University of St. Thomas  
Houston, Texas  
Counselor Education Department  
COUN 5303- Cultural Foundations  
Summer-I, 2017

Instructor: Sneha Nayar-Bhalerao, Ph.D., LPC-Intern

Office Hours: By appointment only  
Email: nayars@stthom.edu  
Office Phone: (713)-831-7242  
Cell Phone: (708)-714-1715

Class Time: Tuesday 5:00pm – 9:00pm  
Location: HCC, Alief

Required Text Book


Professional Organization for Professional School Counselors  
American School Counselor Association (ASCA)  
www.schoolcounselor.org

Professional Journals  
Journal of Counseling and Development  
Professional School Counseling

Social Justice Teachings of the Catholic Church

Subsidiarity: Integrated in each course in the Counselor Education program is a sense of community. Students are guided to respect different perspectives within normed views. By using case study samples, students are exposed to varying situations not otherwise experienced.

Dignity and rights of children: The dignity and rights of all University of St. Thomas counseling program students along with the grade school students in which they work with receive confidentiality, respect, and appropriate supervision.
People have a right to an education: Equality is a major theme integrated in the Counselor Education program. In each course equality is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.

**General Description of Course**

The course will examine the social foundations of American education and how these foundations interact with the current historical, social, and political forces in shaping American education. Special emphasis will be given to the opportunities for students to investigate special educational problems and issues. This course will also investigate how stable ethical standards of School Counseling function in the culture of American Education as it evolves to address cultural forces.

**State Adopted Proficiencies for School Counselors**

- Demonstrates an understanding of roles and responsibilities of the counselor in various contexts involving consultation and collaboration with other professionals.
- Applies procedures for collaborating with others in the school and community to implement a developmental guidance program, including a guidance curriculum, that promotes students’ development in all domains (e.g., academic, career, personal/social) and helps students achieve in school and outside of school.
- Demonstrates knowledge of procedures for consulting with teachers, administrators, and others to provide professional expertise and enhance their work with students.
- Knows how to work and communicate effectively with teachers, administrators, and other professionals to promote positive change for individuals, groups, and the school community.
- Knows how to develop and maintain positive working relationships with businesses and other community resources to address student needs and facilitate learning.
- Applies procedures for coordinating resources for students within the school and community.

**TExES Competencies**

**Competency 2 (Student Diversity)** The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

**Competency 3 (Factors Affecting Students)** The school counselor understands factors that may affect students’ development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

**Competency 008 (Collaboration with Families)** The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

**Competency 009 (Collaboration with Others in the School and Community)** The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

**Competency 010 (Professionalism)** The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.
Professional Standards of Behavior

- **Attendance:** 80% of attendance is mandatory for the completion of this course. Students may miss only one out of five class periods during summer semesters in case of health or other relevant personal emergencies. Being present and actively participative is crucial to this course.

- **Tardiness:** Late arrivals to class are a disruption to fellow students and faculty. **Students coming in ten minutes after class resumes for more than two class periods will receive an unexcused absence.** In cases where a student may have to leave early due to a family emergency or poor health, permission to leave must be sought from the instructor, to avoid lowering of points.

- **Academic Integrity** – Cheating is considered the actual attempted practice of fraudulent or deceptive actions for the purpose of improving grade. **In situations where the student may be considered a suspect towards cheating, serious measures such receiving an “F” on the assignment will be considered.** Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and may submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference any information, websites, books, etc. that is not your own, as directed by the *Publication manual of the American Psychological Association* (6th ed.), (2010). Plagiarism is a serious offense that will cause you, the student to fail the course and can lead to steps being taken for dismissal from the program and UST. Plagiarism is a violation of integrity.

- **Late Assignments:** Complete all assignments by the due date. It is the instructor’s policy that late assignments will NOT be accepted. Prior permission should be sought from the instructor at least two days in advance in situations where students are unable to turn in the assignments by the due date. Late assignments without prior permission will account for zero on that assignment. Only hospitalization or other equally serious life experiences can be held as a ground for late assignment and will be at the discretion of the instructor.

- **Professional Conduct:** Students are expected to maintain professional behavior in the classroom when working in groups with consistent participation, cooperation, sharing responsibilities, and respect for one another during classroom and group discussions. Professional conduct will also incorporate, respect towards the professor and will be gauged in being punctual to class, respectful and professional interactions via email or face-to-face, refraining from using technology for personal purposes when in class and during the class presentations by instructor or colleagues, and adhering to course requirements. **Determining professional conduct will be at the discretion of the instructor. Inappropriate professional conduct in any way as mentioned above, will result in lowering of 5 points from the overall grade.**

- **Use of Personal Technology Devices:** This course expects students to keep their cell phones on silent mode or turned off during class. In emergency situation, students may notify the instructor before class and may step out to attend a call and return to the classroom as quickly as possible. All laptops, iPads, tablets, and other electronic devices should be on mute and could be used only for class purposes. **Accessing cell phones or other electronics for personal reasons during class is considered disrespectful towards other students and the instructors.** If the instructor notices students accessing electronics for personal reason, it’s would be recorded and documented
and result in lowering of grade (5 points). **Students will NOT be pardoned if identified using electronics for personal reasons.**

- **Use of UST email accounts:** All email correspondence will be through the mystthom email system. Please check your email and Blackboard through your mystthom account daily for correspondence and announcements. **When turning in any assignment via email or blackboard, students are expected to save the document as:**

Last Name_First Name_Name of the assignment.

In addition, **emails send by students to the instructor must have a clear subject description along with the purpose of the email.** Not adhering to these requirements will affect the attendance and participation grade.

- **Language Diversity:** The University of Saint Thomas values the speaking of more than one language. This course is especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with clients for whom English is not their first language. **The professor is always available to assist students who might need help with written English.** In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the table in their journey through this course.

- **Americans with Disabilities Act:** In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations. In addition, the student must contact the University Office for ADA Compliance. Only informing the professor is not adequate. The professor must receive a written recommendation for accommodations from the University Office for ADA Compliance. The University Office for ADA Compliance may be asked to seek proof of disability and specify accommodations as requested. Contact the professor immediately if you have a need. All information regarding accommodations is confidential. You can see the professor before or after class or request time to discuss any matters found on the recommendations of the University Office for ADA Compliance.

Any student with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course is requested to speak to me during the first two weeks of class. **Students with special needs will contact the University Office for ADA Compliance by calling 713-525-3162 or 6953.** It is essential that the professor receive official documentation for any accommodations that are made on behalf of students. This protects students’ rights. **Please let me know if I can be of any assistance in this regard.**

**Instructional Methods and Activities**

*Methods and activities for instruction include:* Seminar style discussion, leadership presentation, audio-visual instructional materials, student presentations and written assignments.
Evaluation and Grade Assignments

1. **Attendance, Preparation, and Participation (15%):** Attendance in all classes is mandatory. Two or more absences can result in administrative withdrawal from the class or may result in failing the course. Consideration for two absences will be provided under extenuating circumstances only and will be at the discretion of the instructor. An alternate course plan would be created for the student in such situations. Students are expected to engage in classroom discussion by actively participating along with their peers. **Participation** is crucial to this course and minimal or no participation may result in poor participation grades. **Preparation** in terms of reading the assigned material is essential and will be gauged through student ability to articulate the reading material through in-class discussions.

2. **Leader in Education Presentation (20%):** Select a leader from the following list of 20 professionals. Professionally research in efforts to describe the following topics:
   - □ Brief Descriptive Background
   - □ His/her Professional Writings
   - □ Professional Contributions including Significant Assumptions & Ideas
   - □ How relevant/helpful is this person’s work or contributions towards society?
   - □ Discuss the influence this person has (or has had) on education in the United States.

   Students create an interactive 25-30 minutes presentation using peer reviewed articles and other relevant resources. Students are encouraged to be creative while presenting and could use videos, activities, case studies and other learning tools while presenting. *If you do not see the leader you want to research listed below, suggest the person to your professor for approval analyze him/her.*


   **Gerald Bracey** - writer of yearly “Report on Education;” skeptic about many negative claims made concerning US education; researcher into how the US does in test scores compared to other countries

   **Geoffrey Canada** - Director of Harlem Children’s Zone in Harlem, NY

   **Marva Collins** - American **educator** - started Westside Preparatory School in Garfield Park, an impoverished neighborhood of Chicago

   **James Conant** (1893-1978) & **Harlan Hanson** (1925-1996) - the beginnings of the SAT and AP programs.


   **Howard Gardner** - Psychologist, created “multiple intelligences” theory.


   **Arthur Jenson**—Controversial writer on heredity and IQ

   **Krashen** - bilingual educator/theorist

   **Edward (Ted) Kennedy**—Influential in legislation for special education students and in other education legislation
3. School Governance Evaluation (20%): When exploring schools, it is important to understand the governance structure within schools and school districts. This assignment allows you the opportunity to research the governance structure within schools and school districts. Your objective is to attend or research a school board meeting or a site council meeting at your selected district. This may include the district in which you are employed. Write a reflection paper (No more than 3 pages) of your experience addressing the following pointers:

- What was the purpose of this meeting? (1pts)
- What was accomplished? (1pts)
- What will be the ramifications of this work on teachers and students? (2pts)
- Who are the people or the person facilitating this meeting? (2pts)
- Whose voice or interests do they represent? (2pts)
- Would you feel comfortable as a teacher being governed by this group? Why or why not? (3pts)
- Would you feel comfortable as a student being governed by this group? Why or why not? (3pts)
- What initial thoughts came to mind during the meeting that relate to issues of social, historical, and philosophical conversations in education? In essence, connect to ideas we’ve been discussing in class. (4pts)
- What was your overall reaction to the meeting? (2pts)

4. Oral History Discussion Board Assignment (20%): Current rhetoric in the media suggests that schools are in dire need of repair — kids are lazy and unintelligent, teachers are unprofessional and poorly educated, and that a return to "the good old days" would be beneficial.

Your objective for this assignment is to research historical perspectives related to educational constructs listed below. Centralize your research towards the following themes:

- Was there a difference in how rich kids and poor students were educated? (5pts)
- Was there a difference in how Caucasian and minority students were educated? (5pts)
• What kinds of supports were available for students that didn’t do very well — had trouble reading, concentrating… and so forth (5pts). Please feel free to add additional topics of interest, if you wish.
• Student responses on student post (5pts)

Students post their views on the above pointers on Discussion Board. Relevant citations are a must. Each student will respond to at least two of their peers post as though they were discussing on the above pointers. The discussion board will be open from the first day of class and close by June 20th, 2017 by midnight. The discussion board won’t be opened post this date.

Be certain to include discussion of the themes listed above. Have fun with this assignment but definitely reflect on its educative value. Be sure not to simply recount your research in listed form. Sum up your research and make a strong professional argument based upon your researched rationale. It will be this point that separates outstanding reports from mediocre ones.

This main discussion post by the student should include at least 20-25 lines. Student views on other student post could be 10-15 lines on each post.

5. Final Examination: Philosophy in School Counseling (25%): It is common to be asked to include a statement of your educational philosophy with your application materials when you apply for a position in the educational field. People want to know what you professionally believe with the assumption of what you believe will guide your actions in the educational environment. Having an articulated philosophy is in an essence a description of your professional beliefs and advocacy of others.

This assignment is designed to help you formulate a coherent school counseling related philosophy statement. When constructing your statement, you’re not only trying to state what you believe you’re also trying to paint a picture for readers of the kind of school counseling program you will strive to create. With that in mind, a good philosophy statement addresses four main ideas:

- How students learn social skills and emotional stability
- What is worth teaching and learning related to the social and emotional development of K-12 learners
- How best to teach what’s worth learning?
- Classroom and Campus Management; keep in mind, in many cases the school counselor is third in command on campus

Ask yourself the following questions for each section. Use the following questions to guide you as necessary. Restrict your statement submission to 3-4 pages.

- **Learning (5pts):** How do students learn best? What are students doing when they are learning most effectively? What kinds of things need to be in place before high quality learning can occur? Is there a particular metaphor that helps you express what you believe about learning? Why do you believe what you do about learning?

- **Curriculum (5pts):** What kinds of things are important for students to learn? Should we be teaching basic skills, subject matter knowledge, higher order thinking skills, metacognition (how to learn)… what knowledge is worth learning? Skills? Attitudes? Beliefs? Why do you believe what you do about curriculum? Is there a particular metaphor that captures what you believe about curriculum?
- **Teaching (5pts):** How does a teacher best support high quality learning? What metaphors, heuristics, or guidelines should teachers follow? What kinds of things do teachers need to consider when designing instruction? Better yet, who is a teacher? What qualities or dispositions do they need? Is there a particular metaphor that captures your beliefs about good teaching? Why do you believe what you do about teaching?

- **Management (5pts):** How does an exemplary classroom function? What’s the desired relationship between teacher and student? What should happen when student behavior falls outside the desired boundaries? How will you work to hold all kids to high standards of conduct? Why do you believe what you do about management? Is there a particular metaphor that captures what you believe about it?

- **Overall writing and school counselor perspective (5pts):** Under this section you share your overall perspective and your role as it pertains under the above four mentioned domains and as a school counselor.

### Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance, Preparation, and Participation</td>
<td>15</td>
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<tr>
<td>Leader in Education Presentation</td>
<td>20</td>
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<tr>
<td>School Governance Report</td>
<td>20</td>
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<tr>
<td>Oral History Assignment</td>
<td>20</td>
</tr>
<tr>
<td>Philosophy in School Counseling Assignment</td>
<td>25</td>
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<tr>
<td>Total</td>
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### Final Grade Distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>84-87%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
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<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
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<tr>
<td>C-</td>
<td>70-73%</td>
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<td>D+</td>
<td>68-69%</td>
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<tr>
<td>D</td>
<td>65-67%</td>
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<tr>
<td>F</td>
<td>Below 65%</td>
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### Criteria for Grading Written Work

- Addresses the topic with accuracy and insight.
- Writing skills are expected to be at a graduate school level.
Follows directions.
- Presents material in a clear and logical manner.
- Gives evidence of ability to synthesize information from various sources to support the topic.
- Uses elements of form such as grammar, spelling, sentence structure, and punctuation correctly.
- Is on time. Late work will not be accepted and exceptions will result in grade reduction.

The following APA guidelines must be used for all written papers
- Times New Roman
- Font 12
- Indent new paragraphs
- Double space the entire paper
- Margins - 1” top, bottom, left and right
- Cover page addressing your name, assignment, and name of the university
- Header and heading according to APA standards.
- Reference page

Course Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Day/Date</th>
<th>Instructional Focus</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>May 30th</td>
<td>Introduction</td>
<td><strong>Chapter 1: The History and Political Goals of Public Schooling</strong></td>
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<td>Syllabus</td>
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<td>Sign-in</td>
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<td>APA guidelines</td>
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<td></td>
<td></td>
<td>American Education, 17th edition by Joel Spring</td>
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<td></td>
<td></td>
<td>School Counseling Principles: Remembering the Past, Shaping the Future, A History of School Counseling by Norman C. Gysbers.</td>
<td><strong>Chapter 4: The Economic Goals of Schooling:</strong> Human Capitol, Global Economy, and Preschool</td>
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<td><strong>Chapter 3: The 1930s: A Decade of Turbulence, Retrenchment and the Formation of a New Organizational Structure</strong></td>
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<td><strong>Chapter 4: the 1940s and the 1950s: Expanding and Extending Guidance in the Schools</strong></td>
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<td></td>
<td><strong>Leader in Education Presentation (4)</strong></td>
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<tr>
<td>Date</td>
<td>June 13th</td>
<td>June 20th</td>
<td>June 27th</td>
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<tr>
<td><strong>3</strong></td>
<td><strong>American Education, 17th edition by Joel Spring</strong>&lt;br&gt;School Counseling Principles: Remembering the Past, Shaping the Future, A History of School Counseling by Norman C. Gysbers</td>
<td><strong>Chapter 3: Education and Equality of Opportunity</strong>&lt;br&gt;<strong>Chapter 5: Equality of Education Opportunity</strong>&lt;br&gt;<strong>Chapter 5: New Challenges and Competing Ideas: the 1960s and 1970s</strong>&lt;br&gt;<strong>Chapter 6: Putting Comprehensive Guidance and Counseling Program into Practice in the 1980s and the 1990s</strong>&lt;br&gt;&lt;br&gt;<em>Leader in Education Presentation (4)</em>&lt;br&gt;<em>School Governance Report Due via email by 5:00pm.</em></td>
<td><strong>Chapter 3: Education and Equality of Opportunity</strong>&lt;br&gt;<strong>Chapter 5: Equality of Education Opportunity</strong>&lt;br&gt;<strong>Chapter 5: New Challenges and Competing Ideas: the 1960s and 1970s</strong>&lt;br&gt;<strong>Chapter 6: Putting Comprehensive Guidance and Counseling Program into Practice in the 1980s and the 1990s</strong>&lt;br&gt;&lt;br&gt;<em>Leader in Education Presentation (3)</em>&lt;br&gt;<em>Oral History Discussion Board Assignment Due by Midnight</em></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td><strong>American Education, 17th edition by Joel Spring</strong>&lt;br&gt;School Counseling Principles: Remembering the Past, Shaping the Future, A History of School Counseling by Norman C. Gysbers</td>
<td><strong>Chapter 6: Student Diversity</strong>&lt;br&gt;<strong>Chapter 7: Multicultural and Multilingual Education</strong>&lt;br&gt;<strong>Chapter 7: Comprehensive Guidance and Counseling Programs Continue to Evolve</strong>&lt;br&gt;<strong>Chapter 8: The Evolution of Accountability</strong>&lt;br&gt;&lt;br&gt;<em>Leader in Education Presentation (4)</em>&lt;br&gt;<em>School Governance Report Due via email by 5:00pm.</em></td>
<td><strong>Chapter 3: Education and Equality of Opportunity</strong>&lt;br&gt;<strong>Chapter 5: Equality of Education Opportunity</strong>&lt;br&gt;<strong>Chapter 5: New Challenges and Competing Ideas: the 1960s and 1970s</strong>&lt;br&gt;<strong>Chapter 6: Putting Comprehensive Guidance and Counseling Program into Practice in the 1980s and the 1990s</strong>&lt;br&gt;&lt;br&gt;<em>Leader in Education Presentation (4)</em>&lt;br&gt;<em>School Governance Report Due via email by 5:00pm.</em></td>
</tr>
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<td><strong>5</strong></td>
<td><strong>American Education, 17th edition by Joel Spring</strong>&lt;br&gt;School Counseling Principles: Remembering the Past, Shaping the Future, A History of School Counseling by Norman C. Gysbers</td>
<td><strong>Chapter 8: Local Control Choice Charter Schools, and Home Schooling</strong>&lt;br&gt;<strong>Chapter 10: The Profession of Teaching</strong>&lt;br&gt;<strong>Chapter 11: Globalization of Education</strong>&lt;br&gt;&lt;br&gt;<em>Final Examination: Philosophy of Education Assignment Due via email by 5:00pm.</em></td>
<td><strong>Chapter 3: Education and Equality of Opportunity</strong>&lt;br&gt;<strong>Chapter 5: Equality of Education Opportunity</strong>&lt;br&gt;<strong>Chapter 5: New Challenges and Competing Ideas: the 1960s and 1970s</strong>&lt;br&gt;<strong>Chapter 6: Putting Comprehensive Guidance and Counseling Program into Practice in the 1980s and the 1990s</strong>&lt;br&gt;&lt;br&gt;<em>Leader in Education Presentation (4)</em>&lt;br&gt;<em>School Governance Report Due via email by 5:00pm.</em></td>
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</tbody>
</table>
### Assignment Rubrics

#### Attendance, Participation, and Preparation (15 points)

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Below Average (1 point)</th>
<th>Average (2 points)</th>
<th>Good (3 points)</th>
<th>Very good (4 points)</th>
<th>Excellent (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td>Three excused or unexcused absences Attended two classes</td>
<td>Two unexcused absences Attended three classes</td>
<td>One unexcused absence Attended four classes</td>
<td>Two excused absence Attended three classes</td>
<td>One excused absence Attended four classes</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Lack of participation in all class discussions.</td>
<td>Minimal participation in two to three class discussions</td>
<td>Occasional participation in three to four class discussions.</td>
<td>Student participates regularly and meaningfully in four class discussions.</td>
<td>Regular, meaningful and thoughtful participation in all class discussions</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td>Student has not read assignments for any class.</td>
<td>Student has read and can articulate some understanding of assigned readings in two to three classes</td>
<td>Student has read and can articulate some understanding of assigned readings in three to four classes</td>
<td>Student is well prepared for most classes, showing in class discussions careful reading of primary source texts and secondary works</td>
<td>Student is always well prepared for all classes, and their comments show excellent understanding of primary and secondary sources</td>
</tr>
</tbody>
</table>
# Leader Presentation Rubric (20 points)

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectiveness</td>
<td>Presentation includes all material needed to gain a comfortable understanding of the leader presented.</td>
<td>/4</td>
<td></td>
</tr>
<tr>
<td>Content- Accuracy</td>
<td>Student presents accurate content in relation to the leader with no factual errors.</td>
<td>/4</td>
<td></td>
</tr>
<tr>
<td>Presenting</td>
<td>Students articulates the material in confidence, appropriate eye contact, and enthusiasm. Slides should be used a medium to explain content.</td>
<td>/4</td>
<td></td>
</tr>
</tbody>
</table>

Total ___________/20
<table>
<thead>
<tr>
<th>Creativity</th>
<th>Student uses 3 or more modalities of presenting the material – PowerPoints, handouts, activities, videos, case studies etc.</th>
<th>/3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive</td>
<td>Student ensures a continued interactive and engaged session as they present the material. Discussion questions may be used.</td>
<td>/3</td>
</tr>
<tr>
<td>Presentation Constraints</td>
<td>Student has met the 25-30 minute presentation condition and graduate level technology has been incorporated.</td>
<td>/2</td>
</tr>
</tbody>
</table>