

College of Community and Public Affairs

Department of Human Development

HDEV 475: Practicum in Human Development

CRN 17759

Fall 2014

(4 Credit Hours-Approved for BU-ASL-Academic Service Learning Designation)

Prerequisites: HDEV 200, HDEV 300, HDEV 400

Required - Practicum Orientation (During the semester prior to enrollment)

<http://www.binghamton.edu/human-development/opportunities/practicum.html>

Professor: Diane Crews, Ph.D.

Office: University Downtown Center Room 423

Office hours: Tuesday 2-5 PM and by appointment

Email: dcrews@binghamton.edu

Course Description: Interrelationship of theory and practice explored in class seminar and field placement. The Practicum is intended as preservice experience and should be viewed as an opportunity to explore career interests, build your resume, and link to your future professional network. The intent of this upper-level course is to create a meaningful and manageable learning experience so advance orientation is required to initiate placement during the semester prior to enrollment. Completion of the Practicum in Human Development field hours and obtaining a passing grade for the course are mandatory requirements for the Bachelor's Degree in Human Development.

Course Objectives: 1) Learn how to be entrepreneurial in creating your own satisfying and self-directed service learning experience through opportunity recognition and social effectiveness; 2) Learn more about using your critical thinking abilities to become a creative problem solver and innovator; 3) Learn how to become lifelong "integrative" learner who is proactive in the acquisition of knowledge as both a scholar and a practitioner; 4) Observe and experience the professional environment to determine if this career is the "right fit" for you; 5.)Begin building your resume and network; 5) Learn about the professional association(s) relevant to your career field and the vital role of ethics in praxis.

Required Text: None (Internet Readings as Assigned)

Recommended Reading: Levitin, Daniel J. 2014. *The Organized Mind: Thinking Straight in the Age of Information Overload*. ISBN 978-0-698-15722-4

Blackboard: Assignment instructions, templates and required forms are available for HDEV 475 on Blackboard. Announcements are made frequently. Announcements are distributed via Blackboard to your email (bmail) address. Please check Bb emails routinely for important information and reminders.

Email and Communication: NOTE: Professor does not use smartphone for teaching so please be aware that she only checks student bmail on Tuesday, Wednesday and Thursday. Communication will not be instantaneous. If your concern requires immediate attention, please call the office for the Department of Human Development (607-777-2841) and speak with the secretary or academic advisor.

Peer Advising: HDEV students are available to help you identify a prospective site for placement and also serve as team leaders for classroom instruction. Peers keep regular hours in the peer advising office on the 4th floor of the Downtown Center across from the elevators. You can drop in during office hours for assistance or meet individually with your peer advisor by appointment.

BU/CCPA/HDEV Policies and Procedures

Classroom Environment: The Faculty and Staff in the College of Community and Public Affairs are committed to serving all enrolled students. The intention is to create an intellectually stimulating, safe, and respectful class atmosphere. In return it is expected that each of you will honor and respect the opinions and feelings of others.

Accommodations: If you are a student with a disability and wish to request accommodations, please notify the instructor by the second week of class. You are also encouraged to contact the Office of Services for Students with Disabilities (SSD) at 777-2686. Their office is in LH-B51. The SSD office makes formal recommendations regarding necessary and appropriate accommodations based on specifically diagnosed disabilities. Information regarding disabilities is treated in a confidential manner.

Academic Honesty:

As a professional school within Binghamton University, the College of Community and Public Affairs (CCPA) is committed to upholding the highest professional standards of ethics and integrity. Students are expected to comply with the Academic Honesty Code for Binghamton University found online at; (<http://bulletin.binghamton.edu/integrity.htm>). Violations of the Code will be taken seriously. Students should refer to the CCPA Ethics and Integrity policy available in the CCPA Dean's office. Also review at; <http://ccpa.binghamton.edu/academics/policies/policies.html>

Reasonable People Can Disagree:

There will be times when views will be expressed that are different from your own. Discussion, debate and disagreement, done with respect, are an important part of the academic process. Keep in mind, however, that civility is the expected norm. BU has a Code of Conduct and disorderly or disruptive conduct (including remarks online) should be as appropriate as the standards of behavior established for face-to-face discussion and interaction. In adherence with this Code, the professor has the right to exclude from participation any student who demonstrates inappropriate conduct that interferes with normal operations of this class or infringes on the rights of others. For more information about student rights, conduct rules and disciplinary procedures see <http://www.binghamton.edu/student-conduct/>

Participation and Attendance:

Please read and become familiar with the policy of the Department of Human Development in regard to tardiness or absences from classroom and/or field site. You are evaluated on site for dependability and reliability, so take care to establish your professional integrity.

NOTE: Attendance in weekly classroom sessions or peer group meetings is required and punctuality is expected. Please plan ahead and program your PDF or smartphone calendar to mark the classroom and group meeting schedule at a glance shown at the end of this syllabus. Each student will be assigned to a group and will meet together with their assigned peer advisor as scheduled to stay in touch on the issues, rewards and challenges of their practicum experiences throughout the semester.

In order to avoid arbitrary penalty and have a uniform code of conduct, please be aware that weekly class attendance and group meetings are monitored. Planned or unavoidable absences count minus one (-1) point for any (or all) class sessions missed (with exceptions made only for documented medical leave or bereavement.) Excessive lateness also incurs a point penalty.

Professional integrity also means being responsible for the time commitment and obligations you've made with your site placement. Please be courteous and communicate promptly with your site supervisor regarding planned or unplanned absences just as you would if you were employed by that organization.

**You are responsible for notifying your field site supervisor
and professor
by phone and/or email if you are absent from your placement site.**

COURSE REQUIREMENTS
(Detailed Instructions, Required Templates and Forms on Blackboard)

ASSIGNMENTS	DEADLINES	QUALITY POINTS
<i>Assignments to be submitted on Blackboard</i>		
Learning Plan*	September 30 (submit on Bb)	10
Exploration of Professional Association and Ethics*	October 28 (submit on Bb)	5
Practice Research Report*	October 28 (submit on Bb)	5
Resume (updated to include practicum)*	November 25 (submit on Bb)	5
Final Reflection Paper*	December 9 (submit on Bb)	5
<i>Assignments requiring signature and delivery</i>		
Midterm Practicum Evaluation**	October 21	5 points for timely submission of signed form
Final Practicum Evaluation**	December 9	5 points for timely submission of signed form
Completion of 100 hours**	December 9	40 points (Signed verification of hours form required)
<i>Core Requirements</i>		
Classroom and Online Participation	Ongoing	Assessed as attendance
Evidence of Site Supervisor Satisfaction	Ongoing	5
Showcase of Experience – Participation in final seminar	December 2 & 9 Classroom	5
Portfolio – (Electronic or Traditional Binder)	Electronic or Traditional Binder	10
TOTAL POSSIBLE QUALITY POINTS		100
Optional Exit Interview-Extra Credit Mentor Evaluation of Professional Potential***	December 9	3 POINT BONUS (Extra credit)

*Pink-shaded assignments must be submitted on Blackboard

**Green-shaded documents with required forms - originals with signatures delivered to professor

***Orange-shaded document required form must be signed by your mentor/copy to professor

PERFORMANCE EVALUATION AND ASSESSMENT

Grade Scale: Each assignment is worth up to a certain total number of points based on the quality and timeliness of the effort. The maximum score is not guaranteed; rather the score for each assignment is earned.

LATE ASSIGNMENTS - SUBTRACT 1 POINT FOR EACH CALENDAR DAY OVERDUE

Determining your grade:

Your letter grade is derived on a flat 100 point scale for quality points earned with no weighting:

A	96 points and above	C+	71-75
A-	91-95	C	66-70
B+	86-90	C-	61-65
B	81-85	D	56-60
B-	76-80	F	55 and below

COURSE ASSIGNMENTS

ASSIGNMENTS TO BE SUBMITTED ON BLACKBOARD

1.) LEARNING PLAN

With assistance in the classroom during the first four weeks of the semester, student prepares a detailed outline to plan their integrative learning experience this semester. The learning plan consists of six parts including; 1.) learning goal; 2.) objectives list; 3.) professional association (with url address for website); 4.) research question; 5.) action agenda; 6.) Portfolio choice (traditional or electronic) and preliminary identification of self-selected section materials.

Required Outline Format for the Learning Plan:

Download the document template from Blackboard and add your name and required information to the heading; Normal margins, single space outline format with appropriate indentations and bulleting;

Fill in the information after each section;

Save the document on your device;

On Blackboard, click on the **hot pink heading to open and submit as an attachment** by the due date.

Page Length Requirement: 1 to 3 pages.

2.) EXPLORATION OF PROFESSIONAL ASSOCIATION

Student will select the professional association that is most relevant to their potential career and write the answers in a paper to include in their portfolio. (A list is available on Blackboard. If you don't see your chosen profession on the list, ask the professionals at your placement site if they belong to any professional associations and check these organizations out online to see which looks most interesting to you.) Student will explore the organization's website for answers to the following questions;

- What is this professional association's vision and mission?
- Does this group identify issues and actively advocate for changes in social policy or public legislation?
- Does this association conduct professional development and training?
- Does this association provide professional credentialing?
- Does this association have annual national or statewide networking conferences?
If yes, where is this year's event being held?
- Does this association provide career development/job locator services? Are services online?
- Are college students (undergraduate or graduate) allowed to join?
If yes, what does this cost and is the membership fee discounted to students?
- Does this association have a list of recommended graduate school programs in this professional field?
- Does this association sponsor the publication of one or more peer reviewed academic research journals? (If yes, list all journal titles)
- Does this association publish a professional magazine, newsletters or online bulletins aimed at concerns of interest to practitioners? (If yes, list several titles)

Required Q & A Format:

Download the document template from Blackboard and add your name and required information to the heading; Fill in the answer after each question;

Normal margins, single-spaced, page numbering, 12 point font;

Page Length Requirement: 3 pages;

Save the document on your device;

On Blackboard, click on the **hot pink heading to open and submit as an attachment** by the due date.

3.) PRACTICE RESEARCH REPORT – PRACTITIONER AS RESEARCHER

Professionals are constantly learning and the major professional associations serve an important role. As a young professional you will be on a steep learning curve for the first 5 to 7 years of your career. As your frame of reference increases and your knowledge base grows, the questions you ask will become more complex and challenging. The purpose of this assignment is to familiarize you with the educational functions of your future professional association and to enable you to understand where you can turn to find accurate and timely information about what you should do to help other people and be effective in your chosen field.

Student will choose a current topic of interest for further research and find an article in a peer reviewed academic journal published during the last year by their professional association. The purpose of this assignment is to help student transition to the professional world and understand the relationship between lifelong learning and scholarship; professional development and activism; and the responsibilities of knowledgeable practice including the names of scholarly and professional publications they can trust for accuracy and honesty (i.e., scientific validity and reliability.) Knowledgeable practice is a responsibility to the people being served and a primary tenet of professional ethics for all human services professionals. Student should focus on the scholarly journals published by their professional association (or other credible academic sources if their association does not sponsor a peer reviewed journal) to learn the relationship between scientific investigation/publishing and effective practice.

Quality of Research: The key to obtaining full score on the research assignment is identifying and focusing in on a “practical question” i.e., a question about a current challenge/issue/problem in the field which is timely and relevant to the community of practice you are exploring through your practicum experience. Articles published in peer reviewed “academic” journals sponsored by professional associations tend to be more practice-oriented and usually report on “how-to” research relating to day-to-day methods and interventions (i.e., “best practice” methods.) Discussion of the concept and meaning of “best practices” will be held in class on the date designated.

Required Format:

Download the document template from Blackboard and add your name and required information to the heading;
Provide bibliographic information on the article as required;
Read the article and answer the questions listed on the template about the article;
Normal margins, single-spaced, page numbering, 12 point font;
Page Length Requirement: 3 pages;
Save the document on your device;
On Blackboard, click on the **hot pink heading to open and submit as an attachment** by the due date.

4.) RESUME (Updated to include this experience)

The practicum changes the status of your work history and is demonstrated preprofessional experience. Now is a good time to revise your resume to include the practicum whether you intend to use for college applications or job search. Note that several of the objectives in your learning plan make good “bullet” points to describe this experience on your resume. Your most recent experience should be first on your resume and then other experiences are described in reverse chronological order or strategically in ways that are suited to the application you are making (i.e., tailored to the job or post-baccalaureate opportunity you are seeking.) Suggested subcategory headings may include; OBJECTIVE, EXPERIENCE, EDUCATION, TRAINING, COMMUNITY SERVICE, AWARDS AND RECOGNITION. Point your compass in the direction you want to head by placing; **Most recent experience first!!!!**

Attend **Professional Development Series** at the UDC and/or visit CCPA/OCIP (Office of Career and International Programs) for assistance: <http://www.binghamton.edu/ccpa/ocip/index.html>

A self-guided resource book is available on two hour reserve for HDEV 475 in the Info Commons at the University Downtown Center; ***The Complete Job Search Guide for College Students: A Step-by-Step Guide to Finding the Right Job*** by Richard Walsh. This “how-to” guide offers reassuring advice on what to do in your freshman, sophomore, junior and senior years of college to be marketable upon graduation with tips on job searching and interview protocols. The guide provides you with ways for creating or improving your cover letter by academic major and methods of highlighting your college experiences in practical ways that are transferable to the job market with numerous examples to inspire you on the best way to present yourself and your experiences on your resume.

Format of your choice:

Page length requirement: 1 page (preferred) – 2 page maximum;
Save the document on your device;
On Blackboard, click on the **hot pink heading to open and submit as an attachment** by the due date.
[NOTE: If you are an APPLE user please save your resume in rich text format .rtf to preserve the attractiveness of your margins, text, etc. MS Word users, please save and submit as an Adobe .pdf file.]

5.) FINAL REFLECTION PAPER

Complete your reflection paper as a means of self-assessment after your field placement has ended. Looking back, what have you learned? Address each of the following questions;

- 1) What did you expect to learn?
- 2) What did you actually learn?
- 3) Did you achieve your stated goal?
- 4) Were you able to meet your objectives? *Cut and paste the objectives list from your learning plan for this question and analyze each objective.*
- 5) Did your research improve your knowledge of the "practice question" you chose and the differences between the validity and reliability of various types of sources that will be available to you following college?
- 6) What did you discover about the people and organizational culture at your placement site?
- 7) What did you discover about your future career?
- 8) What did you discover about yourself, your innate abilities, your existing skills and areas for future professional development or personal improvement that will be most interesting for you?

Required Q & A Format:

Download the document template from Blackboard and add your name and required information to the heading; Fill in the answer after each question;

Normal margins, single-spaced, page numbering, 12 point font;

Page Length Requirement: 5 page minimum;

Save the document on your device;

On Blackboard, click on the **hot pink heading to open and submit as an attachment** by the due date.

ASSIGNMENTS REQUIRING SIGNATURE AND DELIVERY

NOTE: *Please make photocopies of your signed midsemester and final practicum evaluations and verification of hours forms to include in your portfolio. Professor will keep the original documents. If you are choosing an electronic portfolio, you can use your smartphone or a scanner to make electronic copies.*

1.) MID SEMESTER PRACTICUM EVALUATION

You will ask your site supervisor to complete a practicum evaluation twice in the semester as required for practicum evaluation by the Department of Human Development; halfway through your practicum and when your practicum hours are completed. The same form is utilized both times and available on Blackboard.

You are responsible for returning the completed and signed forms to Professor Crews by the mid semester deadline or supervisor may mail or fax to the address on the form. The mid semester evaluation is due after you've completed about halfway through the semester (or once you've completed approximately 50 hours.)

2.) FINAL PRACTICUM EVALUATION

You will also ask your site supervisor to complete a final practicum evaluation for the Department of Human Development when your practicum hours are completed (utilizing the same form as the mid-semester.) The form is available on Blackboard and you can bring to the Department or the site supervisor may choose to fax or mail.

3.) VERIFICATION FORM - COMPLETION OF HOURS ON SITE

One hundred (100) hours at your field placement as necessary to fulfill degree requirements and should be turned in no later than the last day of class.* The student is responsible for monitoring and pacing hours across the semester in cooperation with their site supervisor to assure completion. Scheduling placement is the responsibility of the student with the assistance of the Department of Human Development and verification of hours by the site supervisor is required to achieve a passing grade in HDEV 475. The verification form is available on Blackboard and must be signed by both you and your supervisor. Please ask them to attach their business card. And please double-check to be certain that your name and the number of hours completed are written on the form!

*If your practicum hours run into final exam week, please make arrangements for alternate due dates for final assignments with the professor. The grade of Incomplete for prolonged extensions is only an option in exceptional circumstances and can only be done by contract according to Department of Human Development policies and procedures for approval.

CORE REQUIREMENTS

EVIDENCE OF SITE SUPERVISOR SATISFACTION

Students are expected to conduct themselves as aspiring professions while on site and adhere to the standards of conduct embodied in the evaluation. While the site supervisor is not expected to grade the student, the professor reserves judgment for applying quality points based on the evidence provided by the supervisor in the midsemester and final practicum evaluations. Calls of concern or complaint from site supervisors are very rare but are handled by the Department of Human Development in accordance with Binghamton University Student Conduct procedures.

SHOWCASE OF EXPERIENCE (PRESENTATION AND PORTFOLIO)

Presentation:

Participation in the final "showcase" sessions is required for all students enrolled in HDEV 475 Practicum and is determined by the size of the class and availability of classroom space. The session(s) are scheduled for the last week(s) of class and may be held during exam week. ***If you miss presenting your portfolio during the final "showcase" session(s), you forfeit five points toward your final grade.***

Portfolio:

You have two options for your portfolio but must decide by the time you complete your learning plan; Traditional Binder or ePortfolio. ***If you choose electronic portfolio and you haven't already obtained a DIGICATION account through another class, you must apply for an account through CCPA/OCIP by emailing the program coordinator, Ms. Stacy Marrow at smarrow@binghamton.edu.***

In a **three ring binder or on your ePortfolio** appropriately organized in sections, student will collect and showcase information relevant to their experience. Creative documentation of scholarship and practice with evidence of effort and intent to create a presentation quality binder or ePortfolio is necessary to obtain full point score. Examples are available in the peer advising office. More information will be provided in class and examples shown but the following guidelines should help you get started;

Quality of appearance and organization: Attention to creating an attractive, comprehensive and well organized portfolio counts for your grade but, most importantly, may be used to your advantage.

The intent is for you to have your completed portfolio for use in job search or grad school interviews.

Identify yourself and your site on the outside of your binder or the face page of your ePortfolio:

If you are going with the traditional portfolio, please use a binder with outside pockets for "cover art" to make your binder interesting and attractive. Please make sure your name and the name of your placement site appear conspicuously in the pocket on the outside spine of the binder and on the cover. If you choose electronic format on Binghamton Digication, make the opening page attractive and informative.

SUGGESTED SECTIONS FOR PRACTICUM PORTFOLIO:

- 1.) Table of Contents (Traditional) or Index to your Binghamton Digication Practicum pages;
- 2.) Personal Statement of Professional Goals;
- 3.) Your Resume updated to include practicum experience
(Recommended for personal security - if posting your resume online, you may want to omit address and phone number but provide your Binghamton.edu email address as contact information);
- 4.) Your Learning Plan;
- 5.) Logo and Hyperlink to agency where you served (electronic) or brochures/webpage copies from the agency where you served (traditional);
- 6.) Your sections for memorabilia, photos, and/or other relevant content yours to decide;
- 7.) Your sections for training materials, certificates, website materials, brochures, etc;
- 8.) Copy (traditional) or upload of Reflection Paper;
- 9.) Photocopies or scans of Practicum Evaluations*;
- 10.) Exit Interview-Mentor Evaluation of Professional Potential (if chosen as extra credit assignment);
- 11.) Hyperlink to website for Professional Association and Copy of Professional Association assignments;
- 12.) Copy of your professional association Code of Ethics or other website materials;
- 13.) Copy of Practice Research Report.

***Copy or scan/photograph signed documentation to include in your Traditional Portfolio or ePortfolio:**

(NOTE: Proof read and spell check all content in your portfolio.)

PLEASE NOTE: Professor collects the original copies of practicum evaluation forms (midterm and final) and the verification of hours form as part of the record for the Department of Human Development. If you want to include these items in your portfolio, please plan ahead and either make paper copies or photograph or scan electronically before you turn in the "sign and deliver" assignments

BONUS POINT ASSIGNMENT - EXTRA CREDIT

MENTOR EVALUATION OF PROFESSIONAL POTENTIAL (EXIT INTERVIEW)

To earn an additional three (3) points for extra credit, student may seek an "exit interview" upon departure from a staff member in a professional role with whom you've formed a mentoring relationship during the practicum. The mentor evaluation form for the exit interview is [available on blackboard](#) for student to share with the staff person who has provided guidance to your day-to-day experience (not necessarily the executive director of the agency or organization who signed the cover sheet and completed the practicum evaluations.) The exit interview is intended to be a dialogue at closure with someone whose opinion you've learned to trust and respect so you get to choose the person who conducts the interview. Their observations will foster your professional development so this "mentor evaluation" should be done by the person who has helped you learn the most from your practicum experience. This "exit interview" is intended for your benefit so keep the original for yourself and submit a copy to professor to earn three points extra credit. Exit Interview must be received by the last day of class to get the bonus.

JOB SEEKERS

Looking ahead is an especially important consideration as you think about featuring your practicum experience on your resume whether you will be applying to graduate school, post-baccalaureate service experiences like Americorp or trying to find your first job. **Check out opportunities for networking with alumni through the BU Career Development Center at <http://www.binghamton.edu/career-development-center/index.html>**

If you are heading toward the job market or seeking other opportunities upon graduation, you may also want to take advantage of resources available to you at Binghamton University in the College of Community & Public Affairs;

CCPA Office of Career and International Programs – OCIP offers a professional development series during the semester. Watch emails from listserv for the Department of Human Development for schedule and additional details. Located on the second floor of the University Downtown Center, OCIP staff may also be able to help with your resume and job search or with your graduate school applications and also provides other services and opportunities such as externships and employer visits.

OCIP Contact Information: *Stacy C. Marrow, MS*, Coordinator, Office of Career and International Programs (OCIP)
College of Community and Public Affairs - UDC 218 607-777-9227
<http://www.binghamton.edu/ccpa/ocip/index.html>

CIVIL SERVICE CAREERS

During the fall and spring semesters, a job search guidance presentation and dialogue with experts in public and private sector job opportunities will be held in class at the end of the semester led by local employment experts to provide more information on seeking civil service careers as an option and other concerns for young adults as recent graduates approaching the job market. You may also want to explore state, federal and local (county, city and municipal) civil service positions online and arrange to take civil service exams during your senior year or within the first year post-graduation as offered in your area, especially if you are not immediately planning to attend graduate school. For more information;

Federal Government Jobs

<http://www.opm.gov/>

NYS Jobs

www.cs.ny.gov

NJ Jobs

www.state.nj.us/csc/

PA Jobs

www.scsc.state.pa.us

Broome County (Search similar sites online for most counties)

<http://gobroomecounty.com/personnel>

WORKFORCE DEVELOPMENT OFFICES IN YOUR COMMUNITY: You may want to prepare and study in advance of your government civil service exam. Practice exams and other forms of career development and job locator assistance are available in your county of residence at your local NYS Job Service or Workforce Development offices. In the Greater Binghamton region, the provider is Broome-Tioga Works at <http://www.broometiogaworks.com/>

PRIVATE SECTOR: Employment agencies also exist in most areas of the US and these businesses operate on commission for services (which in some cases, may be paid by the employer).

CLASSROOM AND PEER GROUP MEETING SCHEDULE AND AGENDA

<i>Getting Started</i>	
September 2	Introduction: Visioning and planning for a meaningful learning experience
Sept 9	Overview of Objectives and Action Planning-Manageability
Sept 16	Professional Associations, Lifelong Learning and Ethics
Sept 23	Practitioner as Researcher
Sept 30 1. Learning Plan Due on Blackboard	Your Portfolio
<i>Building Relationships</i>	
October 7	PEER GROUP MEETING
Oct 14	PEER GROUP MEETING
Oct 21 1. Midterm Practicum Evaluation Due (Original to Professor)	PEER GROUP MEETING
Oct 28 2. Professional Association Assignment Due on Blackboard 3. Practice Research Report Due on Blackboard	Professional Associations Codes of Ethics Practitioner as Researcher Shareshop
<i>Looking Forward</i>	
November 4	PEER GROUP MEETING
Nov 11	PEER GROUP MEETING
Nov 18	PEER GROUP MEETING
Nov 25 4. Resume Due on Blackboard	Job Search Workshop Advice From Public and Private Employment Experts
<i>Making Closure</i>	
December 2	FINAL SHOWCASE OF PORTFOLIOS AND EXPERIENCE Presentation Schedule to be Determined
December 9 5. Final Reflection Paper Due on Blackboard 2. Final Practicum Evaluation Due (Original to Professor) 3. Verification of Hours Form Due (Original to Professor) Optional Exit Interview Due (Extra Credit)	FINAL SHOWCASE OF PORTFOLIOS AND EXPERIENCE Presentation Schedule to be Determined