

**San José State University**  
**Connie L. Lurie College of Education**  
**Department of Special Education**  
**EDSE 279 Managing Behaviors and Emotional Problems of Students in**  
**Special Education**  
**Section 1**

**Fall 2017**

**Course and Contact Information**

<b>Instructor:</b>	Hyun-Sook Park, Ph.D.
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<b>Office Hours:</b>	Tuesday 2:00 pm- 3:30 pm & by Appt.
<b>Class Days/Time:</b>	Tuesday 4:00-6:45 p.m.
<b>Classroom:</b>	Sweeney Hall 211
<b>Prerequisites:</b>	Department or instructor consent

**Course Format**

This course adopts a hybrid classroom delivery format, which combines on-campus face-to face classes with work done online. Therefore, students are required to have access to computer and internet connectivity in order to participate in the classroom activities.

**Canvas and MYSJSU Messaging**

Our course, EDSE 279, will be using San Jose State's online learning management system Canvas for the current semester. Course materials such as syllabus, assignment/homework guidelines, handouts, additional reading materials, etc. can be found on Canvas, EDSE 279. You are responsible to bring a hard copy of the handouts to class or have access to handouts on laptop. You are also responsible for regularly checking on Canvas and with the messaging system through MySJSU to learn any updates.

**Canvas Access**

The Login URL is:<https://sjsu.instructure.com>

Please note that it should NOT have the "www" at the start of the URL like many other websites.

Username: SJSU 9-digit ID number. Password: Self-generated password for your SJSUOne account. Courses: Once logged into Canvas, you will see your course or courses listed in the Courses Heading on the top of the page. From the dropdown menu, click on the course name, and you will be entered into the course. Note: That link will not be active until the start date of the course.

It is recommended that you visit the eCampus Canvas website at <http://www.sjsu.edu/at/ec/canvas/>. This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at <http://guides.instructure.com/>.

For questions regarding the course or course materials, please contact me, the instructor. For issues related to Canvas, please contact the eCampus Help Desk. The Help Desk can give technical support for issues encountered in Canvas Courses:

- Phone: [\(408\) 924-2337](tel:(408)924-2337)
- Submit a help ticket using the following URL: <https://isupport.sjsu.edu/ecampus>
- While logged into Canvas, click on the word Help on the upper right corner of the screen.

## Course Description

Participants in EDSE 279 will learn to design learning environments that promote positive social-emotional and academic learning experiences, assess students' behaviors, and design formal and informal positive support plans based on assessment results that support student success in school. The course meets one of the requirements for teacher candidates in all the Special Education Teaching Credential Programs as well as for those in the Concurrent Program who are pursuing both general education and special education credentials.

## Learning Outcomes and Course Goals

This course is intended to assist students to meet the competencies specified in the following CCTC Standards

### CALIFORNIA COMMISSION ON TEACHER CREDENTIALING STANDARDS

#### **Program Standard (PS) 12: Behavioral, Social, and Environmental Supports for Learning**

The program ensures that candidates demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. The program provides candidates information on laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools.

#### **Mild/Moderate Disabilities (M/M) Standard 4: Positive Behavior Support**

The program prepares candidates to demonstrate competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. The program prepares candidates to demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings. The program prepares candidates to participate effectively in school wide behavior support processes.

#### **Moderate/Severe Disabilities (M/S) Standard 6: Positive Behavioral Support**

Each candidate demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. Each candidate demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings. Each candidate demonstrates is able to participate effectively in school wide behavior support processes.

#### **Early Child Special Education (ECSE) Standard 7: Learning Environments**

Each program provides opportunities for candidates to demonstrate skill required to support positive learning experiences for children with disabilities in a wide range of natural environments (e.g., home, child care, preschool/pre-K and other community settings). Each

candidate demonstrates knowledge of the full range of service delivery settings and supports including educational and community programs and agencies. Each candidate demonstrates skill required to organize space, time, and materials to match the child's individual learning needs in safe, natural and structured environments. Each candidate demonstrates knowledge and skills related to the provision of effective support for children with disabilities within inclusive learning environments, including co-teaching and collaborative consultation models of support.

### **Multiple Subject and Single Subject Program Standards**

Standard 5: Professional Perspectives toward Student Learning and the Teaching Profession

### **Category B: Preparation to Teach Curriculum to All Students in California School**

Standard 6: Pedagogy and Reflective Practice

Standard 9: Equity, Diversity and Access to the Curriculum for All Children

Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning

### **Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to:

1. Design learning environments that promote positive social-emotional and academic learning experiences for **All** students.
2. Conduct a Functional Behavioral Assessment for a student who demonstrates challenging behaviors in a classroom.
3. Develop a Positive Behavioral Intervention Support Plan collaboratively with an educational team.
4. Demonstrate knowledge about strategies for increasing appropriate behaviors and decreasing inappropriate behaviors.
5. Demonstrate knowledge about various models and strategies for classroom/behavior management in general.
6. Plan strategies for addressing social emotional needs of students and for building social relationship among students.
7. Demonstrate knowledge about federal and state laws governing interventions for students who demonstrate challenging behaviors.
8. Identify the components and legal guidelines for the use of emergency procedures for students who demonstrate dangerous behavior.

### **Required Texts/Readings**

#### **Textbook**

*Behavior Management: Application for Teachers*, 7th Edition (2016) by Thomas J. Zirpoli. Pearson Prentice Hall. ISBN: 978-0133917901.

- Other reading materials are provided on Canvas. Please refer to the Course Schedule on page 9 for specific reading requirements.

#### **Library Liaison**

Teresa Slobuski, [teresa.slobuski@sjsu.edu](mailto:teresa.slobuski@sjsu.edu)

### **Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Bring your textbook, syllabus, and handouts as well as any additional reading materials posted on canvas to class each week or have them accessible on laptop if you bring your laptop. If you are absent, make arrangements to get handouts and notes from a peer. **You will not be able to make up any in-class activities that you miss.** All assignments **must be typed, double-spaced** unless otherwise specified, and turned in on time, and be free of spelling or grammatical errors. Lateness for any reason will result in the loss of 10% reduction each day they are late. Please refer to Assignment standards for other specific requirements.

### 1. Use of Canvas

You are required to use Canvas for this class. For Log in information and other guidelines, please refer to Canvass Access on pages 1- 2 of this syllabus.

\*Post one paragraph of your self-introduction (with an optional photo) on Canvas *Discussions* and respond to one peer by **9/5, 4:00 p.m.** (10 pts.; 3 % of grade).

\***Download and bring hard** copies of class handouts that will be posted on Canvas. PPT and other course-related handouts will be available by Monday prior to the class from the link, in *Modules*, located on Canvas, EDSE 279 home page.

### 2. On Campus Class Participation (80 points, 27% of grade) (PS12, M/M 4, M/S 6, ECSE 7, & DHH 9) (MS/SS Program: Standard 5, Category B, Standard 9, & Standard 10)

Active Participation is important to the structure of this class. Regular and active participation in class discussions and group/individual activities is required. In addition, you will be asked to bring homework assignments occasionally (e.g., case studies, etc.). **You are responsible for all readings and materials presented in the course, even when absent and excused by the professor.** The number of in-class activities and points per class will vary. There will be no make up for this requirement.

#### Grading rubric for Class Participation

Criterion	Quality			
<b>Interaction/participation in class discussions and activities</b>	Always a willing and active participant: responds frequently to questions; routinely volunteers point of view; always actively participate in group activities ; Always act appropriately during all role plays and discussions. (40 pts.)	Often a willing participant: respond occasionally to questions; occasionally volunteers point of view; often actively participate in group activities; Often act appropriately during role plays and discussions. (35 pts.)	Rarely a willing participant: rarely respond to questions; rarely volunteers point of view; rarely participate in group activities actively; rarely act appropriately during role plays and discussions. (20 pts.)	Never a willing participant: never respond to questions; never volunteer point of view; never participate in group activities actively; never act appropriately during role plays and discussions. (19-0)

<b>Demonstration of professional attitude and demeanor</b>	Always prepared (reading/homework/assignments) ;  Always arrive on time; always demonstrate appropriate disposition toward others including any speakers and peers as well as people with disabilities; Always use a cell phone and a computer for the purpose of the class.  (40 pts.)	Often prepared (reading/homework / Assignments); Often arrive on time; Often demonstrate appropriate disposition toward others including any speakers and peers as well as people with disabilities; Often use a cell phone and a computer for the purpose of the class.  (35 pts.)	Rarely prepared ( reading/homework /assignments); Rarely arrive on time; Rarely demonstrate appropriate disposition toward others including any speakers and peers as well as people with disabilities; Rarely use a cell phone and a computer for the purpose of the class.  (20 pts.)	Never prepared (reading/ Homework/ Assignments) ; Never arrive on time; never demonstrate appropriate disposition toward others including any speakers and peers as well as people with disabilities; Never use a cell phone and a computer for the purpose of the class.  (19-0)
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**3. On-line Class Assignment** (30 Pts. 10 % of grade) ((PS12, M/M 4, M/S 6, ECSE 7, & DHH 9) (MS/SS Program: Standard 6)

- a) There is one online class in lieu of class on **10/17 (No on-campus class)**. Online Assignment #1 (30 pts.) has two parts: answer three questions ( Submit answers to two questions online and post one reflection on Discussion (20 pts.) and response to at least one peer’s reflection . **These are all due by midnight on 10/22, Sunday** (10 pts.) Please refer to the Online Class Assignment Guidelines posted on Canvas, in Modules, in order to learn specific steps for completing each assignment.

**4. Functional Behavior Assessment (FBA) and Positive Behavior Support (PBS) Project Paper**(120 points, 40% of grade) (PS 12, M/M 4, M/S 6, ECSE 7, & DHH 9) (MS/SS Program: Category B Standard 6 & Standard 10)

This project consists of the following **four components with different due dates** in order to help you complete the project with ease and success. **Please submit a hard copy of the paper, including the previously submitted parts, to the instructor** on each due date.

- Description of Student and Target Behavior with Baseline Data (Student Description and Part #1) (**Due 9/26**):10 Pts.
- FBA Data, Hypothesis and Replacement Behavior (Parts #2-6) (**Due 10/10**): 35 Pts.
- Recommendations for Intervention (Parts #7-10) (**Due 10/24**): 35 Pts.
- Intervention (Part # 11): Implement the intervention and add a written summary of the intervention that you carried out and the findings. Submit the entire report, including the Student Description and Parts #1-11 as well as all assessment and intervention data. (**Due 12/19**): 30 Pts.
- Share your project and the intervention results in Tribes on **12/5**: 10 pts.

The format and the detailed guidelines are posted on Canvas (Refer to Assignment Guidelines in *Modules*), and will be discussed in the class.

The participant of the assignment can be a student (child) in your classroom, a family member/relative, or a friend. **Attach all the assessment information (worksheets don't need to be typed) that you gathered for the report. If you do not have access to a child/student with somewhat difficult behaviors, consult with me ASAP.**

**5. Choice Project: Choose one of the Following Assignments** (30 points, 10 % of grade) (M/M & M/S 24, D/HH 27, & ECSE26) (MS/SS Program: Standard 5 & Category B Standard 10)

a) **Teacher Interview (Due: 11/7, 4:00 p.m.)**

**Interview** a special education teacher, **Observe** his/her class, **Answer** the questions in the guidelines posted on Canvas, and **Submit a hard copy** of the paper to the instructor, and share it with your Tribe members as part of the class activity on 11/7.

**OR**

b) **Optional Online Assignment #2 (Due: 11/7, 4:00 p.m.): Complete one of the following, Submit it online on Canvas, and share it with your Tribe members on 11/7 :**

**If you are in the ECSE program**, complete the module, [Early Childhood Behavior Management: Developing and Teaching Rules](#) provided by IRIS center at Peabody College, Vanderbilt University. Please follow the steps provided in the Assignment Guidelines posted on Canvas.

**If you are in the M/M or M/S program**, complete the module, [Classroom Management \(Part 2\): Developing Your Own Comprehensive Behavior Management Plan](#), provided by IRIS center at Peabody College, Vanderbilt University. Please follow the steps in the Assignment Guidelines posted on Canvas.

**6. Strategy Project (30 Pts., 10 % of grade):** As in the Tribe Stage III, each person in your Tribe will take the ownership and shared responsibility to design and plan for this project that will be most useful to everyone in the Tribe. This group project is to help you; a) understand clearly the concept of the strategies that we cover in the class and how they are translated into real classrooms, b) identify issues related to the implementation, and c) solve the issues with practical tips. You will have time to discuss and work on this project in the class and on your own. Details of the project will be discussed in the class (30 pts.).

## Grading Policy

1. You must **complete all assignments** to receive a grade in this class.
2. All written assignments must meet the **standards of academic and professional quality**. All written assignments must be: printed on clean white paper using black ink; typed in size **12 Times New Roman font, double-spaced (unless otherwise specified), with one inch margins; paginated; and free of spelling and grammatical errors** to avoid a reduction in points.
3. **All assignments are due on the assigned date and time** listed in the course schedule. Assignments will be collected at the start of class on the specified due date. Assignments turned in after the start of class (for any reason) on the same day will be reduced by 10%. If a problem arises, please contact the instructor before the due date. Late assignments will receive a 10% reduction each day they are late up to one week beyond the due date.

4. An “Incomplete” for the semester may be considered under extreme circumstances at the instructor’s discretion. Consideration requires that all written work had been turned in on time and a minimum of 80% of the course requirements had already been completed at the time of the request.

\*\*\*Please contact your instructor for extra assistance, questions, or to discuss any issue concerning your professional preparation\*\*\*

### SUMMARY OF ASSIGNMENTS/GRADING

Assignment	Points
Self- Introduction on Canvas	10
On Campus Class Participations	80
Online Class Assignment	30
FBA/PBS Project	120
Choice Project: Interview or Online assignment	30
Strategy Project	30
Total Points	300

### GRADE RANGE CONVERSION

Grade	Cumulative Point Total	%
A +	294-300	98%
A	279-293	93%
A-	270-278	90%
B+	261-269	87%
B	249-260	83%
B-	240-248	80%
C+	231-239	77%
C	219-230	73%
C-	210-218	70%
D	180-199	60%
F	180 or below	

**\*Credential candidates are expected to earn at least a B in all credential courses. Candidates are at risk for disqualification from the program for any grade of C or lower.**

### Classroom Protocol

#### 1. Professionalism

Professional deportment is required of all class participants. The instructor reserves the right to modify a student’s final grade for unprofessional conduct, etc.

#### 2. Cell phone and computer use

Cell phone and computer use not directly related to the topic at hand is disrespectful of other peers and the instructor, and it is not a behavior that you would condone in your class and I don’t in mine. Please observe the following rules, and remind each other about the rules whenever your peers inadvertently fail to follow the rules:

- i) **Cell Phones must be silenced for the entire duration of the class.**
- ii) **PLEASE RESTRICT YOUR USE OF COMPUTERS TO MAKING NOTES ON THE COURSE only.** Reading of email and other computer based activities are not allowed during class.

## University Policies

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) at

[http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](#) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](#) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

### **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](#) at <http://www.sjsu.edu/counseling>.

## EDSE 279 Managing Behaviors and Emotional Problems of Students in Special Education, Spring 2017 Course Schedule

(subject to change with reasonable notice given in the class)

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/29	-Review of Syllabus & Course Requirements - Introduction to Canvas/ TRIBE
2	9/5	- Introduction to Classroom/ Behavior Management -Principles of Applied Behavior Analysis (ABA) - Functions of Behavior Read Zirpoli Ch. 1 and Albert Ch. 2 (on Canvas) <b><u>Due:</u> Post Self-Introduction on Canvas &amp; Respond to one peer by 4:00 p.m.</b>
3	9/12	-Steps in ABA -Functional Behavioral Assessment - Read Zirpoli Chs. 6 & 9
4	9/19	Functional Behavior Assessment (Cont') -Read Zirpoli Chs 6 & 9
5	9/26	-Positive Behavioral Intervention Support (PBIS) Plan -Read: Charlotte's story (on Canvas) <b><u>Due:</u> Hard copy of Written Description of Student and Target Behavior with Baseline Data (FBA/PBS Project Report: Student Description and Part #1)</b>
6	10/3	-Strategies for Increasing Appropriate Behaviors -Cognitive Strategies - Read Zirpoli Chs. 10 and 11.
7	10/10	-Schoolwide PBS -Strategies for Managing Inappropriate Behaviors I -Read Textbook Chapters 12 & 13 Albert Chs. 3-9 (on Canvas) <b><u>Due:</u> Hard copy of FBA data, Function and Replacement Behavior (FBA-PBS Project Report: Parts #1-6)</b>
8	10/17	<b>No On-Campus Class:</b> Online Assignment# 1: IRIS Module, Addressing Disruptive and Noncompliant Behavior (Part II) <b><u>Due:</u> Online Assignment#1, by Midnight on 10/22, Sunday (online submission and post reflection and respond to at least one peer).</b>

Week	Date	Topics, Readings, Assignments, Deadlines
9	10/24	Strategies for Managing Inappropriate Behaviors II -Read Textbook Chapter 13. <b><u>Due:</u> Hard copy of FBA &amp; PBS project report (Parts #1-10)</b>
10	10/31	<b>No On-Campus Class:</b> Interview/Developing Own Class-Wide Management Plan (IRIS Module) <ul style="list-style-type: none"> <li>• <b>Begin Intervention for your FBA- PBS project</b></li> </ul>
11	11/7	Assessing & Developing Social Competence -Social emotional teaching & learning (SETL) strategies - Read Textbook Chapter 8. - Read WholeChild pp. 2-16, posted on Canvas. <b><u>Due:</u> Choice Project: Teacher Interview (hard copy) or Optional online assignment #2 (online submission). And share your Choice project in Tribes.</b>
12	11/14	-Cultural Influence on Behavior -Evaluating behavioral changes - Read Zirpoli Chs. 3 & 7
13	11/21	- Strategies for Specific Behavior Challenges - Read Zirpoli Ch. 14. -- Other reading materials will be posted on Canvas.
14	11/28	-Legal Considerations -Collaboration with School, Home and Community Read Zirpoli Ch. 2.
15	12/5	Putting Together -PENT forms <b>Due: Presentation of FBA-PBS Intervention Data in Tribes</b>
Final Exam	12/19	<b><u>Due:</u> Hard copy of Entire FBA/PBS project Report (Parts #1-11)</b> <b><u>5:15 p.m. to 7:30 p.m. ( Note the change of time!)</u></b>