

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500). See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Justice	College/School	CLA
Prepared by	J. Robert Duke	Phone	474-6501
Email Contact	jrduke@alaska.edu	Faculty Contact	Rob Duke

1. ACTION DESIRED (CHECK ONE):
 Trial Course New Course

2. COURSE IDENTIFICATION:
 Dept: JUST Course#: F490 No. of Credits: 3

Justify upper/lower division status & number of credits: Course is designed for senior level class as one option to satisfy the capstone experience. The course is research oriented and involves the completion of a major project or research paper. Consists of three hours per week of lecture/discussion.

3. PROPOSED COURSE TITLE: Capstone: Seminar in Critical Issues in Criminal Justice

4. To be CROSS LISTED? YES/NO: No If yes, Dept: Course #: (Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? YES/NO: No If yes, Dept: Course #:

6. FREQUENCY OF OFFERING: Spring
 Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2011-12 if approved by 3/1/2012; otherwise AY2012-13) Spring 2017

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify):

Mode of delivery (specify lecture, field trips, labs, etc): Lecture/Group Discussion

9. CONTACT HOURS PER WEEK: 3 LECTURE hours/weeks LAB hours/week PRACTICUM hours/week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type):

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Justice F490 Capstone: Seminar in Critical Issues in Criminal Justice
 3 Credits Offered Spring

This seminar is one of three ways to satisfy the major capstone experience. The Seminar will last for one week and the student will be required to attend sessions 8 hours a day. Topics of current interest. Candidates in standing for the BA degree in Justice will make presentations. Attendance is required on the UAF campus. (Prerequisites: Senior standing) (3 + 0).

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form. YES: NO:

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 W = Writing Intensive, Format 7 Natural Science, Format 8

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

13. GRADING SYSTEM: Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES Senior standing.
 These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES \$0.00

Has a memo been submitted through your dean to the Provost for fee approval? N/A
 Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? No
 Yes/No

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

Approximately half of annual graduates are located in Fairbanks (Class of 2015=33); we anticipate approximately 1/3 of these to take JUST F490 (New face-to-face course: Capstone Seminar in Criminal Justice—application included in this package) and 1/3 to take JUST F475 (existing internship). Because the course will be offered as part of the Justice Department's normal instructional load it will not require more facilities/space than ordinarily required for the delivery of the Justice curriculum.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	Capstone experience is meant to complement existing coursework.
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20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

The course does not directly impact other departments or disciplines.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

The Justice Department does not perceive this course as negatively impacting any departments or programs. The impetus for the change is to bring the department in line with the recommendations of the Curriculum Affairs Committee.

JUSTIFICATION FOR ACTION REQUESTED

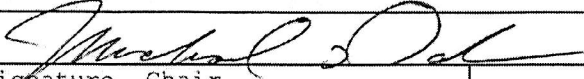
The purpose of the department and campuswide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

The Justice Department is preparing curriculum changes to its undergraduate curriculum to better comply with the following criteria adopted by the Curriculum Affairs Committee: The capstone will:

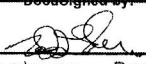
- Require that students demonstrate the appropriate skill levels in communication and (as appropriate) quantification.
- Integrate learning from major requirements.
- Guide students through a project or experience relevant to their educational goals.
- Provide a basis for evaluating student performance
- Be suitable as a potential means for assessing the major requirements

The Justice Department must balance the needs of distance students with those of the face-to-face student. By adopting three ways to satisfy the capstone experience, we believe that we satisfy the above goals.

APPROVALS: Add additional signature lines as needed.

	Date	9/3/15
Signature, Chair, Program/Department of: JUSTICE		

<i>DocuSigned by:</i> Rob Duke	Date	December 8, 2015
Signature, Chair, College/School Curriculum Council for:		

<i>DocuSigned by:</i> 	Date	December 8, 2015
Signature, Dean, College/School of:		

	Date	
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Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE		
	Date	
Signature, Chair		
Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC		
<input type="checkbox"/> Core Review <input type="checkbox"/> SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

ATTACH COMPLETE SYLLABUS (as part of this application). Note: The guidelines are online: <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.

Supplementary readings (indicate whether required or recommended) and any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but may be a convenient way to publicize this.) Faculty Senate Meeting #171:
<http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171>

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.



Course Syllabus

Course Title: Capstone: Seminar in Critical Issues in Criminal Justice (JUSTICE 490)

Course Location: [BlackBoard] **Course Session:** [Semester: Spring] **Time:** [N/A]

Instructor Name & Contact Information:

J. Robert Duke, Assistant Professor
Office located at 502C Gruening
Office Hours: [To be determined (TBD)]
Office Phone: 474-6501
jrduke@alaska.edu

Course Reading Materials:

All reading material will be provided by the instructor.

Catalog Course Description:

Justice F490 Capstone: Seminar in Critical Issues in Criminal Justice

3 Credits Offered Spring

This seminar is one of three ways to satisfy the major capstone experience. The Seminar will last for one week and the student will be required to attend sessions 8 hours a day. Topics of current interest. Candidates in standing for the BA degree in Justice will make presentations. Attendance is required on the UAF campus. (Prerequisites: Senior standing) (3 + 0).

Capstone Experience Summary:

The Justice B.A. requires a capstone experience. One option for the capstone experience is to complete a face-to-face seminar course where you will demonstrate your mastery of the material required in the Justice Major. A comprehensive exam is also part of the seminar.

Restrictions: n/a

Essential Equipment and Facilities

- A. Students must have the ability to access both the UAF website and the Blackboard portal to their class site. It is recommended that either Windows Explorer or Mozilla Fire Fox be used as their internet browser. Both are available as free downloads.

B. Class specific requirements: None

Course Goals:

- I. To ensure that students leave the program with appropriate communication skills;
- II. To integrate learning from the major requirements;
- III. Guide the students through a project relevant to their educational goals;
- IV. Provide a basis for evaluating student performance in the program; and
- V. Be a suitable means of assessing the major requirements.

Student Learning Outcomes:

By the end of the course, the student should be able to . . .

- 1. Process a basic crime scene and explain the steps of a criminal investigation;
- 2. Evaluate substance abuse and addictive processes and recommend treatment options;
- 3. Analyze case files to postulate a range of causation;
- 4. Discuss the major tenants of Virtue Ethics, Deontology, and Utilitarian Theory as these relate to practical justice problems;
- 5. Design a basic response to community and rural justice demands for Restorative Justice programs;
- 6. Discuss basic probation report considerations;
- 7. Discuss the requirements for inmate classification, care, safety, discipline, and security;
- 8. Discuss the ways that gender impacts both victimizations and offending in the justice system;
- 9. Demonstrate expertise in the relationships between the components of the justice system;
- 10. Demonstrate knowledge in basic policing problems and the administrative responses to these potential discipline problems.

Method of Instruction:

Lectures, small group discussion. This course is a semester long blended course. The beginning portion of the course focuses on building a research project that will be delivered as a presentation on the 4th day of the Face-to-Face (F2F) portion of the course. This capstone option requires the student to be present on campus for 5 days in the week between when Maymester ends and before Summer Semester begins.

Course Calendar:

Offered Spring Semester

Blended Course, online portion begins January 17th, 2017

Units are completed approximately every two weeks.

***All work is due on the last day of the segment at the end of the day (Sunday, 11:59 p.m.).**

- I. Unit 1: Finding a Topic: Jan. 17-29
 - Lecture: Topic selection
 - Conference call to discuss expectations

Revised: 1-22-16

- Concept paper due
- II. Unit 2: Searching the Literature: Jan. 30-Feb. 12
 - Lecture: How to utilize your research library and online resources.
 - List of articles/books due.
- III. Unit 3: Developing the Argument: Feb. 13-26
 - Lecture: The literature introduction
 - Black Board Collaborate Session to introduce the method of discovery advocated by the professor.
 - Annotated Bibliography Due.
- IV. Unit 4: The Argument Method: Feb. 27-Mar.12
 - Lecture: Part I: the Argument of Discovery.
 - Black Board Collaborate Session to discuss the method of discovery advocated by the professor.
 - Argument of Discovery Slides (2-3 slides) Due.

*****Spring Break*****Mar. 13-19

- V. Unit 5: Making the Advocacy Argument: Mar. 20-Apr.2
 - Lecture: Part II: the Argument of Advocacy.
 - Black Board Collaborate Session to discuss the method of discovery advocated by the professor.
 - Argument of Advocacy Slides (2-3 slides) Due.
- VI. Unit 6: Designing and Explaining the Methodology: Apr. 3-16
 - Lecture: Pulling it all together: Documenting your methodology
 - Black Board Collaborate Session to discuss describing your methodology.
 - Literature Review Slides (2-3 slides) Due.
 - Methodology Slides (2-3 slides) Due.
- VII. Unit 7: Testing the Arguments: Apr. 17-May 1
 - Lecture: Bringing the argument together—what are findings?
 - Black Board Collaborate Session to discuss how to argue findings; where do you go from here?
 - Findings, Recommendations, and Conclusions Slides (2-3 slides) Due.
- VII. Unit 8: Defending your work: May 1 to May 8
 - Lecture: What's involved in defending your work?
 - Black Board Collaborate Sessions (1 each week of the segment) to defend your work. Each student presents Thesis, Method, Findings: 30 minutes.
 - Final Power Point/Prezi Slideshow (10-15 slides) Due.

Face-to-Face portion of the course:

Practical Scenarios and Guest Evaluators:

Day 1 (May 22):

Revised: 1-22-16

Students will be assigned a crime to investigate. This includes crime scenes and investigative steps, interviews. Each group will have different suspect interview. Upon completion of the crime scene and other investigative follow up, the students will be required to analyze the more theoretical aspects of the case including case law and due process. A police officer and a prosecutor will be invited as guest evaluators (along with Justice faculty).

Using a practical case to explore skills and theory related to the following core classes:

1. JUST 125: Groups develop a crime description and suspect's background case file: from these case files, the groups speculate on substance abuse type, causation, and possible treatments. A substance abuse counselor will be invited as a guest evaluator.
2. JUST 222; JUST 251: Also from these case files, the groups speculate on theoretical causes of crime and methodologies to conduct further research.
3. JUST 300x: What are the likely remedies by the Justice system? What are the ethical implications of these remedies? Probation officer(s) will be invited as guest evaluators.

Day 2 (May 23):

Continuing the use of a practical case to explore skills and theory related to the following core classes:

4. JUST 340: What are alternatives to the typical vertical justice remedies? How would you accomplish a circle sentencing? Role play and/or Guest Speakers. A member of the Defense Bar, or an attorney from the public defender's office will be invited as a guest evaluator.
5. JUST 310: Corrections aspect of the case study. A correctional officer will be invited as a guest evaluator.
6. JUST 358: Case study utilizing juvenile crime. Case study handling youth court or other alternative justice method of handling offender. A juvenile probation officer will be invited as a guest evaluator.

Day 3 (May 24):

Continuing the use of a practical case to explore skills and theory related to the following core classes:

7. JUST 335: Gender aspects of justice system. Domestic violence and/or rape crisis professionals will be invited as guest evaluators.
8. Just 110: What are the Administrative of Justice systems that will be used and how do they interact?
9. JUST 352/JUST 354: What are the criminal law and procedural law issues that must be considered?
10. JUST 345: Police and power aspects of the justice system. How do we handle this aspect of the case? What management systems can we improve to better control the negative aspects of power?

Police managers and prosecutors will be invited as guest evaluators.

Revised: 1-22-16

Day 4 (May 25): Presentations:

Students will present their research project from the online portion of the semester.

Day 5 (May 26):

Senior comprehensive exam.

Multiple choice as administered each year.

Five essay questions on core courses:

1. Administration of Justice system:
2. Substance Abuse:
3. Theory and Research:
4. Corrections:
5. Ethics:

Semester Ends: TBD

COURSE POLICIES

The Justice Faculty trusts that you are familiar with the expected conduct of being a university student, with the honor code for students, and the understanding that plagiarism is not tolerated. While you can certainly collaborate with others, you are to maintain academic integrity of turning in your own original work, cite appropriately those ideas and materials that are not yours, and avoid plagiarism. Failing to do so can result in your failing the course or possible further disciplinary action. (Refer the UAF catalog: http://www.uaf.edu/catalog/catalog_09-10/academics/regs3.html#Student_Conduct.)

Feel free to ask questions. That is how people learn the most. If there is anything that is not easy to understand, you may not be the only one. It is my job to make the explanations understandable and accurate.

Participation

The Justice Faculty expects students to participate in each practical problem, presentation of group solutions, and interacting with faculty and guest evaluators.

Revised: 1-22-16

Late Work Policy

Late work is not accepted. Please keep track of the due dates.

Academic Integrity

As described by UAF, scholastic dishonesty constitutes a violation of the university rules and regulations and is punishable according to the procedures outlined by UAF. Scholastic dishonesty includes, but is not limited to: plagiarism, and collusion. Cheating includes providing answers to or taking answers from another student. Plagiarism includes use of another author's words or arguments without attribution. Collusion includes unauthorized collaboration with another person in preparing written work for fulfillment of any course requirement. Scholastic dishonesty is punishable by removal from the course and a grade of "F." For more information go to Student Code of Conduct.

(http://www.uaf.edu/catalog/catalog_08-09/academics/regs3.html#Student_Conduct)

HOW TO CHECK YOUR GRADE

Check your grade by clicking on the 'My Grades' link in the left side menu of the Blackboard course shell. A green icon indicates that the assignment has not been graded. Please read all instructor feedback provided on graded assignments.

EXPLANATION OF W, NB, I GRADES

Withdrawals

Successful, Timely Completion of this Course Starting and establishing your progress through this course early can help to encourage your successful completion of the course. Students who fail to attend the first day of the class without making arrangements with the lead faculty member may be dropped from the class.

No Basis Grades

This course adheres to the UAF eLearning procedure regarding the granting of NB Grades The NB grade is for use only in situations in which the instructor has No Basis upon which to assign a grade. In general, the NB grade will not be granted.

Incompletes

Revised: 1-22-16

Your Justice Faculty follows the University of Alaska Fairbanks Incomplete Grade Policy.

“The letter “I” (Incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student’s control, such as sickness, he has not been able to complete the course during the regular semester. Negligence or indifference are not acceptable reasons for an “I” grade.”

INSTRUCTOR RESPONSE TIME

Assignment Return: 1 working days

Email/Phone Response: 24 hours M-F

Evaluation:

Student Performance Requirements:

Students are expected to:

1. Be present in class every day F2F; and, be present in BlackBoard Callaborate Sessions (may also participate in an asynchronous manner);
2. Actively participate;
4. Deliver a project as a F2F presentation (see rubric below);
5. Complete the comprehensive exam (see rubric below); and
6. Complete all other assignments in a timely manner.

Attendance:

Students are expected to attend the face-to-face course. Grading based upon attendance and participation with the instructor(s) when called upon. Failure to attend each day may result in the student being dropped from the class.

Course Grading:

Letter Grade.

Graded Components:

Attendance and Participation: 10% 50 points
Revised: 1-22-16

PowerPoint Slides:	20%	100 points
Presentation:	30%	150 points
<u>Exam:</u>	<u>40%</u>	<u>200 points</u>
Total:		500 points

Grades awarded according to the following percentages:

A—90-100%

B—80-89%

C—70-79%

D—55-69%

F—less than 55%

A C- grade (70-72.9%) is the minimum grade that baccalaureate students may receive for courses to count toward the major or minor degree requirements, or as a prerequisite for another course.

SUPPORT SERVICES

UAF Student Services helps students with registration and course schedules, provides information about lessons and student records, assists with the examination process (no exam in this course), and answers general questions. Our Academic Advisor can help students communicate with instructors, locate helpful resources, and maximize their learning experience.

Email:

trio.sss@alaska.edu

Campus:

UAF Main Campus

Revised: 1-22-16

Office:

514 GRUE

Phone:

+1 907 474 6844

Website:

<http://www.uaf.edu/sss/>

UAF Help Desk

Click here <http://www.alaska.edu/oit/> to see about current network outages and news.

Reach the Help Desk at:

Email:

helpdesk@alaska.edu

Campus:

UAF Main Campus

Office:

103 Butro

Phone:

Phone in the Fairbanks area is 450-8300 and outside of Fairbanks is 1-800-478-8226

Website:

<http://www.uaf.edu/OIT/>

Students with Disabilities –

Please note Disability Services provide a variety of services to ensure equal access for all students. Interpreting services, educational assistance, note taking, and exam accommodations for students are the most frequently provided accommodations. The staff of Disability Services works with faculty and students in arranging appropriate services in the classroom. Questions should be directed to the Director of Disability Services at (907)474-5655.

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UAF Office of Disability Services

Whitaker Building, Room 208

Phone: (907) 474-5655

TTY: (907) 474-1827

Fax: (907) 474-5688

Disability Services E-mail: uaf-disabilityservices@alaska.edu

Rubrics:

PRESENTATION RUBRIC

25% each	Excellent	Good	Satisfactory	Unacceptable
Organization	90-100%	80-89%	60-79%	Less than 59%
<input type="checkbox"/> Introduction and closing <input type="checkbox"/> Evidence of preparation. <input type="checkbox"/> Appropriate application of aids, etc.	<input checked="" type="checkbox"/> Clear thesis and argument support in intro/closing <input checked="" type="checkbox"/> Delivery flawless <input checked="" type="checkbox"/> Uses support	<input type="checkbox"/> Clear topic conveyed in intro/closing <input type="checkbox"/> Good presence but some	<input type="checkbox"/> Intro and closing present <input type="checkbox"/> Grace under fire	<input type="checkbox"/> Disorganized intro/closing <input type="checkbox"/> Time to call Heart Attack hotline

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	material to advance arguments	flaws.		
Communication				
<input type="checkbox"/> Speaking <input type="checkbox"/> Grammar/Word Choices <input type="checkbox"/> Evidence of Practice <input type="checkbox"/> Body language and eye contact	<input type="checkbox"/> Speaks clearly <input type="checkbox"/> Uses excellent grammar and appropriate word choices. <input type="checkbox"/> Shows strong evidence of practice (note cards) <input type="checkbox"/> Uses proper body language and eye contact	<input type="checkbox"/> Mostly speaks clearly <input type="checkbox"/> Mostly uses correct Grammar/Word Choices <input type="checkbox"/> Evidence of Practice <input type="checkbox"/> Body language and eye contact	<input type="checkbox"/> Audience sometimes strains to hear <input type="checkbox"/> Needs improvement <input type="checkbox"/> Needed more practice <input type="checkbox"/> Needs improvement	<input type="checkbox"/> Audience cannot understand speaker <input type="checkbox"/> No evidence of Practice
Content				
<input type="checkbox"/> Information in presentation <input type="checkbox"/> Handout(s)	<input type="checkbox"/> All info covered <input type="checkbox"/> Clear and concise handout	<input type="checkbox"/> Covers info <input type="checkbox"/> Good handout	<input type="checkbox"/> Some info covered presentation <input type="checkbox"/> No handout but clear slides	<input type="checkbox"/> Inadequate info <input type="checkbox"/> No handouts and slides inadequate
(PowerPoint or Poster)				
<input type="checkbox"/> Neatness/Proofread <input type="checkbox"/> Creativity <input type="checkbox"/> Evidence of time and effort	<input type="checkbox"/> Impeccable Neatness/Proofread <input type="checkbox"/> Creative and Innovative Application of research <input type="checkbox"/> Represents a significant	<input type="checkbox"/> Neat/mostly error free <input type="checkbox"/> Some insight evident <input type="checkbox"/> Clear indication of effort	<input type="checkbox"/> Some errors <input type="checkbox"/> Acceptable level of thought <input type="checkbox"/> Needs some work	<input type="checkbox"/> More errors than not <input type="checkbox"/> Little evidence of thought <input type="checkbox"/> Haphazard in appearance

	amount of time and effort			e
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TOTAL: _____

Writing Rubric:

	Excellent	Good	Satisfactory	Unacceptable
25% each	90-100%	80-89%	60-79%	59% or less
Content accuracy	All content accurate.	Most content accurate.	Content is generally accurate.	Content is confusing or contains errors.
Written, Organization, Communication	Very clear communication.	Effective communication.	Lacks some clarity.	Does not clearly communicate.
Applied Theory	Consistent application of theory to practice.	Often applies theory to practice.	Sometimes applies theory to practice.	Rarely or never applies theory to practice.

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<p>Formatting, Integrity</p>	<p>Acknowledges work of others (Last Name/Year). Accurate formatting.</p>	<p>Acknowledges work of others (Last name). Some minor errors in formatting.</p>	<p>Refers to work of others (theory names), but author last names omitted. Frequent errors in formatting.</p>	<p>Does not give adequate acknowledgement to the work of others (missing theory names/author names). Format is not recognizable : APA, MLA, or Chicago.</p>
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TOTAL: _____