Stephen F. Austin State University
Perkins College of Education
Department of Human Services and Educational Leadership
SPSY 6347 Advanced Introduction to School Psychology
Spring 2024

Instructor: Berenice Saez Briceno, Ph.D., PLP, LSSP
Contact Information: D2L

Course Time & Location: W 4:30-7:00 p.m.
Virtual
Credits: 3

Email: Berenice.Saez-Briceno@sfasu.edu

Prerequisites: None

I. Course Description:

“Advanced study of consultation, assessments and intervention strategies in the school system. Preparation for national certification as a school psychologist.”

This course focuses on providing a comprehensive overview of the practice of school psychology. The course provides a foundation and orientation to the practice of school psychology for graduate students who are beginning to prepare for their career in the field. Topics center on defining the role of a school psychologist, history of the field, credentialing and training of school psychologists, diversity, ethics and legal issues, prevention and intervention of academic and social-emotional and behavioral skills, assessment, consultation, data-based decision making, and research and evaluation.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

All students must adhere to the SFA Way:

1. The Principle of Respect:
Lumberjacks command respect and treat others with respect. They are considerate of others and tolerant of differences. They demonstrate respect for those around them by avoiding the use of offensive or profane language. They do not threaten or harm anyone and deal peacefully and civilly with conflict.

2. The Principle of Caring:
Lumberjacks think of the needs of others and seek to improve the quality of life of those around them. They are compassionate, empathic and kind. They respond with humility to those they have helped and express gratitude freely to those who help them. Lumberjacks prepare themselves to become leaders in their communities and workplaces. They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.

3. The Principle of Responsibility:
Lumberjacks do what is right. They persevere in times of adversity. Through self-control and self-discipline, they strive to do their best. Lumberjacks challenge each other to exceed expectations. They are active learners both inside and outside of the classroom. They are reliable; they do what they say they will do. Lumberjacks hold themselves accountable for their decisions.

4. The Principle of Unity:
Lumberjacks are loyal to their friends, family, university, state and country. Lumberjacks stand together against any adversary. They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them. When one lumberjack fails, all fail. When one lumberjack succeeds, all succeed.
5. The Principle of Integrity:
Lumberjacks have the courage to do what is right, even when it is hard or unpopular. They respond to each situation with steadfast values that are not subject to change based on the actions of others. They seek opportunities to practice effective and ethical leadership. Lumberjacks are honest; they do not deceive, cheat or steal. Lumberjacks stand up for those who cannot stand up for themselves. As lifelong learners, lumberjacks are committed to continuously improving themselves.

All students are to act in a professional manner towards clients, other students, faculty, supervisors, and others they come into contact with, and to represent SFASU, the field of psychology and more specifically school psychology well.

General:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

The goals of this course are closely aligned to those of the College of Education (COE). As a step in the process of preparing students to make meaningful contributions in an interconnected global society, the applied knowledge obtained in this course will enable students to develop the requisite knowledge, skills, and dispositions necessary in the field of school psychology. In addition, students enrolled in this course will use the principles and procedures learned in previous program courses and those learned throughout the course in an applied manner.

The School Psychology Program at Stephen F. Austin State University is dedicated to producing ethical, responsible, and competent PhD level school psychologists who employ scientific knowledge and methods of problem solving. The program’s philosophy of education holds that one learns best by engaging in practice. The mission of our program is to apply behavioral science knowledge and methods for assessment and treatment of learning, behavior, and psychosocial problems for various populations as well as having foundational knowledge in therapy, psychopathology, diagnosis, and treatment to help adults, children, and families in a more clinical setting.

Throughout the course, students are expected to develop critical thinking, communication, personal responsibility, social responsibility, teamwork, and empirical and quantitative skills. Course requirements, assigned readings, experiences, presentations, and discussions are designed to foster these core values.

Program Learning Outcomes: American Psychological Association (APA) guidelines

Knowledge Base
1.1 Describe key concepts, principles, and overarching themes in psychology
1.2 Develop a working knowledge of psychology’s content domains
1.3 Describe applications of psychology
Scientific Inquiry and Critical Thinking
2.1 Use scientific reasoning to interpret psychological phenomena
2.2 Demonstrate psychology information literacy
2.3 Engage in innovative and integrative thinking and problem solving
2.4 Interpret, design, and conduct basic psychological research
2.5 Incorporate sociocultural factors in scientific inquiry

Ethical and Social Responsibility in a Diverse World
3.1 Apply ethical standards to evaluate psychological science and practice
3.2 Build and enhance interpersonal relationships
3.3 Adopt values that build community at local, national, and global levels

Communication
4.1 Demonstrate effective writing for different purposes
4.2 Exhibit effective presentation skills for different purposes
4.3 Interact effectively with others

Professional Development
5.1 Apply psychological content and skills to career goals
5.2 Exhibit self-efficacy and self-regulation
5.3 Refine project-management skills
5.4 Enhance teamwork capacity
5.5 Develop meaningful professional direction for life after graduation

Student Learning Outcomes:
1. Knowledge Base: 1.1, 1.3
2. Scientific Inquiry and Critical Thinking: 2.1, 2.2, 2.3
3. Ethical and Social Responsibility in a Diverse World: 3.1
4. Communication: 4.2, 4.3
5. Professional Development: 5.2, 5.3, 5.4

School Psychology PhD Program Learning Outcomes (PLO)
1. Human Diversity: Candidates should demonstrate awareness and sensitivity when working professionally with diverse individuals, groups, and communities.
2. Psychoeducational Foundations: Candidates must demonstrate appropriate knowledge of the historical, political, and legal aspects, as well as policies and procedures that impact the fields of psychology and education.
3. Content Knowledge: Candidates must demonstrate the ability to apply knowledge of biological, psychological, sociocultural, ethical, and legal factors to understand both typical and atypical behavior.
4. Research & Technology: Candidates must demonstrate the ability to use their knowledge of research, statistics, and evaluation methods to inform all areas of practice, from choosing appropriate methods for collecting information to making recommendations for interventions based on empirical evidence.
5. Professional Skills and Dispositions: Candidates must conduct themselves in a manner that reflects the values and attitudes associated with the American Psychological Association policies and guidelines. The candidate will demonstrate knowledge, skills, and professional work characteristics/dispositions, effectively applying them in practice.
6. Application of Principles and Procedures: Assessment should demonstrate candidates’ effective application of knowledge, skills, and dispositions in the practice of School and Health Service psychology. As part of this assessment, each candidate must document the ability to use both problem-solving (client-centered) and process-focused (consultee-centered) models of consultation.
7. **Communication:** The candidate must demonstrate proficiency in communication skills relevant to the field of psychology, both written and spoken. This may include, but is not limited to, effective writing for different purposes, proficient presentation skills for various audiences and purposes, and appropriate interpersonal skills.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Introduction to School Psychology (3 credits) typically meets once each week (Wednesday) in 150 minute segments for 15 weeks. This course is taught in virtual modality. Students have significant weekly reading assignments and course assignments. These activities average at a minimum 6 hours of work each week to prepare outside of the classroom hours. This class is a seminar with students teaching, discussing articles, interacting with other professionals, and beginning to experience what it is to be a school psychologist.

1. **Domain Presentation (100 points):** Teaching others is the best way to learn. Six of the domains will be assigned, one to each student, and you will be responsible for conducting class that night to teach the domain. You should have a power point, hand outs and articles (at least 5) from which you put together your information. You will be expected to keep the class interested and involved during your class period. Your materials, power point, handouts, and articles are to be scanned to the instructor the day before the class which will then be forwarded to your classmates.

2. **Articles (100 points):** Each student is to bring an article on the domain to be taught in that class. Provide a handout for classmates to cover the high points of your articles. At the end of class each class member will briefly summarize their articles. Send handouts and your article to the instructor the day before and these will be forwarded to your peers.

3. **Participation (100 points):** Students are required to actively participate in discussion each week. Active participation includes providing valuable input to others and expressing thoughts and ideas in a respectful way. Active participation excludes working on other projects or interests. No credit will be given for absences. More than two absences will result in a full letter grade reduction.

4. **Quizzes (100 points):** Twelve quizzes will be given during the semester. Each quiz is worth 10 points. Each quiz will cover content assigned for the day the quiz is given. The lowest two quiz grades will be dropped.

5. **Landmark Presentation (100 points):** Students must select and present to the class a landmark court case related to school psychology. Students must identify the year, plaintiff(s), why the case went to court, decision of the court, how the decision affects the education system, and how the decision affects professional school psychology practices. A power point is to be prepared to cover and explain your landmark case. A brief summary handout shall be provided to the audience. Turn in your article, handout and power point one day prior to presentation.

*All assignments are expected to be completed by the date stated on the calendar. Late work at the graduate level is considered unacceptable. If there are extenuating circumstances, late assignments may be accepted if you contact the professor prior to the date the assignment is due. Failure to communicate with the professor prior to the due date will result in a grade of zero. If the late assignment is accepted, ten points will be deducted for every day the assignment is late.*

*In addition to failure to earn points for the assignment, failure to complete any assignment will result in one full letter grade reduction for the entire course.*
IV. Evaluation and Assessments (Grading):

Student Teaching Domain 100 points
Articles 100 points
Participation 100 points
Quizzes 100 points
Landmark Presentation 100 points
Syllabus Agreement Form Pass/Fail

Total Points Available = 500

V. Tentative Course Outline/Calendar: This course schedule is tentative and may be changed by the instructor. When this occurs, the schedule will be updated, and everyone will be informed.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/24/24</td>
<td>Course Introduction</td>
<td>Syllabus</td>
<td>Syllabus Agreement Form</td>
</tr>
<tr>
<td>2</td>
<td>01/31/24</td>
<td>Introduction/History of School Psychology</td>
<td>Merrell Ch. 1-2</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>3</td>
<td>02/07/24</td>
<td>Multi-Tiered Systems of Support and Data Driven Problem Solving</td>
<td>Merrell Ch. 3</td>
<td>Quiz 2 Landmark Case 1</td>
</tr>
<tr>
<td>4</td>
<td>02/14/24</td>
<td>Becoming a School Psychologist</td>
<td>Merrell Ch. 5</td>
<td>Quiz 3 Domain 1 + Articles</td>
</tr>
<tr>
<td>5</td>
<td>02/21/24</td>
<td>Becoming Culturally Responsive</td>
<td>Merrell Ch. 4</td>
<td>Quiz 4 Landmark Case 2</td>
</tr>
<tr>
<td>6</td>
<td>02/28/24</td>
<td>Working as a School Psychologist APA/NASP Ethics</td>
<td>Merrell Ch. 6</td>
<td>Quiz 5 Domain 2 + Articles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analysis of universal academic data to plan, implement, and evaluate</td>
<td>Peacock Ch. 3 and Ch. 5</td>
<td>Quiz 6 Landmark Case 3</td>
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<tr>
<td></td>
<td></td>
<td>schoolwide improvement</td>
<td></td>
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<td></td>
<td></td>
<td>Assessment of Academic Skills in Reading</td>
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<tr>
<td>8</td>
<td>03/13/24</td>
<td>Spring Break</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>03/20/24</td>
<td>The School Psychologist’s Role in Assessment</td>
<td>Merrell Ch. 8</td>
<td>Quiz 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment of Academic Skills in Math and Written Expression</td>
<td>Peacock Ch. 6 and Ch. 7</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>03/27/24</td>
<td>Academics Selecting Academic Interventions</td>
<td>Merrell Ch. 9</td>
<td>Quiz 8 Domain 3 + Articles</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Peacock Ch. 8</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>04/03/24</td>
<td>Social-Emotional, Behavioral, and Mental Health</td>
<td>Merrell Ch. 10</td>
<td>Quiz 9 Landmark Case 4</td>
</tr>
<tr>
<td>12</td>
<td>04/10/24</td>
<td>Consultation</td>
<td>Merrell Ch.11</td>
<td>Quiz 10 Domain 4 + Articles</td>
</tr>
</tbody>
</table>
VI. Readings (recommended—including texts, websites, articles, etc.):

Best Practices in School Psychology—NASP


LiveText/Watermark Statement: This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails. The email will be from support@watermarkinsights.com.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/
Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.
# Presentation Rubric

**Name:**

## Technical requirements /5

<table>
<thead>
<tr>
<th></th>
<th>Below Expectations (1)</th>
<th>Meets Expectations (3)</th>
<th>Exceeds Expectations (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technical Usage</strong></td>
<td>1. Inappropriately chooses lay terminology when technical terminology is appropriate. 2. Uses technical terminology incorrectly.</td>
<td>1. Generally makes the appropriate choice of lay language or technical language. 2. Uses technical terminology correctly.</td>
<td>1. Technical language or lay language is appropriately selected. 2. Usage is precise, appropriate, parsimonious and enlightening.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>1. Grammatical errors substantially detract from the communication.</td>
<td>1. Grammatical errors are minimal and do not detract from the communication.</td>
<td>1. The document is free of grammatical errors.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>1. Spelling, punctuation, or format errors are abundant.</td>
<td>1. Minimal spelling, punctuation, or format errors.</td>
<td>1. No spelling, punctuation, or format errors.</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>1. Inappropriate references. 2. Many errors in the form of citations in either the body or the reference section. 3. Many references in the body not cited in the reference section and vice versa.</td>
<td>1. Citations are appropriate, although not ideally matched to the content of the paper. 2. A few incorrect citations are noted in either the body or the reference section. 3. A few citations in the body do not match those in the reference section.</td>
<td>1. Citations are appropriate to the content of the paper in breadth, depth, and currency. 2. Citations are correctly cited in both the body and the reference section. 3. Citations match in the body and in the reference section.</td>
</tr>
</tbody>
</table>

## Content /5

<table>
<thead>
<tr>
<th></th>
<th>Below Expectations (1)</th>
<th>Meets Expectations (3)</th>
<th>Exceeds Expectations (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content/Focus</strong></td>
<td>1. Sources of ideas are inadequately documented. 2. No evidence of purpose or direction. Unclear theme. 3. Tables, figures and Appendices are not used correctly. 4. Ideas are not coherent in all the sections. 5. There is no link between the sections of the manuscript</td>
<td>1. Sources of ideas are mostly documented, some inferences needed. 2. Purpose and direction discernable. Theme is clear and partially limited. 3. Tables and figures and Appendices are used correctly but are not explained in text. 4. Ideas are coherent but are not related to the hypotheses, results and conclusions. 5. There is a link between the sections of the manuscript but there is limited explanation about this link.</td>
<td>1. Sources of ideas clearly documented for further research. 2. Clear purpose and direction. Theme captures readers attention and sustains the paper. 3. Tables and figures and Appendices are used correctly. 4. Ideas are coherent and are related to important areas of the study. 5. There is a link between the sections of the manuscript and explanation about this link.</td>
</tr>
</tbody>
</table>
### Communication /5

|                          | Below Expectations (1)                                                                                                                                                                                                 | Meets Expectations (3)                                                                                                                                                                                                 | Exceeds Expectations (5)                                                                                                                                                                                                 |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication            | 1. Word choice is inappropriate. Informal, stilted, arcane, or idiosyncratic.  
2. Incoherent organization fails to lead to the intended conclusion.  
3. Lack of awareness of readers perspective.  
4. Poorly formed sentences and paragraphs, with many awkward passages.  
5. Heavy reliance on quotations or paraphrasing.                                                                                                                                  | 1. Word choice is acceptable for the intended audience.  
2. Generally good although obvious organization.  
3. Shows awareness of readers perspective.  
4. Sentences and paragraphs relate to each other, though connections are occasionally remote or obscure.  
5. Original writing supported with occasional quotations, paraphrasing.                                                                                                                | 1. Words are well chosen. Scholarly expository style  
2. Organization is so excellent as to be unnoticed.  
3. Appreciation of readers perspective is obvious.  
4. Writing is flowing and easy to follow.  
5. Limited quotations and paraphrasing well integrated with original writing.                                                                                                            |

### Interest/Creativity /5

|                          | Below Expectations (1)                                                                                                                                                                                                 | Meets Expectations (3)                                                                                                                                                                                                 | Exceeds Expectations (5)                                                                                                                                                                                                 |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reasoning                | 1. Presentation is illogical, disordered.  
2. Inferences are unsupported by evidence.  
3. Ideas are presented without attention to synthesis.                                                                                                                                                         | 1. Logical, orderly presentation is apparent.  
2. Inferences are supported by evidence.  
3. Effort is made to synthesize ideas from different sources.                                                                                                                                                   | 1. The writing is logical, orderly, internally consistent, and well developed. Elegant.  
2. Inferences are well supported by evidence.  
3. Ideas are well synthesized, following an established outline.                                                                                                                                             |