

Cover Sheet: Request 13535

SPA3XXX Deaf Culture in America

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Candice Vogtle cvogtle@ufl.edu
Created	1/24/2019 12:39:47 PM
Updated	4/9/2019 4:16:28 PM
Description of request	Provides an overview of the lives and experiences of deaf and hard of hearing persons and examines the reasons why many deaf people consider themselves to belong to a unique cultural group. Discussions focus on deaf communities and cultures, signed languages, education, accessibility, literature, and other issues.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHP - Speech, Language, and Hearing Sciences 313306000	Lori Altmann		1/24/2019
No document changes					
College	Recycled	PHP - College of Public Health and Health Professions	Stephanie Hanson	Please modify language in make up section to reflect how you will manage students who miss discussion posts for excused reasons.	2/4/2019
No document changes					
Department	Approved	PHP - Speech, Language, and Hearing Sciences 313306000	Lori Altmann	I have added the following line at the bottom of page 4 to the top of pag 5: If the student cannot accommodate this deadline due to an excused absence, the student should contact the instructor for an extension. It is signalled in Track Changes. I will be available in person today and Monday 3/18, and then be email through 3/21.--Lori	3/15/2019
No document changes					
College	Approved	PHP - College of Public Health and Health Professions	Stephanie Hanson		3/15/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/15/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					

Step	Status	Group	User	Comment	Updated
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 13535

Info

Request: SPA3XXX Deaf Culture in America

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Submitter: Candice Vogtle cvogtle@ufl.edu

Created: 4/9/2019 4:13:57 PM

Form version: 3

Responses

Recommended Prefix SPA

Course Level 3

Number XXX

Category of Instruction Intermediate

Lab Code None

Course Title Deaf Culture in America

Transcript Title Deaf Culture in Amer.

Degree Type Baccalaureate

Delivery Method(s) Online

Co-Listing No

Co-Listing Explanation NA

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Provides an overview of the lives and experiences of deaf and hard of hearing persons and examines the reasons why many deaf people consider themselves to belong to a unique cultural group. Discussions focus on deaf communities and cultures, signed languages, education, accessibility, literature, and other issues.

Prerequisites None

Co-requisites None

Rationale and Placement in Curriculum Deaf Culture in America is an exploration of Deaf World and its communities and cultures, signed languages, education, accessibility, literature, and key issues. The course provides an overview of the lives and experiences of deaf and hard of hearing persons and examines the reasons why many deaf people consider themselves to belong to a unique cultural group. Students in health sciences and education, in particular, will be tasked with working with this unique population during their career. Having an overall understanding of this culture will help them better serve that population.

Course Objectives 1. Identify and discuss the major historical eras, events, and figures in the Deaf Community that continue to impact Deaf culture.

2. Analyze contemporary issues in the Deaf World, and examine their impact on Deaf culture.

3. Explore how various Deaf subgroups interact with and impact the greater Deaf community.

4. Compare and contrast the social expectations and attitudes in hearing culture in the U.S. versus those in deaf culture that may impact how deaf and hard of hearing individuals are perceived.

5. Analyze how the products of Deaf culture reflect the shared experiences and perspectives of Deaf

people.

Course Textbook(s) and/or Other Assigned Reading Introduction to American Deaf Culture, Thomas K. Holcomb, Oxford University Press, 2013, ISBN 978-0-19-977754-9

You will also be required to view various videos, such as: History Through Deaf Eyes, For a Deaf Son, Audism Unveiled, My Third Eye, See What I Mean, and See What I'm Saying. These are available either through a direct link on Canvas or through www.dcmp.org (free registration required).

Weekly Schedule of Topics	Week	Topic(s)	Readings and Viewings
1	Orientation and Introductions		
1st internet search due			
2	Culture and Deaf People	read Ch.1, 2, 3, view "History through Deaf Eyes"	
3	Deafhood		
2nd internet search due read Ch. 4			
4	Deaf Culture - traditional	read Ch. 5, view "For A Deaf Son"	
5	Deaf Culture – redefined		
3rd internet search due read Ch. 6			
6	American Sign Language	read Ch. 7, view "Audism Unveiled"	
7	Deaf and ASL Literature		
4th internet search due read Ch. 8			
8	Deaf Art	read Ch. 9, view "My Third Eye"	
Spring Break			
9	De'VIA		
5th internet search due read Ch. 9			
10	Deaf Community	read Ch. 10	
11	Social Interactions	read Ch. 11 views "See What I Mean"	
12	Culture and Disability	read Ch. 12	
13	Diversity	read Ch. 13 views "See What I'm Saying"	
14	Deaf Experiences, PowerPoint Projects		
Deaf culture project due read Ch. 14,			
15	The Future		
Reflective Paper due read Ch. 15			

Links and Policies <https://iss.at.ufl.edu/help.shtml>
<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>
<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>
<https://evaluations.ufl.edu>
<https://evaluations.ufl.edu/results/>
<http://www.dso.ufl.edu>
<http://www.counseling.ufl.edu>
<http://www.umatter.ufl.edu/>
<https://shcc.ufl.edu/>
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Grading Scheme Requirement

Points each (total) % of final grade

10 Weekly discussions 4 (4x10=40)

20

15 Weekly online Chats 2 (2x15=30) 15

5 Internet Searches 8 (8x5=40)

20

Deaf Culture Project 60

30

Reflective Paper 30

15

Total points 200 points

100%

(Extra Credit Activity) (up to 10 points ($\leq 5\%$))

Instructor(s) Stephen Joseph Hardy, II

University of Florida
College of Public Health & Health Professions Syllabus
SPA 3XXX: Deaf Culture in America (3 credits)
 Spring 2020
 Delivery Format: Online

Instructor Name: Stephen Joseph Hardy, II
Phone Number: 352-642-8632
Email Address: sjhardy@phttp.ufl.edu
Preferred Course Communications: Canvas email or UFL email
Office hours: TBD

Prerequisites: PSY 2012, ASL 1110, or permission of the instructor

PURPOSE AND OUTCOME

Course Overview

Provides an overview of the lives and experiences of deaf and hard of hearing persons and examines the reasons why many deaf people consider themselves to belong to a unique cultural group. Discussions focus on deaf communities and cultures, signed languages, education, accessibility, literature, and other issues.

Relation to Program Outcomes (from the Council on Academic Programs, of the American Speech, Language, and Hearing Association guidelines for academic programs)

Standard #	Standard
IV-a7	Effects of hearing loss on communication and educational, vocational, social, and psychological functioning
IV-a17	American Sign Language and other visual communication systems
IV-a27	Use of interpreters and translators for both spoken and visual communication
IV-c11	Referring to other professions, agencies, and/or consumer organizations
IV-e1	Educating and advocating for communication needs of all individuals that may include advocating for the programmatic needs, rights, and funding of services for those with hearing loss, other auditory dysfunction, or vestibular disorders
IV-e2	Consulting about accessibility for persons with hearing loss and other auditory dysfunction in public and private buildings, programs, and services
IV-e3	Identifying underserved populations and promoting access to care

Course Objectives and/or Goals

1. Identify and discuss the major historical eras, events, and figures in the Deaf Community that continue to impact Deaf culture.
2. Analyze contemporary issues in the Deaf World, and examine their impact on Deaf culture.
3. Explore how various Deaf subgroups interact with and impact the greater Deaf community.

4. Compare and contrast the social expectations and attitudes in hearing culture in the U.S. versus those in deaf culture that may impact how deaf and hard of hearing individuals are perceived.
5. Analyze how the products of Deaf culture reflect the shared experiences and perspectives of Deaf people.

Instructional Methods

Since this is a fully online course, a combination of methods is used to encourage analytical learning and participation, including posts and discussions of: textbook readings, videos, and websites, as well as weekly live video chats, a PowerPoint project, and other activities.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings and Viewings
1	1-10-19	Orientation and Introductions 1 st internet search due	
2	1-17-19	Culture and Deaf People	read Ch.1, 2, 3, view "History through Deaf Eyes"
3	1-24-19	Deafhood 2 nd internet search due	read Ch. 4
4	1-31-19	Deaf Culture - traditional	read Ch. 5, view "For A Deaf Son"
5	2-7-19	Deaf Culture – redefined 3 rd internet search due	read Ch. 6
6	2-14-19	American Sign Language	read Ch. 7, view "Audism Unveiled"
7	2-21-19	Deaf and ASL Literature 4 th internet search due	read Ch. 8
8	2-28-19	Deaf Art	read Ch. 9, view "My Third Eye"
		Spring Break	
9	3-14-19	De'VIA 5 th internet search due	read Ch. 9
10	3-21-19	Deaf Community	read Ch. 10
11	3-28-19	Social Interactions	read Ch. 11 views "See What I Mean"
12	4-4-19	Culture and Disability	read Ch. 12
13	4-11-19	Diversity	read Ch. 13 views "See What I'm Saying"
14	4-18-19	Deaf Experiences, PowerPoint Projects Deaf culture project due	read Ch. 14,
15	4-24-19	The Future Reflective Paper due	read Ch. 15

Course Materials and Technology

Required textbook: Introduction to American Deaf Culture, Thomas K. Holcomb, Oxford University Press, 2013, ISBN 978-0-19-977754-9

You will also be required to view various videos, such as: History Through Deaf Eyes, For a Deaf Son, Audism Unveiled, My Third Eye, See What I Mean, and See What I'm Saying. These are available either through a direct link on Canvas or through www.dcmp.org (free registration required).

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments

10 Weekly discussions: Weekly discussion board postings on films viewed and book chapters read will be due **before** the chat each week. You must also post a substantive response to someone else's post to get full credit. (4 points each)

15 Weekly Online Chats: Chats will be held for one hour every week at an assigned day and time where attendance is *mandatory*. Any missed chat session must be viewed with a summary report sent via email to the professor within 48 hours of the chat to receive credit. The live and recorded chats contain visual and audio discussion, and are captioned to ensure full accessibility. (2 points each)

5 Internet searches: For each, you will locate 4 satisfactorily-informative URLs and produce a two-page annotated report covering the content which will be posted online. These are to be posted before the weekly discussions as assigned. (8 points each)

Reflective paper: Using your class experiences, readings, Internet searches, and films as starting points, explore the topic of Deaf people as a cultural group/linguistic minority. Develop a short (at least 5 pages) essay reflecting how your view of deafness has changed as a result of your experiences in this course. Include relevant references from your readings, viewings, and research to reinforce your insights, reflections, and observations. There should be at least 5 different references with in-text citations (APA format). (15 points)

Deaf Culture Project: Design a campus or community activity that focuses on an aspect of the Deaf experience that could be improved through awareness, accessibility, ally advocacy, and actions. Provide suggestions for financial and/or organizational support, figure out the logistics and action plan, and prepare a PowerPoint for presentation. This can be done alone, or in a small group depending on your interests. It should not be audiologically oriented but rather culturally oriented. This must be capable of being implemented in the following semesters in cooperation with ASL classes, Signing Gators or other ASL Clubs, SAA (Student Academy of Audiology), or other student clubs, or with local Deaf- or ASL-related organizations. The presentations are to be recorded ahead of time with both PowerPoint and video followed by postings of Power Points for student responses. (30 points)

Extra Credit Activity: Attend significant Deaf Events in the community or state, and submit a reaction paper describing the event and your participation and interactions at the event. Each event should be about 2 hours long. Special attention should be paid to Deaf cultural norms noticed. A substitute assignment can be arranged with the professor for those who live far from a significant Deaf community. Up to 5 points will be awarded for each paper submitted. Papers should be typed, double-spaced, and two pages long. No more than two papers can be submitted for extra credit (for a total of 10 points), regardless of how many events you attend.

Grading

Requirement	Due date	Points each (total)	% of final grade
10 Weekly discussions	Thursdays	4 (4x10=40)	20
15 Weekly online Chats	Thursdays	2 (2x15=30)	15
5 Internet Searches	1-10, 1-24, 2-7, 2-21, 3-14	8 (8x5=40)	20
Deaf Culture Project	4-18-19	60	30
Reflective Paper	4-24-19	30	15
	Total points	200 points	100%
(Extra Credit Activity)	(4-24-19)	(up to 10 points	(<=5%)

Points earned	200-186	185-180	179-174	173-166	165-160	159-154	153-144	143-134	133-124	>124
Percentage Earned	93-100	90-92	87-89	86-83	80-82	79-77	76-72	71-67	66-62	>62
Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	E

Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	E
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Rubrics

See attachments at the end, which will also be posted on Canvas

Policy Related to Make up Exams or Other Work

Discussion posts cannot be made up. Chat summaries emailed more than 48 hours after the beginning of the chat will not receive credit. If the student cannot accommodate this deadline due to

an excused absence, the student should contact the instructor for an extension. Other assignments will be docked 10% of their grade for every 24 hours (not production-rated) that they are late.

Please note: For requests for make-ups due to emergencies, including technical problems, you MUST e-mail me before the due date, if you wish to request a make-up.

Policy Related to Required Class Attendance

See statement about class attendance above. If you know in advance you will be unable to complete an assignment on time, alert the professor in advance to set up accommodations. All faculty is bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Attendance and participation at the weekly video chats are mandatory. Adherence to due date's deadlines is expected.

Communication Guidelines

All written communications are expected to be at the academic level and respectful. Refer to the UF guidelines link below.

<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their website for more information: <http://www.counseling.ufl.edu>. Online and in-person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the website at <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

SPA 3XXX Deaf Culture in America

Rubrics

Discussion Posts – (each is worth 4 points)

	4 points	3 points	2 points
Original Response to Prompt (content 3 points)	Excellent work Student provides a thoughtful reflection and critical analysis of the topic. Each question answered completely. Substantive comment on another's post.	Standard work Student provides either a thoughtful reflection or analysis of the prompt's topic but not both. Question answers vary in quality. Comment on another's post is not substantive.	Needs Improvement The student does not include a personal reflection nor do they focus their analysis on the main topic of the prompt. Question answers missing. No comment on anyone else's post.
Original Response to Prompt (communication of ideas/ grammar, length) 1 point.	Excellent work Student clearly communicates their ideas and uses proper grammar and spelling, using well-developed paragraphs	Standard work Student's message is mostly clear but there are multiple grammar or spelling errors which make understanding difficult. Paragraph length answers vary.	Needs Improvement Multiple grammar or spelling errors lead to poor communication of ideas. Paragraphs too short.

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Internet Search Paper Rubric (each is worth 8 points)

For all 5 Internet searches, you are to follow up on the films shown and book chapters read on topics, events, products, people, or other things that have occurred since the film and book productions, Write a two-page doubled-space annotation with a global overview report with at least 4 satisfactorily informative URLs (half page each site) to be posted online. This means a page, an article, blog or other single items are not acceptable because they are a single focus, could become outdated, and can have future broken links whereas full websites are dynamic. Full URLs are to be given for each site explored. They could be using websites for future referral (other than the ones already posted by Ashton as resources). These are to be posted before the weekly discussions as assigned. It is 10 points each for a total of 50 points which is 20% of the final grade.

Annotation with a global overview means offering critique and analysis of the website including its layout and graphics, navigation ease, useful hyperlinks inside and outside the site, and depth and breadth of information. That's the technical part. Then the learning part is what you learned overall from the website and how it changes or improves your understanding of Deaf community, culture and/or language including expanding upon information learned from assigned chapters and films. Sites visited should be based on the chapters, films, discussions, chats covered in that time period. Both sections are one-half of a double-space page for each website.

Criteria	Excellent – 2	Good - 1	Unacceptable - 0
URL (2 pts.)	Appropriate “rich” site with a wealth of information	appropriate site but less extensive	inappropriate or not a full site
Technical (2 pts.)	clear and complete discussion of the layout and graphics, navigation ease, useful hyperlinks inside and outside the site, and depth and breadth of information	basic discussion	minimal or missing part of the discussion
Content (2 pts.)	clear and complete discussion of new information learned affects the understanding of Deaf culture/community, related to course materials	basic discussion	minimal or missing part of the discussion
Writing (2 pts.)	generally free from errors in writing mechanics	may have a few noticeable errors but still clear	many errors that do affect comprehension

Reflective Paper Rubric

Criterion 30 points	Standard
<p><i>Responsiveness to Topic</i></p> <p>Score /5</p>	<p>5 – clearly addresses the topic and responds effectively to all aspects of the assignment;</p> <p>4 – clearly address the topic, but may respond to some aspects of the assignment more effectively than others</p> <p>3 – addresses the topic, but may slight some aspects of the topic</p> <p>2 – indicates confusion about the topic or neglects important aspects of the assignment</p> <p>1 – suggests an inability to comprehend the assignment or to respond meaningfully to the topic</p>
<p>Communication of Ideas</p> <p><i>Score</i> /5</p>	<p>5 – explores the issues showing thorough comprehension of course materials; goes beyond the obvious</p> <p>4 – shows some depth and complexity of thought</p> <p>3 – may treat the topic simplistically or repetitively; doesn't demonstrate sufficient comprehension of course materials</p> <p>2 – lacks focus, demonstrates confused or simplistic thinking, or fails to communicate ideas</p> <p>1 – is unfocused, illogical, incoherent or disorganized</p>
<p>Organization</p> <p><i>Score</i> /5</p>	<p>5 – is coherently organized, with ideas supported by apt reasons and examples</p> <p>4 – is well organized and developed with appropriate reasons and examples</p> <p>3 – is adequately organized and developed, generally supporting ideas with reasons and examples</p> <p>2 – is poorly organized and/or undeveloped; lacks support from course materials</p> <p>1 – is undeveloped; provides little or no relevant support</p>
<p>Control of Mechanics, Sentence Structure, Grammar, Spelling</p> <p><i>Score</i> /5</p>	<p>5 – is free of errors, and shows advanced, correct usage and grammar</p> <p>4 – is generally free from errors in mechanics, usage, and sentence structure</p> <p>3 – may have a few errors in mechanics, usage, and sentence structure</p> <p>2 – may have some errors, but generally demonstrates control of mechanics, usage, and sentence structure</p> <p>1 – is marred by an accumulation of errors in mechanics, usage, and sentence structure</p> <p>0 – has serious and persistent errors in word choice, mechanics, usage, and sentence structure</p>
<p>Citations, References and Page Count</p> <p><i>Score</i> /5</p>	<p>5– all minimums met (4-6 pages, 6 different citations and references)</p> <p>3– some minimums not met</p> <p>0 – all minimums not met</p>

Deaf Culture in America PowerPoint Project (total 40 points)

Create a campus or community activity that focuses on an aspect of Deaf community lives that could be improved through awareness, accessibility, ally advocacy, and actions. Conduct Internet and library research, provide suggestions for financial and/or organizational support, figure out the logistics and action plan, and prepare a PowerPoint for presentation with at least 6 slides. This can be done solo, dual, or small group depending on your interests. It should not be audiologically oriented but rather culturally oriented. This should be capable of being implemented in the following semesters in cooperation with ASL classes, Signing Gators or other ASL clubs, SAA (Student Academy of Audiology) or other student major clubs, or with local Deaf or ASL related organizations or schools. The presentations are to be done with PowerPoint and video recorded and uploaded. PowerPoint is to be posted in the discussion for student responses. It is 50 points which are 15% of the final grade.

Criterion	Excellent	Good	Acceptable	Unacceptable
Project details 30 points	all aspects included in full detail – research, support, logistics, and action plan (30)	all aspects included in basic details (26)	all or some aspects included without enough details (22)	all or some aspects minimal or missing (0-20)
Project Viability 10 points	appropriate and feasible for easy implementation (10)	appropriate and feasible for implementation (9)	appropriate and feasible but difficult implementation (7)	not appropriate and/or feasible (0-6)
PowerPoint quality 10 points	at least 6 slides well-organized with appropriate graphics and layout (10)	at least 6 slides organized with appropriate graphics and layout (9)	minimal or missing information on slides (7)	less than minimal information or missing slides (0-6)
Presentation quality 10 points	well-organized presentation of highlights of the project with explanations and background information, recording has clear visual and audio, captioning or transcript provided (10)	an organized presentation of highlights of the project with explanations and background information, recording has clear visual and audio, captioning or transcript provided (9)	poorly organized presentation of highlights of the project with explanations and background information, recording visual and audio is mostly clear, captioning or transcript provided (7)	minimal or missing organization presentation of highlights of the project with explanations and background information, recording has unclear visual and audio, captioning or transcript incomplete or missing (0-6)