PM		Pleading & Practice <i>Professor Lakhman</i> 6:30-10:00 PM

Revised **PCU ATTENDANCE POLICY**

Attendance Policy

As a registered unaccredited law school, Pacific Coast University, School of Law, is subject to the rules and regulations of the State Bar of California. Those rules and regulations specify, among other things, the minimum number of classroom hours a student must attend per year. In addition, the State Bar of California's Rules Regulating Admission to Practice Law in California require law students to attend not less than 80% of the regularly scheduled class hours in each course in which the student is enrolled.

Accordingly, it is the policy of the law school that all students must be prepared for and attend every class. As stated above, pursuant to the California State Bar's rules and regulations, a student who misses more than 20% of the class time in a course – or who fails to complete more than 20% of the minimum number of hours of other types of academic engagement required in a course -- cannot receive academic credit for and will be administratively withdrawn from the class. A student who is unprepared for class may be deemed absent from the full class meeting. At minimum, however, and in the event that a student is absent from a class meeting for a period of 15 minutes or less – either by reason of arriving to class late or leaving early – a notation of “tardy” will be recorded. A “tardy” notation serves as the functional equivalent of a “half absence” -- such that two marks of “tardy” in a course amount to one full absence. An absence from a class for a period exceeding 15 minutes for any reason will be recorded as a full absence. Professors are not authorized to excuse any absence for any reason.

Students are responsible for the material covered in every class session, irrespective of whether they attend or not. There will be no opportunities for make-up work. Students who miss examinations will be counted absent, even if the examination is rescheduled and completed.

Attendance is recorded in each class on the roll sheet. It is each student's own responsibility to sign-in or to otherwise make their presence known during each class. Attendance sheets are turned-in and recorded daily. The Administration will make every effort to notify a student in writing of their peril of falling below the minimum required attendance. Students, however, may not rely on the Administration to keep them informed of their attendance records. Lack of compliance with the mandated attendance requirements can and will result in administrative withdrawal from the course.

PACIFIC COAST UNIVERSITY SCHOOL OF LAW 2021-2022 1L ACADEMIC SUPPORT SYLLABUS

Academic Support Lab Fall 2021 Overview

All first year students at Pacific Coast University are provided with academic support resources ~~at no charge~~. This support includes course-specific content and applied legal skills workshops, as well as learning strategies to supplement the substantive courses.

Commented [AL1]: This is a required course, so student's are being charged.

This is a pass/fail course to be conducted in a team-teaching format. Each class will consist of two (2) ninety (90) minute sessions taught by two (2) different professors each evening, as indicated by the class calendar included at the end of this syllabus.

~~This course will be conducted in a team teaching format. Each class will consist of two (2) ninety (90) minutes sessions taught by two (2) different professors each evening, as indicated by the class calendar included at the end of this syllabus.~~

Instructors: Professor Lee, Professor Olszewski, and Professor Kasamatsu

Professors' Email Address: mobilelaw99@gmail.com; katieolszewski@yahoo.com; rkasamatsu@klplawyers.com ~~As listed by each professor in the substantive course syllabus~~

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Field Code Changed

Class Meetings: Tuesday Evenings, 6:30 pm -10:00 pm

Office Hours: _____ By appointment only. Please request an appointment time via email.

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Please use the email address in the _____ substantive course syllabus to request an appointment time from _____ a specific professor.

Student Learning Objectives

The goals and objectives include but are not limited to assisting each student to:

1. Develop and reinforce effective study habits and coursework skills
2. Understand the importance of targeted study techniques and designing a study plan
3. Strengthen basic competencies in legal reading and writing skills
4. Learn how to apply the law and facts to develop critical thinking and problem solving
5. Learn how to advocate a client's position and reason effectively to achieve that goal
6. Improve performance skills by learning to use the IRAC technique and testing strategies
7. Achieve academic success in each of the substantive classes

Class Content and Participation

This class is an interactive support course, and it combines the substantive law with applied analytical reasoning and performance techniques to develop a proficiency in the basic legal skills necessary to succeed in law school.

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Students will learn to identify legal and factual issues, and apply the relevant rules of law, analyze the issues in order to reach a reasoned conclusion supported by the law and the facts. This course is an interactive support lab and it combines the substantive law with applied analytical reasoning and performance techniques to develop a proficiency in the basic legal skills necessary to succeed in law school.

Students will learn to identify legal and factual issues, and apply the relevant rules of law, analyze the issues in order to reach a reasoned conclusion supported by the law and the facts.

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The specific content and scope of each class will be determined by your professor and will vary throughout the semester to reflect the demands and increased depth of the coursework.

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Every student is expected to actively participate in the class discussion if called upon. Your contributions to the discussion, especially in the analysis of the problems, will be your best chance to learn the material, raise relevant questions and clarify your understanding.

~~The specific content and scope of each class will be determined by your professor and will vary throughout the semester to reflect the demands and increased depth of the coursework. Every student is expected to actively participate in the class discussion if called upon. Your contributions to the discussion, especially in the analysis of the problems, will be your best chance to learn the material, raise relevant questions and clarify your understanding.~~

Attendance Policy

It is the policy of the law school that all students must be prepared for and attend every class. Pursuant to the California State Bar's rules, a student who misses more than 20% of the class time in a course -- or who fails to complete more than 20% of the minimum number of hours of other types of academic engagement required in a course -- cannot receive academic credit for and will be administratively withdrawn from the class. A student who is unprepared for class may be deemed absent from the full class meeting. At minimum, however, and in the event that a student is absent from a class meeting for a period of 15 minutes or less -- either by reason of arriving to class late or leaving early -- a notation of "tardy" will be recorded. A "tardy" notation serves as the functional equivalent of a "half absence" -- such that two marks of "tardy" in a course amount to one full absence. An absence from a class for a period exceeding 15 minutes for any reason will be recorded as a full absence. Professors are not authorized to excuse any absence for any reason.

The Law School's Academic Regulations require "regular and punctual attendance." Only 3 absences are allowed during each semester of this class. Any additional absences may result in academic administrative dismissal. Students that arrive more than 15 minutes late for class are "tardy". However, ~~students that leave class early will be marked absent from that class meeting.~~

~~Please note that I am not authorized to "excuse" an absence for any reason, however an absence that is excused by the administration will not count against a student.~~

Recording of Class Sessions

~~ANY FORM OF RECORDING A CLASS SESSION IS NOT PERMITTED, unless it has been specifically authorized by an individual professor.~~ ANY FORM OF RECORDING A SESSION OF THIS CLASS IS NOT PERMITTED UNLESS IT HAS BEEN SPECIFICALLY AUTHORIZED BY THE PROFESSOR. Any covert recording ~~would may~~ be considered ~~academic dishonesty~~ a violation of the student honor code and could result in ~~academic~~ dismissal. If you have a specific need regarding a particular class, please contact your professor in advance to discuss the issue.

Essay and Multistate Questions & Additional Assignments

The coursework during the semester may include academic assessments through essay and multiple choice questions. The goal is to measure your knowledge of the subjects in depth in order to provide a realistic benchmark of your progress and abilities.

At present this course does NOT include a midterm or a final examination. ~~Your grades for the coursework will depend upon the examinations administered in the substantive courses.~~

Commented [AL2]: What does this mean?

Any additional assignments are discretionary and your professor may or may not include them in the curriculum for that particular subject.

Errata and corrigendum

Although every effort has been made to ensure the accuracy of this document, it is always possible that it may contain some errors. If any student notices any inconsistency, or omission or duplication of information, please inform us of the problem, and we will correct it promptly.

REQUIRED COURSE MATERIALS: NONE

Suggested supplemental material: To be determined by specific professor

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ACADEMIC SUPPORT LAB CLASS SCHEDULE

August 24 2021

Professor Lee 6:30-8:00 p.m.

Professor Kasamatsu 8:30-10:00 p.m.

August 31 2021

Professor Olszewski 6:30-8:00 p.m.

Professor Kasamatsu 8:30-10:00 p.m.

September 7 2021

Professor Lee 6:30-8:00 p.m.

Professor Olszewski 8:30-10:00 p.m.

September 14

Professor Lee 6:30-8:00 p.m.

Professor Kasamatsu 8:30-10:00 p.m.

September 21

Professor Olszewski 6:30-8:00 p.m.

Professor Kasamatsu 8:30-10:00 p.m.

September 28

Professor Lee 6:30-8:00 p.m.

Professor Olszewski 8:30-10:00 p.m.

October 5

Professor Lee 6:30-8:00 p.m.

Professor Kasamatsu 8:30-10:00 p.m.

October 12

Professor Olszewski 6:30-8:00 p.m.

Professor Kasamatsu 8:30-10:00 p.m.

October 19

Professor Lee 6:30-8:00 p.m.

Katie Olszewski 8:30-10:00 p.m.

October 26

Professor Lee 6:30-8:00 p.m.

Professor Kasamatsu 8:30-10:00 p.m.

November 2 2021

Professor Olszewski 6:30-8:00 p.m.

Professor Kasamatsu 8:30-10:00 p.m.

November 9

Professor Lee 6:30-8:00 p.m.

Professor Olszewski 8:30-10:00 p.m.

November 16 2021

Professor Lee 6:30-8:00 p.m.

Professor Kasamatsu 8:30-10:00 p.m.

November 23 2021

NO CLASS

November 30 2021

Professor Olszewski 6:30-8:00 p.m.

Professor Kasamatsu 8:30-10:00 p.m.

December 7 2021

Professor Lee 6:30-8:00 p.m.

Professor Olszewski 8:30-10:00 p.m.

PCU Academic Calendar | 2021-2022

AUGUST '21						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

09 Registration Deadline for 2021-2022 school year
23 First Day of fall semester: Classes begin

FEBRUARY '22						
S	M	T	W	Th	F	S
		1	2	3	4	6
6	7	8	9	10	11	13
13	14	15	16	17	18	20
20	21	22	23	24	25	27
27	28					

21 Presidents' Day – **No School**

SEPTEMBER '21						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

06 Labor Day – **No School**

MARCH '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

28-31 Spring Break – **No School**

OCTOBER '21						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

31 Halloween

APRIL '22						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

01 Spring Break – **No School**
15 Good Friday
17 Easter Sunday
27 Monday make-up class/Last day of spring semester classes

NOVEMBER '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

11 Veterans Day – **No School**
23-26 Thanksgiving Break – **No School**

MAY '22						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2-6 Spring semester final exam period
08 Mother's Day
30 Memorial Day

DECEMBER '21						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

10 Last day of fall semester classes
13-17 Fall semester final exam period
20-31 Winter Break – **No School**

JUNE '22						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

19 Juneteenth/Father's Day

JANUARY '22						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

01 New Year's Day
03 First Day of spring semester: Classes begin
17 M.L.K. Jr. Day – **No School**

JULY '22						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

04 Independence Day