



## LIS 550.01W - Practicum in a School Library Media Center COURSE SYLLABUS: Spring 2015

**Instructor:** Sharon Gullett  
**Office Location:** Online  
**Office Hours:** Online 7-10 M-F and by appointment  
**Office Phone:** 903.521.5612  
**Office Fax:** 903.561.6191  
**University Email Address:**  
sharon.gullett@tamuc.edu



### COURSE INFORMATION

#### Materials – Textbooks, Readings, Supplementary Readings:

*Textbook(s) Required:* None Required

#### *Optional:*

1. Download, save and print The *School Library Programs: Standards and Guidelines for Texas* from the Texas State Library and Archives Commission is available online at <https://www.tsl.state.tx.us/ld/schoollibs/index.html>. Print both the Standards and the Supplemental Resources in pdf format and put them into your Practicum files. There will be about 42 pages for the entire document.
2. Download and save *Crew Manual: A Weeding Manual for Modern Libraries* <https://www.tsl.state.tx.us/ld/pubs/crew/index.html> (DO NOT PRINT)
3. Download and save. The School Librarian (#150) TExES Preparation Manual, available for download at [http://cms.texas-ets.org/files/9913/5722/8134/school\\_librarian\\_150.pdf](http://cms.texas-ets.org/files/9913/5722/8134/school_librarian_150.pdf) This document is in Adobe Acrobat (.pdf) format. This document will be needed for preparation for the certification test (TExES 150) after you complete your Practicum. (PRINT ONLY THE PART YOU NEED as you need it)

#### Course Description:

Open only to graduate students applying for school librarian certification, this course is designed to give the student experiences in organization, administration, selection, classification, cataloging, and reference work in the elementary and secondary school under the direct supervision of a certified librarian or learning resources specialist. *Prerequisite: completion of the other 6 core library certification courses and permission of the instructor. Students should contact instructor the semester before enrollment.*

**NOTE:** Approval to take the TExES (#150) will be given only after successful completion of the seven core school librarian certification courses, including this Practicum. A grade point average of 3.0 for all core courses is required.

## Student Learning Outcomes:

1. The student will observe and/or work in libraries at different levels (elementary, middle school, and/or high school).
2. The student will demonstrate knowledge of and the ability to perform tasks related to the Texas School Librarian Standards by completing assignments developed by the instructor.
3. The student will document the performance of tasks necessary for the functioning of a school library, fulfilling the SBEC-required 165 hours of field experience.
4. The student will submit weekly reflective documents describing activities performed in a school library.
5. The student will prepare a final report documenting practicum experiences including both text and graphics.

## COURSE REQUIREMENTS

### Instructional / Methods / Activities Assessments

This course is made up of a series of assignments and assessments to assist in achieving course learning objectives/outcomes. Each week the student will work on various combinations of assignments, activities, discussions, readings, research, etc. Assignments are due on specific dates, and overdue work will be subject to penalties.

Many activities address more than one Student Outcome.

<b>1. The student will observe and/or work in libraries at different levels (elementary, middle school, and/or high school).</b>		
<b>A. Descriptors Reports (216 points)</b> <i>These reports will describe activities that are correlated to the School Library Certification Standards. A portion of each description will prompt students to reflect on the experience and project how the experience might be different in the future.</i>  Assessment: Based on Rubric	<b>Descriptors Reports</b> (54 x4 =216 points)	Value varies
	Quality of activity developed (adequate detail to describe activity, in depth reflection appropriate for graduate level work)	3.50
	Formatted according to directions	.25
	Submitted on time	.25
	<b>Total</b>	<b>4</b>
<b>B. Time Log (16 points)</b> <i>A cumulative time log will be kept and submitted weekly. This assessment will track student progress toward meeting the 165 hours on on-site work required by SBEC.</i>  Assessment: Based on Rubric.	<b>Time Log (16 x 1=16 points)</b>	
	Accuracy of calculations	.50
	Formatted according to directions	.25
	Submitted on time	.25
	<b>Total</b>	<b>1</b>
<b>2. The student will demonstrate knowledge of and the ability to perform tasks related to the Texas School Librarian Standards by completing assignments developed by the instructor.</b>		
<b>A. Journal Articles Analysis (20 points)</b> <i>To become acquainted with the role of a school librarian in the 21<sup>st</sup> century, students will read five journal articles selected by the instructor and write an integrated analysis of the articles. (Points will be included with those given from Descriptor 3.5.2)</i>  Assessment: Based on Rubric	<b>Journal Article Analysis (20 points)</b>	
	Quality analysis (in depth, detailed with thought, citing various author)	18
	Formatted according to directions	1
	Submitted on time	1
	<b>Total</b>	<b>20</b>

<p><b>B. Case Study (20 points)</b>  <i>To simulate real-world library scenarios, students will analyze cases and make recommendations for solving the problems presented.</i></p> <p>Assessment: Based on Rubric</p>	<table border="1"> <tr> <td colspan="2"><b>Case Studies (1 x 20 = 20 points)</b></td> </tr> <tr> <td>Quality of case study developed (in depth, more than opinion, citing experts)</td> <td>15</td> </tr> <tr> <td>Formatted according to directions</td> <td>4</td> </tr> <tr> <td>Submitted on time</td> <td>1</td> </tr> <tr> <td><b>Total</b></td> <td><b>20</b></td> </tr> </table>	<b>Case Studies (1 x 20 = 20 points)</b>		Quality of case study developed (in depth, more than opinion, citing experts)	15	Formatted according to directions	4	Submitted on time	1	<b>Total</b>	<b>20</b>		
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Quality of case study developed (in depth, more than opinion, citing experts)	15												
Formatted according to directions	4												
Submitted on time	1												
<b>Total</b>	<b>20</b>												
<p><b>C. Descriptors Reports (216 points)</b>  <i>See 1A above.</i></p>													
<p><b>D. Class Discussions (108 points)</b>  <i>The student will be an active and engaged participant in each discussion forum by analyzing, evaluating, and commenting upon his/her peers strategies for meeting each Descriptor in the School Library Certification document.</i></p> <p>Assessment: Based on Rubric</p>	<table border="1"> <tr> <td colspan="2"><b>Class Discussions (54 x 2 = 108 points)</b></td> </tr> <tr> <td>Quality of comments (shows insight, added value)</td> <td>1.5</td> </tr> <tr> <td>Submitted on time</td> <td>1.5</td> </tr> <tr> <td><b>Total</b></td> <td><b>2</b></td> </tr> </table>	<b>Class Discussions (54 x 2 = 108 points)</b>		Quality of comments (shows insight, added value)	1.5	Submitted on time	1.5	<b>Total</b>	<b>2</b>				
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<p><b>3. The student will document the performance of tasks necessary for the functioning of a school library, fulfilling the SBEC-required 165 hours of field experience.</b></p>													
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<p><b>A. Descriptors Reports (54 x 1=216 points)</b>  <i>See 1A above</i></p>													
<p><b>B. Class Discussions (108 points)</b>  <i>See 2C above.</i></p>													
<p><b>5. The student will prepare reports documenting practicum experiences including both text and graphics.</b></p>													
<p><b>A. Image Audit (20 points)</b>  <i>Using a pre-designed questionnaire, Practicum students will do a walk-through an adult unfamiliar with the library on campus and collect data based on first impressions and perceptions of the library. The report will be fact-based without interpretation or analysis.</i></p> <p>Assessment: Based on Rubric</p>	<table border="1"> <tr> <td colspan="2"><b>Image Audit (20 points)</b></td> </tr> <tr> <td>Overall thoroughness of report (enough detail to accurately describe the library environment)</td> <td>15</td> </tr> <tr> <td>Evidence the interview took place</td> <td>3</td> </tr> <tr> <td>Formatted according to directions</td> <td>1</td> </tr> <tr> <td>Submitted on time</td> <td>1</td> </tr> <tr> <td><b>Total</b></td> <td><b>20</b></td> </tr> </table>	<b>Image Audit (20 points)</b>		Overall thoroughness of report (enough detail to accurately describe the library environment)	15	Evidence the interview took place	3	Formatted according to directions	1	Submitted on time	1	<b>Total</b>	<b>20</b>
<b>Image Audit (20 points)</b>													
Overall thoroughness of report (enough detail to accurately describe the library environment)	15												
Evidence the interview took place	3												
Formatted according to directions	1												
Submitted on time	1												
<b>Total</b>	<b>20</b>												
<p><b>B. Goal Setting in the Library (30 points)</b>  <i>Students will complete a partial analysis of the Practicum library based on "The School Library Programs: Standards and Guidelines for Texas,; select 3 objectives with a low score, and develop SMART action plans for improving the services of</i></p>	<table border="1"> <tr> <td colspan="2"><b>Goal Setting in the Library (30 points)</b></td> </tr> <tr> <td>Overall quality of project developed</td> <td>5</td> </tr> <tr> <td>Selection of achievable objectives</td> <td>8</td> </tr> <tr> <td>Action Plans written in using SMART criteria</td> <td>15</td> </tr> <tr> <td>Formatted according to directions</td> <td>1</td> </tr> </table>	<b>Goal Setting in the Library (30 points)</b>		Overall quality of project developed	5	Selection of achievable objectives	8	Action Plans written in using SMART criteria	15	Formatted according to directions	1		
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Formatted according to directions	1												

<p><i>the library. (Points will be included with those given from Descriptor 2.3.9)</i></p> <p>Assessment: Based on Rubric</p>	Submitted on time	1
	Total	30
<p><b>C. Mentor Interview (30 points)</b></p> <p><i>Using a pre-designed questionnaire, Practicum students will interview their mentors and report on information learned about the campus library program and management.</i></p>	Mentor Interview (30 points)	
	Overall thoroughness of report (enough detail to accurately to report the mentor's answer)	24
	Evidence the interview took place	3
	Formatted according to directions	2
	Submitted on time	1
	Total	30
<p><b>D. Summative Practicum Report (100 points)</b></p> <p><i>Students will analyze content learned from all Library Science core courses and prepare a report in relation to services provided by a library: administrative functions; resources, both print and electronic; technology; and literature/literature appreciation/reading. For each course, students will answer these questions:</i></p> <p><i>(1) What are the major concepts and ideas learned from the course?</i></p> <p><i>(2) How can I (do I) apply these concepts and ideas to my job now and in the future?</i></p> <p><i>(3) What more do I need to know in this area?</i></p> <p>Assessment: Based on Rubric</p>	<b>Summative Practicum Report (100 points)</b>	
	Overall quality of report (covers all criteria adequately)	10
	Depth of Thought	43
	Quality of Elevator Speech	10
	Clarity of Vision Statement	10
	Formatted according to directions	1
	At least 5 photos of library included	5
	Submitted on time	1
	Total	100

### EPortfolio for MS/Med Degree Students

Students pursuing the MS/MEd degree in Educational Technology Leadership (ETLD) program **and** the MS/MEd degree in Educational Technology Library Science (ETLS) are now required to submit an electronic portfolio prior to graduation. This requirement does not pertain to students taking ETEC courses as an elective for other programs, or to those pursuing only the School Library Certification who have already earned a Masters degree.

Many courses in ETEC and LIS program have identified artifact(s) that should be included in the ePortfolio to provide evidence of acquired and developing knowledge, skills, and philosophical approaches. In courses where recommended artifacts are not identified, it is the student's responsibility to *collect* artifacts throughout the course and appropriately *select* which artifacts to include in the ePortfolio. This includes courses from other departments and/or institutions for which the student is receiving credit towards the ETEC Masters degree. For example, if a student takes courses in ELED, EDAD, MGMT, or TDEV and applies credits earned toward their ETEC masters degree, the student should include artifacts from those courses in their ETEC ePortfolio.

For **LIS 550** the required artifacts are:

- Image Audit
- Mentor Interview

Newly admitted majors in the program should contact Dr. Mary Jo Dondlinger, coordinator of the ETEC program, for more information on how to get started with the ETEC ePortfolio. If you plan to major in the program, but have not yet applied, you are strongly encouraged to do so as soon as possible. Please contact [MaryJo.Dondlinger@tamuc.edu](mailto:MaryJo.Dondlinger@tamuc.edu) for more information about the program's portfolio requirement.

### **Campus Mentor Librarian**

The emphasis in this course is for the Practicum student to gain experience working directly with students, teachers, and administrators in a library on library-related activities. Assigned by the course's instructor, each student will work directly under the supervision of a certified campus librarian who has at least 3 years' experience working in a public school library. Practicum students who are already performing the duties of a campus librarian must follow the same guidelines as students who are still in the classroom.

A partnership between the Practicum student and a veteran librarian will be formed, and plans will be made for the Practicum student to accumulate 165 hours gaining *professional-level experience*, not clerical experience. The Mentor librarian will help decide how best to accomplish each of the components of this course. She/he will help plan activities specific to the situation, will discuss each one of the Framework Descriptors *before and after* the related activity is completed. The instructor may contact the mentor or library supervisor in order to request his/ her impression of the quality of the Practicum student's work.

**Caution:** The Practicum course focuses on professional activities, not clerical activities. The amount of Practicum time that can be accumulated for clerical work such as shelving books, repairing spine labels, putting protective covering on books, reinforcing binding, reading shelves, and circulation routines such as checking in/out and handling overdue books will be limited to no more than 4 hours during the entire semester. Of course, you can do clerical jobs to help your supervising librarian, but they cannot be counted toward Practicum hours. As a rule of thumb, any job that requires a high school diploma or less is considered by me to be clerical. Aides should not be selecting books; you should not be shelving books. Also reading stories to students is a very low level of professional activity unless there is a direct correlation to a library or media skill or to a TEKS Objective specific to that grade level and one that you will teach to the students. When in doubt, ask your course Instructor in advance.

### **Conferences and Workshops**

Conferences, workshops, or other activities/sites may be counted toward course completion, but these must be approved by your course Instructor in advance or the hours cannot be counted. The amount of credit given will not be a 1:1 match. As a rule, 6 hours of attendance at a full-day conference will be worth 2 hours credit toward required Practicum hours. There are reporting requirements as well; you will find specific instructions in another area in eCollege. Remember that all activities must relate to school (not other kinds) libraries. When in doubt, ask your course Instructor in advance.

## Grades

Activities	Total Points Per Activity	Student Outcomes Number
Contact Information	1	
Student Lounge Biography	1	
Photo	1	
Mentor Interview	30	5
Library Image Audit	20	5
Journal Articles Analysis	20	2
Goal Setting for Library Programs	30	2
Case Study	20	2
Time Log (16x1)	16	1, 3
Descriptor Reports (54x4)	216	1, 2, 3, 4
Class Discussions (54x2)	108	2, 4
Acknowledgement of Email from Instructor	8	3
Summative Practicum Report	100	5
Course Total	571	

**Total Points Possible for Semester = 571 points**

A	571-540
B	539-479
C	478-438
D	437-377
F	376 or less

In order to earn an A in the course, two criteria must be met: a minimum number of 540 points AND **all** assignments must be submitted on time.

### TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology in your online course.

The following technology is required to be successful in this course.

- Internet connection – high speed recommended (not dial-up)
- Word Processor (Microsoft Office Word –2007 or 2010)
- Access to the University Library site
- Access to MyLeo Email and personal Email
- Access to Google + Video
- Headset preferred; Microphone and video camera required.

Additionally, the following hardware and software are necessary to use eCollege:

eCollege is optimized to work in a Microsoft Windows environment. This means courses work best if a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (8.0, or 9.0) is used.

Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that a “Browser Test” is performed prior to the start of the course. To launch a browser test, login in to eCollege, click on the ‘MyCourses’ tab, and then select the “Browser Test” link under Support Services.

## ACCESS AND NAVIGATION

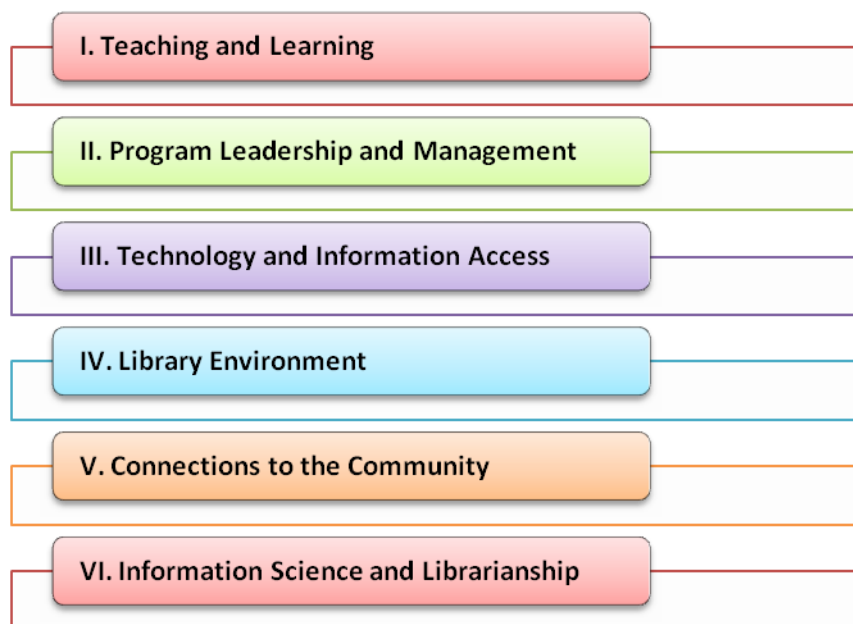
### eCollege Access and Log in Information

This course will be facilitated utilizing eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>.

A Campus-Wide Identification Number (CWID) and a password will be needed to log in to the course. Contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu), if a CWID or password has been forgotten.

### How LIS 550 is Organized

The Practicum is organized according to the Texas School Library Certification Standards document. This comprehensive document delineates the important facets of a librarian’s job in a K-12 educational setting.



Students will spend 165 hours working in a school library. After 3

weeks of guided practice, students will develop and complete hands-on, on-site activities that address all 54 Descriptors under the six domains. Also included in the course are case studies and reports focused on various aspects of librarianship. The Summative Practicum Report is the equivalent of an end-of-course exam.

## What Should Students Do First?

After they have accessed the course and the online Syllabus, students will access the "Start Here" folder found on the left navigation bar. Detailed directions for what to do the first week are given here.

## How Should Student Proceed Each Week for Class Activities?

On succeeding weeks, instructor comments, templates, and other relevant information will be posted to DocSharing no later than by 8:00am on Monday each week, and all assignments for the week will be due no later than the next Sunday at midnight.

# COMMUNICATION AND SUPPORT

## Interaction with Instructor

Email is the best way to reach your instructor. A reply will be sent usually within 6 hours depending upon the time the email is sent.

As a student enrolled at TAMU-Commerce, you have access to an email account via myLeo - all email from your instructor will be sent from eCollege (and all other university emails) will go to this account, so please be sure to check it every day. Conversely, you are to email your instructor via the eCollege email system or your instructor's myLeo email as the University spam filters may catch Yahoo, Hotmail, etc.

I will also share my cell phone number with students registered for this class.

**NOTE:** It is very important to go online 2-3 times each week to: (1) check for announcements, (2) check your MyLeo Mail, (3) review assignments, (4) check the Schedule of Assignments, and (5) communicate as needed with your instructor and class members.

Or if you want to talk via the "phone" download a program called Skype. To download the program, go to [www.skype.com](http://www.skype.com) and search for **seegull07** as the contact to add me to your list.

## eCollege Technical Support:

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...).

## Course Concerns

Questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.) can be answered by your instructor via email, through the "Virtual Office," or during office hours.



## Other Questions/Concerns

Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Scholarly Expectations

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

### Academic Integrity

Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution.

Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. As the University states, "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment."

These policies are stated in detail in the Student's Guide Handbook. Each student is expected to read this document and abide by the contained policies. These university policies will be followed in this class. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 on the examination or homework assignment. The maximum penalty is expulsion from the University.

Texas A&M University-Commerce further does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

### Attendance & Participation:

Class attendance and/or participation is most important to a student's education. There are numerous elements that go into class participation:

- a. Good attendance (According to University rules, students may be dropped from the class for excessive unexcused absences.)
- b. Frequent contributions to class discussion.
- c. Reading assigned work and completing course assignments by the due date.
- d. Polite and civil interactions with all members of the class.
- e. Every student is strongly encouraged to log into the course everyday and/or check the MyLEO email for messages in order to not miss time sensitive information.

Recovering missed lecture content or assignment information is the responsibility of the student. Office appointments will not be used to substitute for class attendance or online study. Fellow students may provide notes for recovery of missed information. Prior to class time, reading assignments must be completed and any other assignments must be submitted by the date due.

Failure to prepare and ineffective participation on a consistent basis will negatively impact the learning processes and will negatively impact a student's final grade.

### **Late Assignments**

Assignments are due by midnight on specific dates, as assigned. The clock inside eCollege is the official clock for documenting when assignments are turned in.

Assignments will be accepted no later than 3 days after the due date. An equivalent of a 10 point deduction will be applied to assignments 1 day late and an additional equivalent of 10 points for each day thereafter. For example, if an assignment is due by 11:59 PM on Sunday in the Dropbox of eCollege and is not placed in the Dropbox until 12:01 AM on Monday, there may be the equivalent of a 10 point deduction; if the paper is turned in on Wednesday the paper will start to be graded with a grade equivalent of 70. After the third day, the assignment will not be graded, and a O will be entered in the grade book.

### **Withdrawal Policy**

Every student has the right to drop the course without penalty until the drop-date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript.

If a student is not satisfied with the course grade and wishes to drop, it is HIS/HER responsibility to drop the course. Once a grade of DP or DF has been registered, it cannot be changed. A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

### **Administrative Withdrawal**

If a student stops actively participating in the class, a student may be dropped from the course by the instructor.

### **University Specific Policies:**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from current Student Guidebook*).

#### **Special Accommodations**

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. An individual instructor cannot decide to make accommodations for you without that Committee's approval.

## ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library 132**  
**Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148**  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)  
[Student Disability Resources & Services](#)

### TENTATIVE COURSE CALENDAR Fall 2014

A slight revision of due dates may be made during the semester.  
All activities and assignments are due by midnight on the last day of the assignment week.

Week of...	Activities/Assignments
January 20-January 25	2 Descriptors; 2 Discussions; Time Log;
January 26-February 1	4 Descriptors; 4 Discussions; Time Log; Articles Analysis
February 2-February 8	4 Descriptors; 4 Discussions; Time Log
February 9-February 15	4 Descriptors; 4 Discussions; Time Log; Image Audit
February 16-February 22	4 Descriptors; 4 Discussions; Time Log
February 23-March 1	4 Descriptors; 4 Discussions; Time Log Mentor Interview
March 2-March 8	4 Descriptors; 4 Discussions; Time Log;
March 9-March15	4 Descriptors; 4 Discussions; Time Log;
March 16-March 22	Spring Break
March 23-March 29	4 Descriptors; 4 Discussions; Time Log
March 30-April 5	4 Descriptors; 4 Discussions; Time Log; Case Study
April 6-April 12	4 Descriptors; 4 Discussions; Time Log
April 13-April 19	4 Descriptors; 4 Discussions; Time Log
April 20-April 26	4 Descriptors; 4 Discussions; Time Log
April 27-May 3	4 Descriptors; 4 Discussions; Time Log
May 4-May 10	Summative Practicum Report; (due no later than Friday, December 12)
May 11-May15	Summative Practicum Report; (due no later than Friday, December 12)
<b>Grades Posted by the University on May 19, 2015</b>	