

Ashland University
Dwight Schar College of Education
Department of Doctoral Studies and Advanced Programs
EDIS 796: Internship in Talent Development Education
Syllabus and Calendar for Spring, 2022

Instructor: Dr. Jennifer Groman

Contact Information:

jgroman@ashland.edu

147 Schar College of Education,

(cell) 419-651-2586 (office), 419-289-2157

Office hours 4:00pm-6:30pm Wednesdays

See link on Bb to sign up for a Zoom appointment

Other days/times/platforms by appointment

Ungrad/GRAD XXX

Credit Hours: 3

Field/Clinical Hours: 90

Course number & title:

EDIS 796, Internship in Talent Development Education

Department(s):

Doctoral Studies and Advanced Programs

Catalog description:

This course provides an internship experience with identified gifted and talented students so that the student can demonstrate the knowledge gained in the prerequisite classes. This is a 3-semester hour experience of 90 clock hours. Completion of this Internship will satisfy the requirement for direct experience with identified gifted and talented students necessary for certificate endorsement for the Endorsement of Gifted Education in Ohio. This course provides an opportunity for the graduate student to show application of one or more of the Ohio Department of Education Gifted Competencies (a) through (h), and with the five other courses in the endorsement sequence prepares the graduate student for the Ohio Assessments for Educators Gifted Assessment (053). This course fulfills state requirements for the Ohio Intervention Specialist/Gifted Endorsement.

Note: This does **not** satisfy the capstone requirement for the **Masters of Education** in Curriculum and Instruction With Emphasis in Talent Development Education.

Prerequisites:

EDIS 650, 651, 652, 653, 654, (4 courses must be completed) and permission of the program director.

The enrollment restriction (s) for this course is (are):

25

Fees and charges:

Tuition. May include a technology fee.

Effective catalog date for this master syllabus:

Student assessment criteria:

Students will be assessed using an Internship Plan, Lesson Plan, Log of contact hours, observations by a Site Supervisor and the University Supervisor, Resource Notebook, and a Final Reflection Paper.

Required texts and/or references:

None

Description of field/clinical experiences:

FIELD EXPERIENCE

The Ohio Department of Education requires 50 contact hours with gifted individuals as part of the application process for endorsement. Ashland University requires a log of 90 hours for this purpose:

- 50 or more hours contact with gifted individuals;
- up to 15 hours compiling the Resource Notebook; and
- the remainder of the hours, and up to 40 hours collaborating, preparing and planning for instruction, as long as these hours are focused on gifted education.

CLINICAL EXPERIENCE

Faculty who frequently teach the course:

Licensure programs in which course is required:

Endorsement/Gifted

If the course is offered for either undergraduate or graduate credit identify the respective difference in expectations:

Graduate Credit Only

Graduate Online Course Statement

This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional face-to-face semester offering of this course.

Academic Integrity Policy

Students are expected to abide by the academic integrity standards outlined in the official Academic Integrity policy. This policy document can be found in the student handbook and on the Office of Records and Registration website (<https://www.ashland.edu/administration/office-records-and-registration>).

Academic Support Services

The Graduate, Online, and Adult Center for Academic Support (GOAS Advising) assists online and adult students throughout their academic journey from admission to program completion. The advising staff can assist students with degree planning, course registration, campus resources, academic success

strategies, university policies, and procedures. For more information, visit their website at <https://www.ashland.edu/administration/graduate-online-adult-center-academic-support>.

Contact Information: Email: goa-advising@ashland.edu, Office Phone: [419-289-5081](tel:419-289-5081)

Student Accessibility Services Statement

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to au-sac@ashland.edu. The Student Accessibility Center and the course instructor will work together in order to establish accommodations, and to meet your learning needs.

Ashland Writing Center

- Receive one-on-one feedback from a Center graduate consultant on any project that involves communication - essays, speeches, group presentations, lab reports, poster presentations, and much more!
- Our default type of appointment for graduate students is conducted asynchronously via email. In other words, after you make an appointment through our online scheduler (WOnline), you attach a draft to the appointment, then within 48 hours of the scheduled appointment, one of our consultants reviews your paper and emails you feedback. We also offer synchronous (live) appointments via Zoom by request.
- To schedule an asynchronous email appointment, go to www.ashland.mywconline.com (you will need to register for an account the first time you use the scheduler).
- To schedule a synchronous (live) Zoom appointment, please email us at amulitcenter@ashland.edu.
- Visit our graduate services webpage for more information - <https://www.ashland.edu/administration/graduate-online-adult-center-academic-support/resources-students/graduate-writing-consultation>

The AU Healthy Minds App

Students are encouraged to get the Ashland Healthy Mind app, available on Android and Apple devices. This app provides tips and tools for stress prevention and management, health services, meditation, calming media, anxiety reduction, and highlights the Ashland University and Community mental health related services.

Attendance Reporting

Students are required to participate in a course related activity within the first three days of the start date of the course. Students may be administratively withdrawn from the course and/or may lose financial aid benefits if a qualifying activity has not occurred between the student and the course work or faculty within the first three days of the course. Simply logging into a course online via the Learning Management System (LMS) is not considered a qualifying activity.

Student non-participation during the first 8 days of a course may initiate the administrative course withdrawal process. Student non-participation, mid-course, for 14 consecutive days may also initiate the administrative course withdrawal process.

According to policies and procedures set forth by Ashland University's Department for Veterans' Services, AU will grant any service member requiring more than a 30-day leave a release from coursework. Contact the Office of Veterans' Services for more information regarding this process.

Course content:

REQUIREMENTS FOR INTERNSHIP:

In this course you will be showing how you accommodate the needs of gifted students (academic, creative, visual/performing arts, cognitive, and/or social-emotional needs) in your classroom. This is a pass/fail class. All point-related components of the course must be completed with a passing score*.

There are support documents and templates on Blackboard. The Letter for Districts is an explanation of the course and expectations for your administration, if one is needed. In addition, documents outlining the procedure for the Ohio Assessments for Educator exam and applying for the endorsement are available on Blackboard.

You can begin your log right away.

Observations should be completed before Thanksgiving.

Resource Notebook meeting should take place the end of Week 11. Sign up using the link on Blackboard.

Follow the calendar for due dates. A list of all activities and documents appears below, details appear later in this syllabus.

Activity	Pass/Fail Points
I) Internship plan (an overview of your specific teaching context) submitted before observation	20
II) Lesson plan (for a lesson Dr. Groman will observe) submitted before observation	20
III) Schedule your observation (October 25-Thanksgiving) or submit recording of (before Thanksgiving) your observation	20
IV) University Supervisor Observation Form submitted before observation. Your Observation Form will be returned to you with comments.	20
V) Resource Notebook Summary Form and Resource Notebook meeting (Weeks 11-12). the Form will be returned with comments after your meeting.	20
VI) Internship/Program reflection (Week 12)	20
VII) Log of contact hours with and planning for the gifted (required by ODE for GIS endorsement) submitted by the end of Week 12	30
Total (you must pass each component with an 80%)	150

3. Student learning outcomes for the course:

**a. Knowledge and Skills for Planning the Internship
As applied to the Levels of Bloom’s Revised Taxonomy**

K=Knowing, U=Understanding, A1=Analyzing, A2=Applying, E=Evaluating, C=Creating

Knowledge and Skills	Levels of Bloom’s Revised Taxonomy (2002)	Applicable TDE Course
1. The intern will demonstrate understanding of the developmental levels and characteristics of gifted and talented individuals	K, U, A1, E	EDIS 650, 653
2. The intern will demonstrate a knowledge of sources of differentiated materials for individuals with gifts and talents.	K	EDIS 651
3. The intern will use technology in planning and managing the teaching and learning environment.	U	EDIS 650, 651, 652, 653, 654
4. The intern will demonstrate knowledge of the selecting, adapting, and using instructional strategies and materials according to the characteristics of individuals with gifts and talents, including students of diverse background, including Appalachian, African American, Asian, Hispanic/Latino, American Indian, second language learners, learning disabled, physically handicapped, and others.	U, A1, A2, E, C	EDIS 650, 653
5. The student will use instructional time effectively.	K	EDIS 651
6. The student will teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.	K, U, A1, A2, E, C	EDIS 650, 651, 652, 653, 654
7. The intern will integrate the materials with national, state, and local curricula standards.	K, U, A1, A2, E, C	EDIS 650, 651, 652, 653, 654
8. The intern will be able to select instructional models to differentiate specific content areas.	K, U, A1, A2, E, C	EDIS 651, 652, 653, 654
9. The intern will design learning environments that encourage active participation in individual and group activities.	K, U, A1, A2, E, C	EDIS 651, 652, 653, 654
10. The intern will demonstrate knowledge of models and strategies for consultation and collaboration.	K, U, A1, A2, E	EDIS 651, 652
11. The intern will use strategies to facilitate effective integration into various settings such as self-contained, resource room, and consultation	K, U, A1, A2, E, C	EDIS 651, 652, 653, 654
12. The intern will integrate social skills into the curriculum	K, U, A2, E, C	EDIS 650, 653
13. The intern will conduct self-evaluation of instruction.	K, U, A2, E, C	EDIS 651, 653, 654
14. The intern will use verbal, nonverbal, and written language effectively	K, U, A2, E, C	EDIS 650, 651, 652, 653, 654
15. The intern will create and maintain records.	K	EDIS 651, 652
16. The intern will use technology to conduct assessments.	U	EDIS 651, 652, 653
17. The intern will communicate with school personnel about the characteristics and needs of individuals with gifts and talents.	K, U, A2, E, C	EDIS 650, 651, 652, 653, 654
18. The intern will model techniques and be able to coach others in the use of instructional methods and accommodations.	A2	EDIS 651, 652, 654

19. The intern will encourage students in self-expression, discussion, and creation		EDIS 654
-------------------------------------------------------------------------------------	--	----------

b. Knowledge and Skills The Intern Must Demonstrate While Teaching

Knowledge and Skills	Levels of Bloom's Revised Taxonomy (2002)	Applicable TDE Course
The intern will set high expectations for student performance	K, U, A1, A2, E, C	EDIS 650, 651, 652, 653, 654
The intern will incorporate activities for students to apply new knowledge	K, U, A1, A2, E, C	EDIS 651, 652, 654
The intern will engage students in planning, monitoring, or assessing their learning	K, U, A1, A2, E, C	EDIS 651, 652, 653, 654
The intern will encourage students to express their thoughts	C	EDIS 651, 652, 653, 654
The intern will encourage students to reflect on what they learned	A1, C	EDIS 651, 652, 653, 654
The intern will accommodate individual or subgroup differences	K, U, A1, E	EDIS 650, 651, 652, 653, 654
The intern will encourage multiple interpretations of events and situations	K, U, A1, E, C	EDIS 651, 652, 654
The intern will allowed students to discover key ideas individually	C	EDIS 651, 652, 653, 654
The intern will engaged students in problem identification and definition	C	EDIS 651, 652, 653, 654
The intern will engage students in solution-finding activities and comprehensive solution articulation	K, U, A1, A2, E, C	EDIS 651, 653, 654
The intern will provide opportunities for students to generalize from concrete information to the abstract	K, A 1, A2, E	EDIS 651, 652, 653, 654
The intern will encourage student synthesis or summary of information within or across disciplines	C	EDIS 654
The intern will solicit many diverse thoughts about issues or ideas	C	EDIS 652, 652, 653, 654
The intern will encourage students exhibit the five core attitudes for creativity: openness to experience, risk-taking, self-discipline, tolerance for ambiguity and group trust	C	EDIS 654
The intern will encourage students to use the Seven I's: Intuition, Insight, Incubation, Inspiration, Improvisation, Imagery, Imagination	C	EDIS 654
The intern will encourage students to engage in creative meditation, thinking, and to set their own creativity rituals	C	EDIS 654
The intern will require students to gather evidence from multiple sources through research-based techniques	K, U, A1, A2, E	EDIS 651, 652, 653
The intern will provide opportunities for students to analyze data and	K, U, A1, A2, E, C	EDIS 650, 651, 652, 653,

represent it in appropriate charts, graphs, or tables		654
The intern will ask questions to assist students in making inferences from data and drawing conclusions	K, U, A1, A2, E, C	EDIS 651, 652, 653, 654
The intern will encourage students to determine implications and consequences of findings	K, U, A1, A2, E, C	EDIS 651, 652, 653, 654
The intern will provide time for students to communicate research study findings to relevant audiences in a formal report/presentation	K, U, A1, A2, E, C	EDIS 651, 652, 653, 654
The intern will use technology to enhance teaching	K, U, A2, A2, E, C	EDIS 651, 652, 653, 654
The intern will encourage students to use technology to enhance learning	K, U, A2, A1, E, C	EDIS 651, 652, 653, 654

**4. Student assessment criteria for the course (Site Observations and Resource Notebook:
Site Observation – Rubric areas**

Ohio Department of Education Professional Development Competencies in Gifted Education. An additional competency statement in the area of creativity is included that reflects Ashland University’s focus on creativity.	
Choose at least one of these	a) The ability to differentiate instruction based on a student’s readiness, knowledge, and skill level, including using accelerated content, complexity, depth, challenge, creativity, and abstractness.
	b) The ability to select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.
	c) The ability to provide an extension or replacement of the general education curriculum, the learning process through strategies such as curriculum compacting and to select assignment and projects based on individual student needs.
Choose at least two of these.	d) The ability to understand the social and emotional needs of the students who are gifted and address the impact of those needs on student learning.
	e) The ability to recognize and respond to the characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments.
	f) The ability to use data from a variety of sources to measure and monitor the growth of students who are gifted.
	g) The ability to select, use, and interpret technically sound formal and informal assessments to inform academic decision-making.
	h) The ability to participate in the development of the Writing Education Plan. [Make arrangements for the Supervisor to view and discuss with you a WEP you have developed]
	AU) The ability to incorporate core attitudes, the Seven I’s, Creative Problem Solving, and other aspects of creativity (self-discipline, risk-taking, group trust, naiveté, intuition, tolerance for ambiguity, inspiration, intuition, insight, improvisation, imagery, imagination, respect for solitude, creativity rituals, divergent thinking) and the creative process.

Resource Notebook Summary Form

This grid allows the graduate student a place to notate talking points for a discussion with the University Supervisor about the Resource Notebook during the site visit. The graduate student will walk the University Supervisor through the organization of the notebook and use the prompts to talk about the notebook and assign a grade of Pass or Fail.

Prompts	Graduate Student	University Supervisor
What work in this notebook are you most proud of?		
What work in this notebook do you think will be the most valuable?		
Discuss at least one specific way/area you will continue to use and add to this notebook.		
What suggestions do you have relevant to the Resource Notebook?		
Anything else? If there is a course missing, include that here and when you plan to take that course.		
Pass/Fail Required Components from the “Resource Notebook Contents.” Especially important here are: the Directives/Guidelines; Local Documents; and useful materials from each course in the sequence.	What grade do you assign?	What grade do you assign?
Pass/Fail Organization and Structure Especially important here are: the ease of finding, using, and sharing items from the notebook; and the capability of the notebook to be updated.	What grade do you assign?	What grade do you assign?
Notebook Assessment: Pass/Fail	What grade do you assign this notebook?	What grade do you assign this notebook?

5. Program/Department student learning outcomes assessed:

The program student learning outcomes as approved by the Ohio Board of Regents state that this course meet the fourth assessment. The intern fills out an individual In-School Internship Plan, and the University Supervisor and student reach a mutual agreement about what will be observed and assessed.

The fourth and fifth assessments in this course, having to do with the endorsement candidate's effect on K-12 learning, consists of an observation protocol and specific assignments to demonstrate evidence of successful teaching, and is administered to those receiving the Endorsement, in EDIS 796, Field Experience in the Education of the Talented.

6. Additional information:

About the University Supervisor Observation (there is no Site Supervisor Observation). University Supervisor (Dr. Groman/I) observes the intern from 1.5 to 2.0 hours, completes an observation form and returns it to the graduate student with comments via Blackboard. You and I can talk over the Observation at the Resource Notebook meeting, or you may discuss the results immediately after the observation via phone or during Zoom office hours.

Observation formats include:

*synchronous all-virtual (I attend via my computer camera to observe a virtual lesson as it occurs)

*synchronous part-virtual (I attend via my computer camera to observe a face-to-face lesson as it occurs) (***Synchronous Sessions should be scheduled Weeks 6-9, March 14 - April 10***)

*asynchronous video lesson (I view a video of a lesson you teach virtually or face-to-face after the fact).

*NOTE: You may request a synchronous face-to-face visit, but Ashland has severely limited my ability to travel for observations. If it works distance and timewise, I might be able to accommodate this.

Detailed checklist of 796 components

Submit file name with this format.

796_FirstNameLI_AssignmentName for example 796_JenniferG_InternshipPlan

	<p>I) Internship Plan. An Internship Plan is submitted that includes an overview of the student population and context, as well as a reflection on how this impacts the graduate student’s teaching of the gifted and how gifted students are accommodated in their classroom. This information prepares the graduate student to consider what they would like their University Supervisor observation to include. There is a template on Blackboard.</p> <p>-Submit Internship Plan via the dropbox Blackboard at least three days prior to the synchronous University Supervisor Observation.</p>
	<p>II) Lesson Plan. When the graduate student has decided on a lesson for the observation, an Ashland University formatted Lesson Plan should be completed. This includes learner profiles for five specific students who should be formally identified as gifted. Fill out this form as completely as possible, especially including how you will differentiate for gifted students. There is a template on Blackboard and a Lesson Plan explanation document.</p> <p>-Submit Lesson Plan on Blackboard at least three days prior to University Supervisor Observation. Include in your lesson plan a link to the observation video if you are being observed that way and if possible.</p>
	<p>III) Synchronous Observation: Schedule your Observation</p> <p>1) Go to the “Schedule Observation” dropbox and in the comment/text box, tell Dr. Groman you will be scheduling a synchronous session on her calendar. If you already know the date when you submit, include that information</p> <p>2) Go to Dr. Groman’s Google calendar link and schedule your 1-2 hour observation. You can only access this calendar through your AU account. Please include any Zoom, Google meet, or synchronous access links as needed. (<i>Synchronous Sessions should be scheduled Weeks 6-9</i>)</p> <hr/> <p>III) OR Asynchronous Observation: Submit a link to your asynchronous video</p> <p>Use the “Schedule Observation” dropbox and submit a link in the comment/text box to your observation, before Week 9. Email Dr. Groman if you have trouble with this.</p>

	<p>IV) University Supervisor Observation Form. Please submit in Word format so I can type into it. The graduate student completes the Teacher Observation Form, indicating a self-rating of a choice of competencies [at least one of the competencies a) – c), and at least two of the competencies d) – AU)] that will be evident during the observation. Submitted at least three days prior to University Supervisor Observation.</p>
	<p>V) Resource Notebook Form and Resource Notebook Meeting. Please submit in Word format so I can type into it. You will schedule a 20 minute Zoom meeting with Dr. Groman to share your in-progress or completed notebook. Other times may be accommodated, even earlier in the semester, email Dr. Groman or visit during a Zoom office hour to schedule.</p>
	<p>VI) Internship/Program Reflection. After the observation the graduate student writes a 500-600 word reflection essay on the experience, which includes a philosophy statement. Refer to the Reflection Paper Format document on Blackboard.</p>
	<p>VII) Internship Log. You can begin logging hours from the beginning of your semester with students. Ashland University requires a log of 90 hours for this Internship, which includes:</p> <ul style="list-style-type: none"> ● 50 or more hours contact with gifted individuals; ● up to 15 hours compiling the Resource Notebook; and ● the remainder of the hours, and up to 40 hours collaborating, preparing and planning for instruction, as long as these hours are focused on gifted education.


Bibliography:

- The student will use the assigned textbooks for the course EDIS 650, 651, 652, 653, and 654 in planning this internship as well as course textbooks used in their districts.

EDIS 796, Fall, 2021, Suggested Calendar

Date	Responsibilities This course is self-paced, this calendar acts as a guide to help you plan.
Week 1 Feb 7 - 13	-Blackboard opens. View the Syllabus video. Review all documents and templates -Start Internship Log. -Begin considering your lesson focus for the observation. -Begin considering the format of your observation (in-person, video submission, synchronous session with Dr. Groman on Zoom and your class live, synchronous online session, or other possibility). Wednesday office hours, 4:00-6:30pm, also evening hours. Sign up on Blackboard. Other times by appointment.
Week 2 Feb 14 - 20	-Schedule your observation by Week 5. Use the (III) Schedule Observation dropbox (asynchronous) and/or Dr. Groman's Google calendar link (synchronous). <i>(Synchronous Sessions should be scheduled Weeks 6-9, March 14 - April 10)</i> Start (I) Internship Plan and (II) Lesson Plan Wednesday office hours, 4:00-6:30pm, also evening hours. Sign up on Blackboard. Other times by appointment.
Ohio Association for Gifted Children Virtual Teacher Academy February 28 and March 1, 2022 Register by February 14, 2022 See the OAGC Website for details https://oagc.com/events/teacher-academy/	
Week 3 Feb 21 - 27	-Schedule your observation by Week 5. Use the (III) Schedule Observation dropbox (asynchronous). For synchronous observations also use Dr. Groman's Google calendar link . <i>(Synchronous Sessions should be scheduled Weeks 6-9, March 14 - April 10)</i> -Work on Internship Plan and Lesson Plan. Wednesday office hours, 4:00-6:30pm, also evening hours. Sign up on Blackboard.
Week 4 Feb 28 - Mar 6	-Schedule your observation by Week 5. Use the (III) Schedule Observation dropbox (asynchronous). For synchronous observations also use Dr. Groman's Google calendar link . <i>(Synchronous Sessions should be scheduled Weeks 6-9, March 14 - April 10)</i> -Work on (I) Internship Plan and (II) Lesson Plan, and (IV) Observation form.

	<p>Wednesday office hours, 4:00-6:30pm, also evening hours. Sign up on Blackboard. Other times by appointment.</p>
<p>Week 5 Mar 7 - 13</p>	<p>-Have your observation scheduled with Dr. Groman by end of this week. Use the (III) Schedule Observation dropbox (asynchronous). For synchronous observations also use Dr. Groman's Google calendar link. (<i>Synchronous Sessions should be scheduled Weeks 6-9, March 14 - April 10</i>)</p> <p>-Suggested deadline for submitting (I) Internship Plan -Work on (II) Lesson Plan.</p> <p>Wednesday office hours, 4:00-6:30pm, also evening hours. Sign up on Blackboard. Other times by appointment.</p>
<p>Week 6</p>	<p>Please take the Mid-Semester Survey. Link on Blackboard or here.</p>
<p>Week 6-7 Mar 14 - 20 Mar 21 - 27</p>	<p>Work on (I) Lesson Plan, and (IV) Observation form, submit at least three days before your observation. (III) Asynchronous videos can be submitted now through Week 10..</p> <p>Wednesday office hours, 4:00-6:30pm, also evening hours. Sign up on Blackboard. Other times by appointment.</p>
<p>Week 8-9 Mar 28 - Apr 3 Apr 4 - 10</p>	<p>Final weeks of observations.</p> <p>Be working on your (V) Resource Notebook and sign up for a 20 minute Resource Notebook meeting using Dr. Groman's Google Calendar link during Week 11. Asynchronous observation videos can be submitted now through Week 10.</p> <p>Wednesday office hours, 4:00-6:30pm, also evening hours. Sign up on Blackboard. Other times by appointment.</p>
<p>Week 10 Apr 11 - 17</p>	<p>Finish up your (V) Resource Notebook and submit the Resource Notebook Meeting document. Review the checklist for this course to make sure you are up to date.</p> <p>Asynchronous observation videos due before the end of this week..</p> <p>No Wednesday office hours.</p>

Apr 15 - 18	<p style="text-align: center;">AU Easter Break Weekend</p> 
Week 11 Apr 19 - 24	<p>Resource Notebook Meetings this week Write up your (VI) Final Program/Course reflection to submit.</p> <p>Wednesday office hours, 4:00-6:30pm, also evening hours. Sign up on Blackboard. Other times by appointment.</p>
Week 12 Apr 25 - 29	<p>Final week! Submit (VI) Final Program/Course reflection (V) Submit Log of hours Review the information on GIS endorsement paperwork.</p> <p>Stay in touch! Please visit the Gifted Grad Alumni Google form, and sign up for the AU Talent Development Facebook group.</p> <p>Wednesday office hours, 4:00-6:30pm, also evening hours. Sign up on Blackboard. Other times by appointment.</p>