EDU 610 – Child and Family Studies Capstone SPRING 2019
ADVISOR – Mrs. Diana Reed
313 Old Main
724-946-3207

EDU 610 is a guided course provided as a capstone experience for the major in Child and Family Studies. Students will devote approximately 140 hours in a chosen field placement during the semester, gaining experience in a facility or agency related to the major. Related assignments are aligned to the field experience.

Course Outcomes
The following are the stated outcomes and expectations for students completing EDU 610. The student will be able to:

1) effectively communicate with and convey information in oral, written and electronic formats to individuals and groups in practicums and internships;

2) identify the skills, attitudes, and values necessary for working in the chosen Child and Family Studies specialty (e.g. Education Assistant, Human Service Worker, Early Childhood Education);

3) articulate the steps necessary in making the transition from student to practitioner;

4) demonstrate ethical conduct and apply legal principles commensurate with the Child and Family Studies major;

5) synthesize theories from Psychology, Sociology, and Educational research;

6) recognize diverse social and cultural contexts and their impact on self-awareness and self-perspective.

Course Activities

During the semester prior to the capstone course, the student will contact and secure a field position in an organization associated with Child and Family Studies. An assigned field supervisor will be apprised of the goals of the student, oversee 140 placement hours and will provide a mid-term and a final evaluation. The college instructor will conduct observational visits, meet with the student at regular intervals during the semester, provide written/verbal feedback and grades based on the field placement assessment and assignment submissions. The syllabus will outline expectations and evaluation for the four (4) credit course. Field placements may include, but are not limited to the following:

- Private, parochial school, or charter school (any school environment that does not require certification)
- Behavioral health agency
- Family Support Worker in a Head Start facility
Child Care Center  
Early Intervention  
Hospital setting with a Child Life Specialist  
Social service agency with a Family Caseworker  
Drug and Alcohol Rehabilitation Center with an Adolescent Alcohol and Abuse Counselor  
Business Facility with a Career Counselor  
Human Service, church or health care organizations  
Senior Community Center

**Course Expectations**

1. At the beginning of the semester the student will attend an introductory meeting with the course instructor. Expectations will be discussed and an overview of course requirements will be covered.

2. The student must work with all Westminster College instructors to plan out weekly hours and activities for the internship portion of this course. Remember, this field experience is an academic effort. It is an internship in which the student receives a grade and college credit. It is required for the major.

3. After each week of internship participation, the student is required to submit a log detailing the experiences during the field placement. Please see format of the weekly log.

4. The student will meet with the course instructor during the semester on mutually agreed upon times, either on-site or in the office to discuss the semester plan, journal entries, and internship project.

5. All assignments will be completed on time and in an honest and comprehensive fashion (see Academic Honesty Guidelines). Five points will be deducted for every day an assignment is late. It is expected that all assignments contain correct spelling, sentence structure, composition and grammar. Any assignment submitted after two weeks from submission date will not be accepted.

**Mindfulness**

The School of Education is also committed to learning and teaching mindfulness during your internship programs as you may see fit. You will be practicing mindfulness activities in seminars as well as learning strategies to teach to others. Here is a summary of benefits:

**Attention**

Strengthens our "mental muscle" for bringing focus back where we want it, when we want it.

**Emotional Regulation**

Observing our emotions helps us recognize when they occur, to see their transient nature, and to change how we respond to them.

**Adaptability**

Becoming aware of our patterns enables us to gradually change habitual behaviors wisely.
Compassion
Awareness of our own thoughts, emotions, and senses grows our understanding of what other people are experiencing.

Calming
Breathing and other mindfulness practices relax the body and mind, giving access to peace independent of external circumstances.

Resilience
Seeing things objectively reduces the amount of narrative we add to the world's natural ups and downs, giving us greater balance.

http://www.mindfulschools.org/about-mindfulness/research/

Academic Success Center
Wondering how to better tackle your reading assignments? Looking for new ways to prepare for your tests? Worried about keeping up in all of your classes? Afraid to ask for help? You’re not the first Westminster College student to have these issues on your mind!

The Academic Success Center can help you with free academic support, including drop-in tutoring hours and individual tutoring for specific subjects, as well as individualized academic consultations to help you with goal setting, time management, note-taking, reading strategies and other skills that will help you reach your academic goals.

Located on the fourth floor of Thompson-Clark Hall, the center also offers rooms for individual or group studying on a first-come, first-serve basis until 10 p.m. every night. For more information, visit www.westminster.edu/academics/learning-center/index.cfm, or contact Coordinator Jessica Shelenberger by visiting TC 412, by emailing shelenjp@westminster.edu or by calling (724) 946-6700.

Disability Services and Resources

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact, within the first two weeks of the term, both your instructor and the director of Disability Resource Services, Mrs. Faith Craig, 209 Thompson-Clark Hall, 724-946-7192.
## Assignments

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Brief Description</th>
<th>Outcomes Met</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Plan Log #1</td>
<td>At the beginning of the semester, each student enrolled in this class meets with an approved onsite supervisor and develops a plan for where and what they will do during the semester. Log #1 is a written plan detailing the tasks and expectations. 1-2 pages, typed and double spaced. This first meeting is an excellent time to inquire and brainstorm about a project you will conduct during the internship.</td>
<td>1, 5</td>
<td>25</td>
</tr>
<tr>
<td>Weekly Log Entries #2-7</td>
<td>The student will complete one-two page log entries (see assignment description) confirming his/her internship participation and providing in-depth reflection.</td>
<td>1-6</td>
<td>25 each</td>
</tr>
<tr>
<td>Seminars Huey Conference Room</td>
<td>All seminars are required. Students will be expected to participate with thoughtful comments. Often articles will be shared prior to the seminar. Be prepared to connect your newly learned insights to the topic of the day.</td>
<td>1-6</td>
<td>10 total for participation during the semester</td>
</tr>
</tbody>
</table>

Due: 1/25/18 11:30 pm dropbox

**WEDNESDAYS 2:15 – 3:30 PM**

1/16, 1/30, 2/20, 3/6, 3/27, 4/10, 5/1
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor Report (submitted by Supervisors only)</td>
<td>An evaluation will be completed by the field placement supervisor at the middle and end of the semester.</td>
<td>3,6</td>
<td>25 each/50 total points</td>
</tr>
<tr>
<td>Project Proposal</td>
<td>This is a one-two page written proposal outlining the project the student will carry out during the semester.</td>
<td>1/30/19</td>
<td>50</td>
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<tr>
<td>Resume Update</td>
<td>The student will add the experience of the semester and the responsibilities and accomplishments to his/her resume. <strong>Strong suggestion: Make an appointment with the Career Center for personalized help</strong></td>
<td>3/6/19</td>
<td>50</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>The student will complete a review of literature which will provide a list of excellent articles within a particular area of research that aligns with the field work component of the course. The sources will be well summarized. This will included 10 excellent, peer-reviewed articles, 3-4 pages, typed and double spaced, citations in APA style manuscript.</td>
<td>3/27/19</td>
<td>50</td>
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<tr>
<td>URAC</td>
<td>Required Attendance – attend one presentation from education, one from psychology and one from sociology. Summarize in your journal.</td>
<td>4/24/19</td>
<td>5,6</td>
</tr>
<tr>
<td>Final experience-based Project Presentation</td>
<td>This is a final presentation and a means for the student to show-case the learning acquired during the internship. The student will also describe the project that was conducted.</td>
<td>5/1/19 Presentation Day at seminar</td>
<td>1-6 200</td>
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<td>2:15 – 4:15 PM</td>
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<td>1-6</td>
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<td>Final individual meeting</td>
<td>This will be an opportunity which will serve as a practice interview. You will be asked about your field experience as well as summary points from your presentation. Dress is professional.</td>
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<tr>
<td>5/7/19</td>
<td>1:30 – 3:30 PM</td>
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</table>

**Grading Scale:**
- A = 93 to 100% of all possible points
- A- = 90 to 92.99%
- B+ = 87 to 89.99%
- B = 83 to 86.99%
- B- = 80 to 82.99%
- C+ = 77 to 79.99%
- C = 73 to 76.99%
- C- = 70 to 72.99%
- D+ = 67 to 69.99%
- D = 63 to 66.99%
- D- = 60 to 62.99%
- F = 0 to 59.99%

**Internship Attendance Policy**

You are expected to show up for the hours you commit to in your plan and be ON TIME. Here is how this affects your grade.

- Your final grade is lowered for each absence from a scheduled time commitment to your plan. Of course you can pre-arrange with your supervisor to work different hours in the event of an academic conflict. **Three or more unexcused absences result in immediate failure of the course.**
- Being late for shifts has an effect as well. Two late instances equal one absence. So being late six times is like being absent three times and your best letter grade in the class can be a C.

**Assignments Descriptions**

1. **LOG REQUIREMENT-** 25 points each — no less than two typed, double spaced pages. Submit on D2L on 1/25, 2/8, 2/15, 3/1, 4/5, 4/12, 4/26.

Students will keep a reflective journal at all times during your internship. This is a way to quickly jot down thoughts, experiences and observations in an informal way. The journal is for student use, not the instructor or supervisor. Handwritten notes and illustrations are often the best way to recall information for future use.

**Ten creative ways to use your journal:**
1. Unwind and relax after a busy day — you can show up to the page with the
intention of relaxing and renewing
2. Debrief your emotional reactions after challenging client/student situations
3. Brainstorm your goals both personally and professionally
4. Capture client/student stories (without identifying information) that inspire, motivate or move you
5. Deepen your reflective practice— not just about your work but how the work impacts how you feel, think and live
6. Explore career/life decisions you might be making, discover solutions to challenges you might be having
7. Connect with what is feeling meaningful and rewarding to you within your career and beyond
8. Nourish your mind, body, heart and spirit with words, ideas, poems, images, quotations, and affirmations — the journal can be a playground for all of these things.
9. Set intention for your health, your work with a client, a meeting, or any other aspect of your daily life — tap into the power of intention setting to reach your goals
10. Honor gratitude — list 5 things you are grateful for at the end of each day

Reflective Journal Writing for Social Worker Well-Being; Lynda Monk, msw, rsw, cpcc

Refer to journal notes when developing log entries for submission.

The student will submit seven substantial log entries. Each entry should be no less than two pages each. Use the first prompt for Log#1. For the next six entries, use the Log#2-7 prompts. You may use up to three of the prompts for a log entry. It is permissible to use the same prompts again in subsequent entries, but you are required to use each of them at least once by the time you have submitted all entries.

Log #1: The first log entry is the internship semester plan. Please develop the last two bullet points with your on-site supervisor. Include:

- The program name and address and the name of the director supervisor
- An initial overview, the mission and major activities of your field site
- A description of your projected responsibilities
- A specific project goal you would like to achieve during the internship

Log # 2-7: Subsequent entries should include at least one of the following questions:

a. What are your thoughts and feelings as you conduct your internship?
b. How is the internship different than what you initially expected?
c. What are you learning that you would/can apply to your daily life?
d. What are connections between theory (what you are/have learned in coursework, research, reading, et.) and practice? Recall and record course titles, research and article readings (include citations).
2. PROJECT PROPOSAL ASSIGNMENT – 50 points 1-2 pages, typed and double spaced. Submit hard copy at seminar Due: 1/30/19

A proposal is written in the future tense and summarizes a specific project or area of work that will be completed during the internship. In order for you to get approval for your final project, it must be clearly defined.

The following points will guide you as you put together your proposal: Clear, concise, and specific language should guide your writing. Use plain language.

You should describe the scope of your project and the projected outcome. Limit your proposal to no more than a few paragraphs, one -two pages at most. You may type your proposal in typical essay form, or you may modify it in bullet point form to address each of the requested items separately. The choice is yours. Your proposal MUST contain the following:

- A clear statement that explains the project you will pursue
- An explanation of specific objectives* you hope to achieve
  *-use words like identity, learn, recognize, synthesize, et.
- An explanation of specific activities* you’ll conduct to accomplish your objectives
  *-use words like establish, create, build, conduct, perform, research, et.
- An explanation of what you will include in your Final Project Presentation
- Poorly written and/or incomplete proposals may be returned to you ungraded. Points will be given on rewrites at the teacher’s discretion.
3. ANNOTATED BIBLIOGRAPHY – 50 Points Due: 3/27/19 hard copy and via dropbox by 2:00 PM

You will develop an annotated bibliography citing 10 excellent journal articles that connect relevant research to your current practice. Summarize the authors’ findings, arguments and research methods. Describe the relevance of the article to your internship. **APA style manuscript, double spaced. American Psychological Association (APA) Annotations**

Sample Page: APA-formatted annotated bibliography

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Ken Battle draws on his research as an extensively-published policy analyst, and a close study of some government documents, to explain child benefits in Canada. He outlines some fundamental assumptions supporting the belief that all society members should contribute to the upbringing of children. His comparison of Canadian child poverty rates to those in other countries provides a useful wake-up to anyone assuming Canadian society is doing a good job of protecting children from want. He pays particular attention to the National Child Benefit (NCB), arguing that it did not deserve the criticism it received from politicians and journalists. He outlines the NCB’s development, costs, and benefits, including its dollar contribution to a typical recipient’s income. He laments that the Conservative government scaled back the program in favour of the Universal Child Care Benefit (UCCB), and clearly explains why it is inferior. However, Battle relies too heavily on his own work; he is the sole or primary author of almost half the sources in his bibliography. He could make this work stronger by drawing from the perspectives of others' analyses. However, Battle does offer a valuable source for this essay, because the chapter provides a concise overview of government-funded assistance currently available to parents. This offers context for analyzing the scope and financial reality of child poverty in Canada.


Sociology professors Kerr and Beaujot analyze the demographics of impoverished families. Drawing on data from Canada’s annual Survey of Consumer Finances, the authors consider whether each family had one or two parents, the age of single parents, and the number...
of children in each household. They analyze child poverty rates in light of these demographic factors, as well as larger

The *Publication Manual of the American Psychological Association* (6th ed.) states the following formatting rules:

- The text and the reference list should be double-spaced.
- Numbering starts on the title page, at the top right of the page.
- Reference list entries must have a hanging indent (to do this in Microsoft Word 2003, click Format, then Paragraph, then Special, and choose Hanging).
- There should be 1 inch (2.54 cm) margins all around (top, bottom, left, and right) on each page.
- Use Times Roman font, or a similar serif font.
  Each paragraph should be indented.

### 4. FINAL PROJECT PRESENTATION

At the end of the semester, each student in the EDU 610 internship class will be required to give a presentation summarizing his/her experience and a summary of the internship project.

- The presentation should be between 20 minutes long.
- Assemble a PREZI to guide your presentation. Other types of visual aids such as handouts, charts, pictures, web pages, videos, etc. are also encouraged. All equipment needed for your presentation must be pre-arranged and tested by you, the presenter, or the equipment needed may not be available or won’t work as you’ve planned.
- Each student will have a predetermined time to conduct his or her presentation. Once this schedule is developed, it is strictly adhered to.
- Students are expected to dress and speak professionally during their presentation.
- The rubric for grading your presentation will be discussed at seminar. Please familiarize yourself with it.
- Your final project presentation is worth 200 points. This is your opportunity to shine – use it wisely!
- See full assignment description and rubric.
Internship Project Proposal Outline Format

Student: Name, Student ID, Address, Phone, Email, Website  
Department / Course Number: (School Dependent) 
Term Year: Spring 2019 
Organization: Name, Address, Phone 
Internship Supervisor: (Person at the company) Name, Phone, Email 
Faculty Advisor: (Person at the school) Name, Phone, Email 
Internship Duration: Dates 
Hours: 140 hours

**Introduction**
This section is for you to briefly explain your internship program, then introduce the project you will be conducting during your internship period.

**Goals and Objectives**
This is your opportunity to explain the goals of your project. Describe what you want to learn and achieve. You can write this in paragraph form or use bullet points to highlight the specific things you want to accomplish.

**Time-frame**
In this portion you will be outlining how you will achieve your goals and within what time period. Be as specific as you can.
## Child and Family Studies Supervisor Evaluation Form

### Character Traits

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<th>Character Traits</th>
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<th>Comments</th>
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<td>Ability to deal with conflict</td>
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<td>Ability to develop relationships</td>
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<td>Tactfulness/sensitivity</td>
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<td><strong>Leadership Ability</strong></td>
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<td>Drive/initiative/enthusiasm</td>
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<td>Mental alertness/ability to learn</td>
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<td>Ability to make decisions</td>
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<td>Ability to apply wisdom</td>
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<td>Self-discipline/self-control</td>
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<td>Perseverance/patience</td>
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<td>Dependability in word and deed</td>
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<td><strong>Emotional Maturity</strong></td>
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<td>Demonstrates positive self-image/perception</td>
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<td>Perceptive/considerate of others</td>
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<td>Freedom from worry, anxiety</td>
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<td>Relates well with opposite sex</td>
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<td><strong>Personal Maturity</strong></td>
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<td>Common sense/good judgment</td>
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<td>Flexibility/adaptability</td>
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<td>Tolerance for ambiguity</td>
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<td>Sense of humor</td>
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<td>Freedom from ethnocentrism</td>
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<td>Ability to work with others</td>
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<td>Enthusiasm for work</td>
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</table>

How would you rate the student’s over-all performance?

- Unsatisfactory
- Marginal
- Average
- Very Good

Outstanding Please make any additional comments on the back of sheet.

Student signature: ____________  Date: ____________

College Supervisor signature: ____________  Date: ____________
Internship Final Project Presentation Guidelines and Rubric

The final presentation is an opportunity for students to share their internship experience with fellow students and TEM faculty. It also provides a way to assess the overall internship course, specific sites, and site supervisors for the enhancement of the program.

Presentation guidelines:
• Students are required to attend the entire presentation session on their scheduled date.
• Students are required to wear a business **professional** suit.
• Presentations must last no longer than 20 minutes, and will be followed by a 5-minute “question and answer” period. Students **must rehearse their presentations** to keep within the time limit.
• Presentations must be made using PowerPoint slides (or preferably Prezi), and must include:
  a. An overview of the internship site, including a **brief** description of its services, personnel, on-site supervisor, etc.;
  b. A **brief** description of the internship responsibilities;
  c. A **brief** description of the challenges and successes experienced during the internship;
  d. A **very detailed** description of the Special Project (**the majority of the presentation time should be devoted to this**);
  e. A description of what was learned from the experience and how it can be applied in the future; and
  f. A statement of future (professional and/or academic) plans.
• Students will be evaluated using the rubric below:

<table>
<thead>
<tr>
<th>Categories</th>
<th>Highly Competent 8-10 points</th>
<th>Competent 6-7 points</th>
<th>Unsatisfactory 4-5 points</th>
<th>Not Acceptable Less than 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) Student Dressed Professionally</strong></td>
<td>Student dressed in business professional attire</td>
<td>Student dressed in business casual attire</td>
<td>Student dressed in a casual attire</td>
<td>Student dressed in a casual attire, and <strong>appeared disheveled</strong></td>
</tr>
<tr>
<td><strong>2) Overview Of Internship Site, Mission, Services, Personnel</strong></td>
<td>Student fully described the elements required</td>
<td>Student partially described the elements required</td>
<td>Student provided a minimal description of the elements required</td>
<td>Student did not provide any information on the internship site</td>
</tr>
<tr>
<td><strong>3) Internship Responsibilities</strong></td>
<td>Student fully described what he/she worked on during the internship</td>
<td>Student partially described what he/she worked on during the internship</td>
<td>Student provided a minimal description of what he/she worked on during the internship</td>
<td>Student did not provide any information on what he/she worked on during the internship</td>
</tr>
<tr>
<td>4) Challenges Experienced</td>
<td>Student fully described the challenges experienced</td>
<td>Student partially described the challenges experienced</td>
<td>Student did not describe the challenges experienced within the 10 minutes</td>
<td>Student did not provide any information on the challenges experienced</td>
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<tr>
<td>5) Successes Experienced</td>
<td>Student fully described the successes experienced</td>
<td>Student partially described the successes experienced</td>
<td>Student did not describe the successes experienced within the 10 minutes</td>
<td>Student did not provide any information on the successes experienced</td>
</tr>
<tr>
<td>6) Special Project: explanation and how it contributed to the mission and goals of agency</td>
<td>Student fully described all the following: 1) the rationale for the special project 2) its benefit to the agency 3) the planning involved 4) the implementation 5) the outcomes and evaluation</td>
<td>Student partially described the following: 1) the rationale for the special project 2) its benefit to the agency 3) the planning involved 4) the implementation 5) the outcomes and evaluation</td>
<td>Student did not describe one or more of the following: 1) the rationale for the special project 2) its benefit to the agency 3) the planning involved 4) the implementation 5) the outcomes and evaluation; OR Student did not cover this within the 10 minutes</td>
<td>Student was not able to describe his/her special project</td>
</tr>
<tr>
<td>7) What Was Learned From The Experience</td>
<td>Student fully described what he/she learned from the experience</td>
<td>Student partially described what he/she learned from the experience</td>
<td>Student did not describe what he/she learned from the experience within the 10 minutes</td>
<td>Student did not describe what he/she learned from the experience</td>
</tr>
<tr>
<td>8) Future Plans (Career, etc.)</td>
<td>Student clearly articulated and described his/her future plans</td>
<td>Student only provided a list of options</td>
<td>Student was not able to articulate his/her future plans within the 10 minutes</td>
<td>Student did not provide any information on his/her future plans</td>
</tr>
<tr>
<td>9) Overall Descriptive Competence</td>
<td>Student covered all the required Sections (above) of the presentation within the 10 minutes, and the student’s descriptions of the covered sections were clearly articulated and professionally presented</td>
<td>Student covered only 4 – 6 of the required sections of the presentation within the 10 minutes, and the student’s descriptions of the covered sections were clearly articulated and professionally presented</td>
<td>Student covered less than 4 of the required sections of the presentation within the 10 minutes, but the student’s descriptions of the covered sections were clearly articulated and professionally presented</td>
<td>Student did not cover all the required sections of the presentation within the 10 minutes, AND (OR 4 or more of) the sections were not clearly articulated and professionally presented</td>
</tr>
<tr>
<td>10) Overall appearance and organization of the presentation</td>
<td>The slide presentation was consistently visually appealing and did not contain too many words. It was organized well. The speaker used clear language and spoke out to his/her audience. The presentation was well practiced and professional.</td>
<td>The slide presentation was inconsistently visually appealing. Some slides contained too many words. It was moderately organized. The speaker was prepared, but professional language and articulation was inconsistent.</td>
<td>The slide presentation demonstrated minimal visual appeal and contained many words. It was not easy to follow. The speaker included many ums, likes and grammatical errors in speech. The presentation lacked professionalism.</td>
<td>The slide presentation will need to be re-worked and presented at an alternative date.</td>
</tr>
<tr>
<td>Student Portfolio</td>
<td>Student’s portfolio included all the required elements and was presented in a professional manner</td>
<td>Student’s portfolio included all the required elements, but was presented in a less than professional manner</td>
<td>Student’s portfolio included some of the required elements, and was presented in a less than professional manner</td>
<td>Student’s portfolio very poorly presented and was incomplete</td>
</tr>
</tbody>
</table>

**Important Reminders**

Any student whose presentation receives an ‘Unsatisfactory’ or ‘Not Acceptable’ score on five (5) or more of the ten (10) sections on the rubric above will be required to present again at a later date to be determined by the faculty panel.