

# Master of Arts in Counseling

## Course Syllabus



<b>Course Information</b> COUN 536 - A – COUNSELING RESEARCH AND PROGRAM EVALUATION (CRPE) Spring 2024 3 Semester Hours	<b>Location/Date/Time</b> SB003 Tues., 8:30 – 11:30 am January 16 - April 30
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### INSTRUCTOR'S INFORMATION:

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\*Please copy both instructors on general email correspondence regarding COUN 536. Please email your faculty class advisor regarding assignments.

### COURSE DESCRIPTION:

This course will offer a survey of the research methods used in counseling and program evaluation. Students will gain experience in research tools such as literature databases, methodology, research paradigms, basic statistics, the application of research strategies to program evaluation, and communicating research findings.

### COURSE GOALS AND OBJECTIVES:

COUN 536 will provide students with an understanding of research methods, statistical analysis, needs assessment, and program evaluation. This course will often assume an orientation focused on practitioner-research strategies, which are needs-focused, and the programmatic evaluation strategies used to optimize services to meet needs. Students will be able to conceptualize the research process as contiguous with counseling practice, and understand counseling interventions and assessment as applied research.

### COUN 536: CRPE COURSE GOALS AND OBJECTIVES

1. Students will explore the history of counseling research and prioritize the importance of culturally sustaining and developmentally responsive research ethics and laws, including the use of institutional review boards and research training (3.H.10. 11)
2. Students will be able to identify and practice ways to ethically advocate for the counseling profession through understanding the importance of the ethical research designs of qualitative, quantitative, mixed methods, practice-based, and action research designs (3.H.1, 2, 3, 4. 10).
3. Students will understand and implement foundational statistical tests and data analysis to conduct effective program evaluation and counseling research (3.H.5.6.).

4. Students will practice and promote research and data literacy to support informed clinical decision making, evaluation of evidence-based practice, program development, and professional advocacy (3.H.7.8.).
5. Students will describe and apply culturally sustaining and developmentally relevant outcome measures for clinical services, program evaluation, data analysis, and reporting of program evaluation and research results (3.H. 9. 11.).

**2024 CACREP Standards Addressed in COUN 536: CRPE**

- 3.H.1. the importance of research in advancing the counseling profession, including the use of research to inform counseling practice
- 3.H.2. identification and evaluation of the evidence base for counseling theories, interventions, and practices
- 3.H.3. qualitative, quantitative, and mixed methods research designs
- 3.H.4. practice-based and action research methods
- 3.H.5. statistical tests used in conducting research and program evaluation
- 3.H.6. analysis and use of data in research
- 3.H.7. use of research methods and procedures to evaluate counseling interventions
- 3.H.8. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy
- 3.H.9. culturally sustaining and developmentally relevant outcome measures for counseling services
- 3.H.10. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation
- 3.H.11. culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation

**Syllabus Disclaimer:**

This syllabus is not a contract. The instructors reserve the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via email.

**PREREQUISITES:**

N/A

**REQUIRED TEXTS AND OTHER RESOURCES:**

**Required Reading:**

Creswell, J.W. and Creswell, J.D. (2022). Research design: Qualitative, quantitative, and mixed methods Approaches (6th ed.). Sage.

Tuhiwai Smith, L. (2021). Decolonizing methodologies: Research and indigenous peoples (3rd ed.). Zed Books.

## Recommended Reading:

### Style Manuals:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

### Qualitative Research Resources:

Bazeley, P. (2013). *Qualitative data analysis with NVIVO*. Sage Publications, Inc. (This text will describe the use of computer software in analyzing qualitative data)

Charmaz, K. (2014). *Constructing grounded theory*. Sage Publications.

Creswell, J. W. & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.

Miles, M. B., & Huberman, A. M. (2017). *Qualitative data analysis: An expanded sourcebook*. Sage Publications, Inc. (A qualitative how-to text for researchers)

Saldana, J. (2012). *The coding manual for qualitative researchers*. Sage Publications, Inc (This text explores the data coding process in detail)

Yin, R. K. (2013). *Case study research: Design and methods*. Sage Publications.

### Quantitative Research Resources:

Aldrich, J. O. (2015). *Using IBM SPSS Statistics: An interactive hands-on approach*. Sage Publications.

Vogt, W.P. (2006). *Quantitative research methods for professionals in education and other fields*. Pearson.

### Statistics Resources:

Stalking, N.J. (2016). *Statistics for people who think they hate statistics*. Sage Publications.

Corty, E.W. (2014). *Using and interpreting statistics: A practical text for the behavioral, social, and health sciences*. Worth Publishers.

Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. Sage Publications.

See also *A statistics primer for EMU MAC students* by Michael and *A statistics coloring book* by Cheree. These resources can't count as your additional text for this course.

### **Program Evaluation Resources:**

Royce, D., Thyer, B. A., Padgett, D. K., & Logan, T. K. (2006). Program evaluation: An introduction. 4th Edition. Thomson Brooks/Cole.

### **Multicultural Implications in Research:**

Kovach, M. (2010). Indigenous methodologies: Characteristics, conversations, and contexts. University of Toronto Press.

### **Principles of Research Design:**

Whitley, B. E. & Kite, M. E. (2012). Principles of research in behavioral science (3rd ed.). Routledge.

Wright, Robert J. (2014). Research methods for counseling. Sage Publications, Inc.

### **Course Requirements and Procedures:**

Topic & List of Three Articles: For this assignment, you are asked to develop a counseling related topic of interest to you as well as a list of three articles that may be included within your annotated bibliography related to that topic. To create this topic list, you will evaluate the evidence base in the literature around the evidence base for counseling theories, interventions, and practices. Submit your topic and articles in the class Moodle portal, titled “Topic & Articles” located under “Assignments”. (3.H.2.)

Annotated Bibliography: An annotated bibliography is a list of books, articles and other resources that you are drawing from to inform your literature review. **Your annotated bibliography should contain a minimum of 15 sources** that draw from qualitative, quantitative, mixed methods, practice-based, and/or action research designs. The citations of each work (APA 7) are followed by a brief structured summary, usually totaling 150 words or fewer and describing and evaluating the resource. (A template for the annotated bibliography has been provided for you on our Moodle page, along with samples.) Please submit your completed annotated bibliography in the portal, “Annotated Bibliography”, located in the class Moodle page under “Assignments” (3.H.2.3.4).

IRB Training Certificate: The IRB Training certificate is composed of 4 short quizzes developed by EMU’s Institutional Review Board. These quizzes cover the following topics: Codes & Regulations, Respect for Persons; Beneficence; and Justice. This training is also the quiz activity for the IRB lecture. The link to the IRB quizzes can be found on our Moodle page or found directly here: <https://moodle.emu.edu/course/view.php?id=17617&sectionid=203075#section-1> Please do a screen capture of your successful completion of the 4 quizzes and submit it via the portal found on our class Moodle page under “Assignments”. (3.H.1.9.10.11)

Moodle Quizzes and Quiz Activities: The course material focused on experimental design and statistics (descriptive, correlational, inferential) to be mastered will be given in a statistics handout. Mastery of this material will be assessed by quizzes administered on Moodle. The instructors assume a mastery orientation and encourage students to adopt a growth mindset. For these reasons, students are invited to attempt the quizzes as many times as they need to score a 90% or better. (3.H.5.6.)

Literature Review: A literature review is a document summarizing and synthesizing the relevant published literature on your topic of interest. This paper discusses key, frequently describes the chronological progression of thinking around the topic, outlines issues, concerns or controversies and lays the groundwork for further exploration into the topic. Guidelines, in the form of Capstone and Peer Review rubrics, for the literature review can be found in this syllabus and on our class Moodle page. Your Creswell & Creswell text provides a detailed discussion to augment class lecture. **Please reference the *Graduate Writing Rubric* linked [here](#) and on Moodle.** Please note that the literature review should fill no less than **12 pages and should not exceed 15.** (3.H.2.3.4.7.8.10.11)

Peer Review of the Literature Review Draft: Each student will serve as a peer reviewer of another student's draft. You will find a copy of the peer review rubric within this syllabus and a copy is available on the class Moodle page, under "Assignments". (3.H.2.3.4.7.8.10.11)

Group Presentation: Students will offer a group presentation related to their chosen literature review topic. Faculty will group students by topic. Each group presentation should be 1 hour long and should include appropriate handouts and presentation slides. All students will submit the materials for their presentation by the opening of class on **week 13 (4/16/24)**, regardless of the date of the actual presentation. (3.H.1. 2.3.4.7.8.10.11)

Attendance Policy: Due to the interactive nature of this training experience, students are required to attend and actively participate in all live class sessions. Attendance and active participation are necessary for mastery of course material. Class periods in COUN 536 will build upon previous class periods, so your attendance in every live class meeting is important, and presupposes that you have watched previous recorded lectures and completed their associated assignments. Please make a commitment to attend every class punctually. If you know you will be absent, please let the instructors know at the beginning of the semester or a class period in advance. If an emergency arises, please call or email the instructors and let them know you will not be in class.

### GRADING CRITERIA AND OTHER POLICIES:

Topic List:	5
IRB Training Certificate:	10
Annotated Bibliography:	10
Moodle Quizzes & Activities:	10
Peer Review of Literature Review Draft:	5
Literature Review:	25
Group Presentation:	25
<u>Participation:</u>	<u>10</u>
<b>Total:</b>	<b>100</b>

A = 93 - 100

A- = 90 - 93

B+ = 87 - 89

B = 83 - 86

B- = 80 - 82

C+ = 77 - 79

C = 73 - 76

C- = 70 - 72

**ACADEMIC PROGRAM POLICIES:** For EMU graduate program policies, please see the complete [graduate catalog](#).

The Graduate and Seminary [Student Handbook](#) contains policies, information, and resources. This section of the syllabus highlights several key items.

### CLASSROOM CULTURE & RELATED POLICIES

EMU's [Life Together](#) statement describes the sort of learning community that we aspire to be. Learning thrives where there is free and open exchange of ideas, thoughts, emotions, and convictions. Open discourse requires trust and safety. While I anticipate that you may find that some aspects of the class challenge your views and theoretical frameworks, I invite you to respectfully express either agreement or disagreement without fear of consequences. If you feel that I am violating this commitment, please make an appointment to meet outside of class so that we can discuss the issue.

I hope we can welcome differences and demonstrate a willingness to analyze issues from frameworks that may or may not feel comfortable. I have opinions, which I may express from time to time. Please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right to speak and welcome questions from your classmates. My goal is to create a brave space in which everyone learns to participate in scholarly dialogue that values listening, thinking, feeling, study, and professionalism. *(Adapted from Margaret Sallee and Kathryn Roulston)*

1. Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We welcome differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
2. We will trust that people are always doing the best they can.
3. Challenge the idea and not the person. We debate ideas, not the individual sharing this idea or practice.

4. Each of us will strive to speak our discomfort. When something is bothering you, please practice sharing this with the group. Often our emotional reactions offer valuable learning opportunities.
5. Step Up, Step Back. Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.
6. Stay engaged. When overwhelmed or stressed, it can be tempting to slip away from the class or group while meeting. Let us honor one another with focused connection. When we catch ourselves disengaging, let us gently refocus on the tasks at hand.

### **INCLUSIVE, COMMUNITY-CREATING LANGUAGE POLICY**

EMU is committed to creating and maintaining an inclusive, safe, supportive educational environment that fosters respect for others and is free from intolerance directed toward individuals or groups. As such, EMU expects all its faculty, staff, and students to adopt inclusive written and spoken language that welcomes everyone regardless of race or ethnicity, religious identity, gender, disabilities, age, and sexual orientation. We will strive to use respectful and welcoming language in our classrooms.

As an inclusive community, we strive to sustain safety and belonging for students of all gender and sexual identities expressed in the [LGBTQIA+ Student Support Policy](#).

### **BIAS RESPONSE**

Bias incidents are harmful to the EMU community and/or individuals within the EMU community. Bias can be intentional or unintentional and may be directed toward an individual or group. A bias incident may take the form of a verbal interaction, cyber-interaction, physical interaction, or interaction with property. Bias reporting is a resource for anyone who needs to communicate an incident or explore a better understanding around issues of discrimination and learning how to effectively respond. All members of the university community are encouraged to [report](#) incidents of bias.

### **ATTENDANCE POLICY & LEARNING ENGAGEMENT**

Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. If a student misses 2 class periods, they are expected to write a 1-page reflection paper on the content missed (drawing from class readings, resources on Moodle, and conversations with classmates). A third missed class may result in failing the course. The student is responsible for the material presented in classes missed. Students should be aware of the importance of regular class attendance, particularly in the case of classes that only meet once a week or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

### **RELIGIOUS HOLIDAYS**

EMU respects the diversity of religious holidays and wishes to provide reasonable accommodations for students who may be unable to fully participate in class, lab, exams, or other assignments due to observation of a significant religious holiday. Students should provide adequate notice (a week in advance) to the faculty of such requests.

## **COURSE EXTENSIONS AND OUTSTANDING GRADES**

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 3 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. *PLEASE NOTE: Grades for coursework submitted late may be reduced at the instructor's discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.*

## **WRITING GUIDELINES**

EMU has adopted a set of writing [guidelines](#) for graduate programs that include six sets of criteria: content, structure, rhetoric and style, information literacy, source integrity, and conventions.

## **GRADUATE & PROFESSIONAL STUDIES WRITING CENTER**

Please utilize the [writing program](#)! They offer free individual tutoring from a [graduate writing](#) coach. Please visit the website to schedule an appointment.

## **ACADEMIC ACCOUNTABILITY & INTEGRITY**

In accordance with EMU mission, vision, and life together statements, we expect academic integrity of all members of the community. Responses to violations of academic integrity will be handled according to the [Academic Accountability Policy and Procedures](#). EMU fosters a culture where faculty, staff, and students respect themselves and others. EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, integrity, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. At EMU, a transparent account for academic work involves producing and submitting one's own work in papers, essays, projects, quizzes and tests; correctly and consistently acknowledging sources used; factually representing research results, one's credentials, and facts or opinions; and appropriately documenting use of technology.

### **Academic Honesty**

When grading your work, I will interpret the originality report and will follow the [Academic Accountability Policy and Procedures](#) as appropriate.

## **MOODLE**



[Moodle](#) is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class will no longer be accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

### **TECHNOLOGY REQUIREMENTS AND COMMUNICATION (if joining a class by Zoom)**

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption. Remember to keep your headsets UNMUTED during the sessions and avoid moving, brushing, touching, or fumbling with them as it creates unwanted noise in the class space.

### **INSTITUTIONAL REVIEW BOARD (IRB)**

All research conducted by or on EMU faculty, staff, or students must be reviewed by the [Institutional Review Board](#) to assure participant safety.

### **LIBRARY**

The [Hartzler Library](#) offers research support (via email, chat, phone, or SSC campus). The library home page offers subject guides to help start your research.

### **DISABILITY RESOURCES**

EMU seeks to meet the needs of all admitted students. We are committed to provide both physical and programmatic access with reasonable accommodations for all qualified documented students who are served through the Office of Academic Access. Our policies for students with disabilities are consistent with the necessity of ensuring reasonable accommodations under federal law, the Americans with Disabilities Act, and the 2008 ADA Amendments Act.

If you have a physical, psychological, medical, or learning disability that may impact your work in this course, it is your responsibility to contact the [Office of Academic Access](#) on the third floor of the Hartzler library. This office will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. To request services, use the [online request form](#) or call the coordinator of the Office of Academic Access at (540) 432-4638.

### **TITLE IX**

*The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply to incidents that happened **prior to your enrollment at EMU.***

It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual

violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination, they will keep the information as private as possible. However, they are required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to the Title IX Coordinator (Kimberly Anderson, JD) directly, she can be reached at 540-432-4849 (4TIX) or [titleixcoordinator@emu.edu](mailto:titleixcoordinator@emu.edu). You can also report incidents or complaints through the [online portal](#). You may confidentially report incidents of sexual violence if you speak to Counseling Services counselors, University Chaplain and Seminary Campus Pastor, or Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal and external support resources.

SAMPLE

**SCHEDULE AND TOPICS:**

<b>Date</b>	<b>Subject</b>	<b>Reading/Assignments Due</b>
1/16/24 Week 1	<b>Course Introduction</b> Introduction to the course: Counseling Research as Professional Advocacy (3.H.1)	APA v.7 Style Review: Please review your APA style manual or visit one of the APA style websites available in Moodle
1/23/24 Week 2	<b>Philosophy of Science and Research Paradigms</b> Qualitative, Quantitative, and Mixed methodologies Positivism, Post-positivism, Constructivism, Social-Justice and Advocacy Research (3.H.2.3.4.)	Philosophy of Science and Research Quiz due (will complete in class) Creswell & Creswell: Chapters 1&3 <b>Due: Topic &amp; 3 Articles</b>
1/30/24 Week 3	<b>Annotated Bibliography &amp; Literature Review:</b> Evaluating the evidence base for counseling through research (3.H.2.7)	Creswell & Creswell: Chapter 2
2/6/24 Week 4	<b>Introducing the IRB process:</b> Upholding and evaluating ethical, culturally sustaining, and developmentally responsive research (3.H.1.9.10.11)	(Consult the annotated bibliography materials available on Moodle) <b>IRB Training Certificate Due (Quiz Activity) due</b>
2/13/24 Week 5	<b>Ethics in Research Continued:</b> Upholding and evaluating ethical, culturally sustaining, and developmentally responsive research (3.H.1.9.10.11)	Creswell & Creswell Chapter 4
2/20/24 Week 6	<b>Qualitative Research: Developing a Formal Research Question</b> (3.H.3)	<b>Annotated Bibliography due</b> Creswell & Creswell: Chapters 5, 6, & 7
2/27/24 Week 7	<b>Qualitative Data Analysis: Coding Qualitative Interviews</b> (3.H.3)	<b>Qualitative Coding Quiz Activity due</b> Creswell & Creswell Chapters 9
3/5/24	<b>Spring Break</b>	None
3/12/24 Week 8	<b>Quantitative Research &amp; Statistics day 1:</b> Descriptive Statistics and Measures of Central Tendency (3.H.3.5)	Statistics class handbook: Section 1 <b>Statistics Quiz 1 due</b> Creswell & Creswell Chapter 8
3/19/24 Week 9	<b>Quantitative Research &amp; Statistics day 2:</b> Inferential Statistics and Hypothesis Testing (3.H.3.5)	Statistics class handbook: Section 2 <b>Statistics Quiz 2 due</b>
3/26/24 Week 10	<b>Program Evaluation &amp; Instrument Creation</b>	<b>Program Evaluation quiz due (completed in class)</b> Selected readings on Moodle

	(3.H.3.7.8.11)	Creswell & Creswell Chapter 10
4/2/24 Week 11	<b>Discussion of Decolonizing Methodology</b> (3.H.9.11)	<b>Due:</b> Decolonizing Methodology
4/9/24 Week 12	<b>Workshop: Peer Review</b>	Bring Literature Review draft to class
4/16/24 Week 13	<b>Presentations</b>	<b>All Group Presentation materials due:</b> Place in Moodle Portal Literature Review Draft is due to Peer
4/23/24 Week 14	<b>Presentations</b>	Literature Review should be returned to your peer
4/30/24 Week 15	<b>Culminating Interviews</b>	<b>Final literature review due</b>

**Please Note:** The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

SAMPLE

**Foundations H: Research and Program Evaluation**  
**Research: Literature Review**

An overall score above 4 indicates that the competency has been satisfied. If you score below a 4 and are asked to revise your competency assignment, please include both drafts and scoring rubrics in your Master Competency Portfolio.

Category	Criterion	1 (Needs Work)	2 (Meets minimum expectation)	3 (Demonstrates competence)	4 (Demonstrates proficiency)	5 (Illustrates mastery)
1) Content	<ul style="list-style-type: none"> <li>Breadth and depth of literature reviewed</li> </ul>	Student relies on anecdotes and opinion more than evidence in the literature.	Student reviews and integrates 10 sources across themes in the literature successfully.	Student reviews and integrates 12 sources across themes in the literature successfully.	Student reviews and integrates 12-15 sources across themes in the literature successfully.	Student reviews and integrates more than 15 sources across themes in the literature masterfully
	<ul style="list-style-type: none"> <li>Synthesis of themes</li> </ul>	Student does not identify themes in the literature	Student draws loose connections between articles	Student identifies a few (3-5) themes in the literature and uses evidence from the literature to support the themes	Student identifies salient themes in the literature and discusses evidence supporting the themes thoroughly	Student identifies salient themes in the literature, discusses evidence supporting the themes thoroughly, and clearly connects the themes to their project
	<ul style="list-style-type: none"> <li>Length of paper</li> </ul>	Fewer than 5 pages	5 pages	6-8 pages	9-11 pages	12-15 pages
2) Synthesis	<ul style="list-style-type: none"> <li>Makes clear connections across relevant topics</li> </ul>	Relationship between ideas is not clearly articulated	While several ideas are connected, other ideas are not well integrated	Ideas and their connections are made clear	Implications of the ideas discussed are made clear	Ideas, their implications and relationship are clearly articulated
3) Rhetoric	<ul style="list-style-type: none"> <li>Written with a coherent, clear structure that supported the review</li> </ul>	Poorly conceptualized, haphazard	Structure and grammatical errors jeopardize the ideas presented	Some coherent structure; few grammatical errors or spelling flaws	Strong structural outline, free of grammatical errors or spelling flaws	Well developed, coherent and free of grammatical errors or spelling flaws
	<ul style="list-style-type: none"> <li>Followed APA v. 7</li> </ul>	Does not follow APA for citation	Conveys a hint of knowledge	Makes a valiant attempt to follow APA	Cites sources for all quotations and	Makes virtually no errors in APA documentation.

		management, paper style, etc. Makes many errors.	regarding APA format, makes several errors in documentation style	for citation management, paper style, etc.	usually cites, makes minimal errors in APA format and style	
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**Student name:**

**Faculty Reviewer:**

**Date:**

**Total Grade:   /5**

SAMPLE

## Peer Review Rubric

<b>Domain</b>	Not Evidenced	Developing	Good	Strong	Excellent
Title Page/Abstract					
APA Style					
Abstract					
Body of the Paper					
Paper's Grammar & Style:					
APA Style					
Page Length 12-15 pages					
Originality (author's own work; cites where appropriate)					
Free of Typos					
Clear/Concise Writing					
Flow of ideas & Smooth Transitions					

Paper's Content:					
Introduction provides smooth entry to the topic And valuable overview					
Breadth of the Relevant Research is Discussed					
Appropriate Depth is Given to the Topic					
Connections within the literature are made clear (synthesis over summary)					
Literature is Organized Well into Coherent Ideas					
Conclusion summarizes key points					
Conclusion includes future research recommendations					
References					
APA Style					
All references included					
15 or more references provided					



Overall Rating					
Draft 1 (Peer Review)					

SAMPLE