

**MEDT 8484 Research Seminar I**

<b>Semester Hours</b>	3
<b>Semester/Year</b>	Fall 2011 (August 22 to December 12)
<b>Time / Location</b>	Fully online course delivery scheduled from Monday, August 22 to Monday, December 12.
<b>Professor</b>	Dr. Danilo M. Baylen
<b>Office Location</b>	Education Annex 129
<b>Mailing Address</b>	Department of Educational Innovation / COE University of West Georgia 1601 Maple Street, Carrollton, Georgia 30118
<b>Office Hours</b>	Monday and Wednesday from 1:30 – 3:30 pm
<b>Online Hours</b>	Monday and Wednesday from 9:30 – 11:30 pm or by appointment either by phone at 678-839-6130 or Skype at “dbaylen”
<b>Office Phone</b>	(678) 839-6130  UWG Department of Educational Innovation for June Barry (678-839-5259) , or Mary Ann Myers (678-839-6558), Administrative Assistants  Distance Education Office and Helpline (678-839-6248) from Monday to Friday, 8:00 am to 5:00 pm
<b>E-mail</b>	Please use the <i>CourseDen</i> mail for course-related communication. If necessary, then please use <a href="mailto:dbaylen@westga.edu">dbaylen@westga.edu</a> (include MEDT 8484 in the subject heading of your message when you use this email)
<b>Department Fax</b>	678-839-6153
<b>Communication</b>	The official communication method to students is through campus email (myUWG). Be sure to access this several times a week to keep up-to-date on important information. However, once <i>the CourseDen</i> site is open, it is preferred that you use the email feature to communicate with the instructor.
<b>Online Support</b>	
<b>CourseDen Homepage</b>	<a href="https://westga.view.usg.edu">https://westga.view.usg.edu</a>
<b>CourseDen Help &amp; Troubleshooting</b>	<a href="http://www.westga.edu/~distance/webct1/help">http://www.westga.edu/~distance/webct1/help</a>

**Distance Learning Library Services**

<http://www.westga.edu/~library/depts/offcampus/>

**UWG Distance Learning**

<http://distance.westga.edu>

**Distance Learning Library Services**

<http://www.westga.edu/~library/depts/offcampus/>

**Irvine Sullivan Ingram Library**

<http://www.westga.edu/~library/info/library.shtml>

**UWG Online Connection**

<http://www.westga.edu/~online>

**University Bookstore**

<http://www.bookstore.westga.edu/>

**Student Information Technology Services (SITS)**

(Students can get free software with a university ID and repair for personal computers)

<http://www.westga.edu/sits/>

**COURSE DESCRIPTION**

This seminar examines mixed methods (both quantitative and qualitative) used in media and instructional technology. Because the course addresses both theoretical and practical dimensions of educational research every student is expected to study exemplary research studies through printed materials. Students are also expected to plan action research studies in school settings and start developing an electronic research portfolio. This seminar will also introduce computer based data analysis packages commonly used in instructional technology research.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme *Developing Educators for School Improvement*, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, and lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

## COURSE OBJECTIVES

Students will –

1. **REFINE** their knowledge of the philosophical bases of educational research (Gall, Gall, & Borg, 2007; Jonassen, 2004; Patton, 2002); (D3 Lifelong Learners, D8 Knowledgeable; NBPTS Propositions 4, 5; ISTE Vb; AASL 8.2)
2. **GAIN** a knowledge of current research in an area of individual interest related to media or instructional technology (Jonassen, 2004); (D2 Leaders, D3 Lifelong Learners, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS Propositions 4, 5; ISTE Ib, Iib, Vb; AASL 2.2, 5.1, 8.1, 8.2)
3. **GAIN** a knowledge of research designs that can be used in diverse educational settings (Gall, Gall, & Borg, 2007; Johnson & Christensen, 2004; Patton, 2002); (D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS Propositions 3, 4, 5; ISTE Iib, IV b, c; Vb; AASL 5.1, 8.1, 8.2, 8.3)
4. **DESIGN** their own research studies, which includes writing an introduction, literature review, and proposed methodology section for their research projects (Gall, Gall, & Borg, 2007; Counts, 2004; Grabe & Grabe, 2004; Lamb, 2005; Lever-Duffy, McDonald, & Mizel, 2005; Morrison & Lowther, 2005; Roblyer, 2005; Smaldino, Russell, Heinich, & Molenda, 2006). (Decision Makers; Leaders; Adaptive; Collaborative; Culturally Sensitive; Knowledgeable; Proactive; Reflective; NBPTS 2a, 2b, 3b; ISTE/NETS-T II-a, II-b, II-c, II-d, II-e)

## TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

### Required Texts

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: Author.
- Johnson, B., & Christensen, L. (2011). *Educational research: Quantitative, qualitative, and mixed approaches* (4rd ed.). Boston: Allyn and Bacon. ISBN 1412954568
- Machi, L. A., & McEvoy, Brenda T. (2009). *The literature review*. Thousand Oaks, CA: Corwin Press.

### Supplemental Materials

You will find multiple learning aids for this course on the web page developed by Dr. Burke Johnson (one of the textbook authors). The web page includes lectures, concept maps, answers to chapter study questions, and multiple choice questions. Here is the URL: <http://www.southalabama.edu/coe/bset/johnson/index.html>.

Additional materials will be placed in course reserves at Ingram Library.

### Suggested Texts

- Gall, M. D., Gall, J. P., & Borg, W.R. (2007). *Educational research: An introduction*. (8th ed.). White Plains, NY: Longman.
- Eisner, E.W. (1997). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice* (2nd ed.). NY: Merrill Publishing Company.
- Jonassen, D.H. (Ed.). (2004). *Handbook of research on educational communications and technology* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

- Locke, L.F., Spirduso, W.W., & Silverman, S.J. (2007). *Proposals that work: A guide for planning dissertations and grant proposals* (5th ed.). Thousand Oaks, California: Sage.
- Merriam, S.B. (2000). *Qualitative research in practice: Examples for discussion and analysis*. San Francisco: Jossey-Bass.
- Mills, G.E. (2007). *Action research: A guide for the teacher researcher* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Patton, M.Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Trochim, W. (2006). *Web center for social research methods*. Retrieved from <http://www.socialresearchmethods.net>.

## RESOURCES ON ACADEMIC WRITING

University of West Georgia. (2007). *Writing Center @ UWG*. Retrieved from <http://www.westga.edu/~writing/writing/index.htm>

Kerlins.net. *Style guides*. Retrieved from <http://kerlins.net/bobbi/education/writing/styleguides.html>

Campbell, L. (1994, August 4). Some items I look for in a thesis prospectus. *Qualitative Research for the Human Sciences* [QUALRS-L@uga.cc.uga.edu] [Online]. Retrieved from <http://www.nova.edu/~ron/campbell.html>

Levine, S.J. (2003). *Writing and presenting your thesis or dissertation*. Retrieved from <http://www.learnerassociates.net/dissthes>

Perry, C. (1995). *A structured approach to presenting PhD theses: Notes for candidates and their supervisors*. Retrieved from [http://www.elec.uq.edu.au/doc/Thesis\\_guide/phdth1.html](http://www.elec.uq.edu.au/doc/Thesis_guide/phdth1.html)

University of Queensland. *First thoughts to finished writing*. Retrieved from <http://www.sss.uq.edu.au/linkto/phdwriting>

## Research Ethics

University of West Georgia. (n.d.) *Institutional Review Board*. Retrieved from [http://www.westga.edu/vpaa/index\\_14961.php](http://www.westga.edu/vpaa/index_14961.php)

## Link to Conceptual Framework

The focus of this course is to learn the research literature and methodology in Instructional Technology, Design and Library Media as well as to plan empirical research projects. At the completion of each assignment, students will demonstrate achievement in the following areas:

- *Decision making*: choosing interventions/innovations, data collection strategies, and analysis methods
- *Leadership*: taking responsibility for ongoing inquiry
- *Lifelong learning*: studying the effectiveness of practices
- *Being adaptive*: changing educational practices to meet students' needs
- *Collaborations*: working with colleagues and stakeholders to plan and conduct research
- *Cultural sensitivity*: adapting interventions and innovations to meet the needs of diverse students
- *Empathy*: demonstrating sensitivity to the needs of individual, family, and community needs when planning a research project

- *Knowledgeable*: drawing on pedagogical, content, and professional knowledge, including knowledge from others' research, when planning the intervention or innovation
- *Being proactive*: planning new interventions and innovations to better serve children
- *Reflection*: engaging in ongoing, continuous reflection about research and implications for educational practices

## NOTES ON GRADING POLICY, ASSIGNMENTS, AND RELEVANT ASSESSMENT PROCEDURES

### Grading Policy

The grading scale is as follows:

A	A +	Exemplary	98 -100%
	A	Excellent	95 – 97.99%
	A minus	Very Good	92 – 94.99%
B	B +	Good	88 – 91.99%
	B	Above Average	84 – 87.99%
	B minus	Average	80 – 83.99%
C	C +	Acceptable	75 – 79.99%
	C	Passed	70 – 74.99%
	C minus	Needs Improvement	65 – 69.99%
	F	Failed Attempt	Below 65%

### List of Assignments/Requirements

#### A. Preparation and Planning (Pre/Post Activities)

In the delivery of this fully online course format, there are several preparation and planning activities at the beginning and end of the term that need to be completed: Online surveys (OS), CourseDen exercise (CDE), Course agreement (CA), and University course evaluation (UCE).

Students will complete several Online Surveys at the beginning of the course. These online surveys have points attached to them. One of the surveys will be at the end of the term as part of the university course evaluation mechanism. Incomplete online surveys will not earn full points.

Students will sign a Course Agreement that informs them of their responsibilities and accountabilities. Also, students are required to do a CourseDen Exercise that will be posted in one of the discussion threads. Instructions for this assignment are posted in the appropriate section in CourseDen.

1. **Online Surveys** ~ Student will complete several online surveys to provide data for the class profile. Course Objectives: 2. Assessment Tools: Full Completion / Possible Points: 1 – 5

2. **CourseDen Exercise** ~ Student will write an essay by following instructions based on basic computer research knowledge and skills. Student performance will provide formative assessment data on research knowledge and skills. This also serves as student introduction. Course Objectives: 2. Assessment Tools: Rubric / Possible Points: 5

3. **Course Agreement** ~ *Students will sign a course contract that outlines their responsibilities and accountabilities for this course. Course Objectives: 2. Assessment Tools: Full Completion / Possible Points: 1*

4. **University Course Evaluation** ~ *Student will complete a course evaluation at the end of the term. Course Objectives: 2. Assessment Tools: Full Completion / Possible Points: 1*

## **B. Student Engagement/Active Online Participation**

Students are expected to work cooperatively, participate in all class activities, and to complete all online and in-class assignments. Online assignments will include locating and retrieving information related to critical topics as well as participating in discussion board-based activities. Each student will be required to “publish” their projects for class review. Students will also review and provide feedback to other students on selected assignments, and complete an IRB application and literature review focus on using or integrating media and/or technology in a classroom setting at the conclusion of the course.

5. **Wimba Sessions** (S1, S2, S3, S4, S5, S6) ~ *Student will participate in interactive synchronous sessions using Wimba and/or Adobe Connect. Course Objectives: 2. Assessment Tools: Full Participation / Possible Points: 12*

6. **Content Discussions** (D1, D2, D3, D4, D5, D6, D7) ~ *Students will review, discuss and critique articles/assignments/comments shared using a discussion board. Please review specific instructions in CourseDen at the appropriate time. Course Objectives: 1, 2, 3, 4, 5. Assessment Tools: Rubric / Possible Points: 70*

7. **Postings** (P1, P2, P3, P4, P5, P6) ~ *Students will demonstrate their proficiency in planning, designing, and developing a research project for K-12 contexts by posting thoughts and ideas. Course Objectives: 1, 2, 3, 4, 5. Assessment Tools: Full Completion / Possible Points: 3 - 14*

## **C. Core Projects and Assignments**

In the delivery of this fully online course format, there are several core projects and assignments that need to be completed: Quizzes (Q), Research Ethics Certification (REC), Article Critique & Synthesis (4ACS, 6ACS), IRB application (IRB), and Literature Review (LR).

**IMPORTANT:** It is important that you take your writing in this class very seriously. In addition to the criteria delineated above, structural, grammar, and/or mechanical errors will result in a loss of points. Papers or projects with numerous structural, grammar or mechanical errors will NOT pass. If you are not a very good writer, you will need to find a writing tutor or helper to proofread your papers. If you are concerned about your writing proficiency, please make use of the UWG Writing Center or a personal tutor.

8. **Quizzes** (Q1, Q2, Q3, Q4, Q5, Q6) ~ *Students will demonstrate the acquisition of new knowledge by completing several quizzes on selected topics based chapter readings and other assigned texts and articles. Course Objectives: 1, 2, 3, 4, 5. Assessment Tools: Automatic Review / Possible Points: 90*

9. **Research Ethics** ~ Certification on Human Participant Protections Education for Research ~ *Students will complete the online training program offered for the protection of human participants in research. Please review specific instructions in CourseDen at the appropriate time. Course Objectives: 1, 3, 5. Assessment Tools: Rubric / Possible Points: 5*

**10. Four Article Critique & Synthesis** ~ *Students will write a narrative that includes an overview of the four (4) articles read including similarities and differences among the articles reviewed and critiqued, synthesizing key ideas in support of proposed research questions, and a conclusion including lessons learned from the review process in relation to completing an IRB application and writing a literature review. Please review specific instructions in CourseDen at the appropriate time. Course Objectives: 1, 2, 3, 4, 5. Assessment Tools: Rubric / Possible Points: 10*

**11. Six Article Critique & Synthesis**

*Students will write a narrative that includes an overview of the six (6) new articles read including similarities and differences among the articles reviewed and critiqued, synthesizing key ideas in support of proposed research questions, and a conclusion including lessons learned from the review process in relation to completing an IRB application and writing a literature review. Please review specific instructions in CourseDen at the appropriate time. Course Objectives: 1, 2, 3, 4, 5. Assessment Tools: Rubric / Possible Points: 15*

**12. Application to the Institutional Review Board and Literature Review** ~ *Students will complete an IRB application with an accompanying literature review. Please review specific instructions in CourseDen at the appropriate time. Course Objectives: 3, 4, 5. Assessment Tools: Rubric/ Possible Points: 50*

**D. Reflective Practice**

Reflection is a critical piece in the learning process. In this course, students will have opportunities to reflect and share their own progress toward achieving the goals and objectives of the course by completing a midpoint reflection and a retrospective paper.

Midpoint Reflection Survey is an opportunity for students to provide feedback on course progress to the instructor.

The Retrospective Paper (Course Reflection) is the vehicle that demonstrates how students see their development at both personal and professional levels. After completing all assignments and activities for this course, students will reflect on them and how they helped them gain a better understanding of instructional design process, consultation and collaboration paradigm, professional standards and College of Education Conceptual Framework descriptors.

Finally, CourseDen as a learning management system for the University of West Georgia is a public place -- this means that it carries the context of your work place where you are expected to act professionally. Students should watch their language; and carefully reread postings for TONE/HINT/APPEARANCE of rudeness (e.g., unacceptable language used in communicating with faculty and peers; patterns of asking last minute questions), disrespect (e.g., patterns of late submissions and not following instructions across assignments), or just plain disregard of faculty members' or peers' efforts (e.g., not participating in group or whole class work). Given this, and to hold everyone accountable for such expectations of graduate students, a DISPOSITION item had been added as part of the evaluation of student performance with a corresponding number of points. More information will be provided on how not to lose points for this.

**13. Midpoint Reflection Survey** ~ *Students will demonstrate the skills of a reflective practitioner by completing a midpoint reflection survey. Please review specific instructions in CourseDen at the appropriate time. Course Objectives: 1, 2, 3. Assessment Tools: Rubric / Possible Points: 2*

**14. Retrospective Paper** ~ *Students will demonstrate the skills of a reflective practitioner by writing a retrospective paper. Please review specific instructions in CourseDen at the appropriate time. Course Objectives: 1, 2, 3. Assessment Tools: Rubric / Possible Points: 10*

**15. Exit Assessment One** (Initial Completion of Disposition Rubric) ~ *Students will demonstrate a professional disposition in their participation at various online and face-to-face activities and interaction with peers and instructor appropriate in their role as graduate students and professionals. Course Objectives: 1, 2, 3, 4, 5.*  
Assessment Tools: Checklist / Possible Points: 25 points

**17. Exit Assessment Two** (Three Entries Documenting Field Experiences and Impact of Student Learning) ~ Students will demonstrate how they are meeting accreditation standards by submitting these artifacts. Assessment Tools: Checklist / Possible Points: 75 points

## NOTES ON CLASS POLICIES

### 1. Submitting Assignments

Students are expected to submit assignments on time and in the manner required (e.g. *CourseDen* drop box). All components must be completed to receive points. Valid reasons for submitting work late must be cleared by the professor in advance. It is the student's responsibility to contact the professor when extenuating circumstances take place. Points will be deducted for late assignments. Late online assignments such as discussion board postings will result in point deductions.

All assignments are due on a specified date and time for timely feedback. It is expected that students submit their work on time. All out of class assignments need to be submitted to the appropriate *CourseDen* folder on the due date and time (unless told differently by the professor).

If a student gets a **MISSED** message in his/her drop box then he or she needs to submit via email attachment to the professor and this will be considered late.

**LATE SUBMISSION** will be accepted with point deductions. This policy also applies to "problematic" submissions – e.g., professor unable to open files given students did not follow instructions or software incompatibility issues. Also, submissions NOT found in appropriate drop box will be considered LATE – i.e., through email. It will be accepted but will merit the following deductions (see below).

Point Deduction for <b>Late Submission</b>	Highest Earned Points = <b>Below 5</b>	Highest Earned Points = <b>Between 5 and 10</b>	Highest Earned Points = <b>Above 10</b>
1 <sup>st</sup> Day	0.1	0.25	1
2 <sup>nd</sup> Day	0.2	0.50	2
3 <sup>rd</sup> Day	0.3	0.75	3
4 <sup>th</sup> Day	0.4	1.00	4
5 <sup>th</sup> Day	0.5	1.25	5
6 <sup>th</sup> Day	0.6	1.50	6
7 <sup>th</sup> Day	0.7	1.75	7
Beyond 7 <sup>th</sup> Day	1.0 point	2.00 points	10 points

**INCOMPLETE SUBMISSIONS** will be considered late and the policy above on point deductions apply until the day it becomes complete.

**Review of such late submissions will be scheduled at the end of the term.** Technology is a good tool to support teaching and learning, however, like any piece of machinery it breaks down from time to time. So, plan ahead and please don't do your assignments at the last minute given the deadlines. The instructor will not accept excuses for

late submission or non-submission such as "the lab is not open last weekend" or "the computer at home is in a fritz."

Feedback on assignments submitted **ON TIME** usually will take about 7-10 business days after the due date. There might be an **EXCEPTION** to this, so make sure you check with your professor. Late submission will be entertained and given feedback at the instructor's convenience at the end of the term.

Feedback on student performance for a given assignment can come in different formats, such as, numeric score on specific criteria ranging from adhering to writing protocols to quality of content and may be posted in CourseDen in the comment section of a specific drop box.

No printed copies of assignment submitted will be returned to the students. It is the responsibility of the student to request for a face-to-face meeting with the instructor about specific assignment that he or she needs clarification or specific feedback.

The instructor will be happy to assist students during the day and time that he has consultation hours. For the summer term, all consultation hours are by appointment. It will be appreciated if students can schedule an appointment at least 24 hours prior to the requested time. Finally, the instructor will entertain unscheduled student consultations if it does not conflict with other university commitments.

## **2. Professionalism**

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. All students are expected to display a positive attitude. Professionalism includes but is not limited to the following:

- Participating and interacting in class activities in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in class each week, online or face-to-face.
- Turning in assignments on time.
- Arriving at and leaving scheduled *Wimba Live Classroom* and/or other virtual classes punctually.
- Treating class members, professor, and colleagues with respect in and out of the classroom, online or face-to-face.

Students who display a lack of professionalism will be contacted by the instructor immediately after class when violations take place and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

## **UNIVERSITY-WIDE POLICIES**

### **Academic Honesty**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

### **Disability Statement**

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia --

[http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php).

Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

### **Communication Statement**

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

During the delivery of this course from August 22 to December 12, 2011, the instructor requires all students to use the *CourseDen* email system. This is required to ensure that no email is lost or missed given the volume of emails received from different sources.

No *CourseDen* email will be entertained after December 16, 2011. The instructor will only respond to email sent via the regular university email system after this date.

### **Extra Credit Statement**

Extra credit activities (other than what is listed above if any) may not be offered in this course at this point in time. If extra credit will be offered, details will be made available in *CourseDen*.

### **Dual Submission Statement**

Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

**IMPORTANT DATES TO REMEMBER****Fall 2011**

August 1	Last Day to Apply for Fall 2011 Graduation
<b>August 22</b>	<b>Fall Term Begins</b>
August 28	Last Day for Add/Drop and Late Registration
<b>September 5</b>	<b>Labor Day ~ No Classes</b>
October 14	Last Day to Withdraw with a Grade of W
October 31	Registration for Spring 2012 Begins
November 24-25	Thanksgiving Holiday
December 5 – 9	Final Exams
December 10	Fall Commencement
December 12	Grades due at the Registrar's Office

**Spring 2012**

January TBA	Last Day to Apply for Spring 2011 Graduation
<b>January 9</b>	<b>Spring Term Begins</b>
<b>January 13</b>	<b>Last Day for Add/Drop and Late Registration</b>
<b>January 16</b>	<b>MLK Day ~ No Classes</b>
March 2	Last Day to Withdraw with a Grade of W
<b>March 17 -24</b>	<b>Spring Break</b>
<b>March 26</b>	<b>Registration for Summer 2012 Begins</b>
<b>April 21 – 27</b>	<b>Final Exams</b>
<b>April 28</b>	<b>Spring Commencement</b>
April 30	Grades due at the Registrar's Office