**COURSE GUIDE FOR**

**EPCE 6335-001 Advanced Theories & Techniques**

**Phase I Course**

**(Face to Face)**

****

**PhD in Counselor Education and Supervision** Distinctive Products:

* Create, implement, and evaluate an Advocacy and Social Justice Leadership Plan/Project (with a strong consultation component) that impacts the needs of institutions of higher education, communities, schools, and/or the counseling profession.

**Activity and Evaluation**

**Fall 2019**

aretha faye marbley, PhD

Professor

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Lubbock, Texas

**Instructor: aretha marbley, Ph.D.**

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**Office Hours: TH 2:00-4:30P. Virtual hours: 10-12:30 T or by appointment**

**Professor will be available (via Skype for Business) Tuesdays from 5-5:30pm**

**Meeting Time/Place: Room 301 Education Building**

**\*\*This course will be taught in a hybrid format of in person, Blackboard, and distance delivery communication using the Texas Tech Lync System.**

**We will meet twice in-person (In Lubbock) (18 hours), one time at TCA in Fort Worth, and three by distance delivery (6 hours) and the remainder of time via Blackboard);**

**The following days and times are face-to-face meeting at the Lubbock campus**

August 23--Thursday 6-8 pm

August 24--Friday 5-8 pm

October 25--6-9pm Friday

October 26--12-4pm Saturday

November 13-16 TCA Wednesday-Saturday

**Class meets via distance delivery (Skype for Business/Collaborator) Mandatory**

**Sep 20- Friday 6-8pm**

**Nov 22- Friday 6-8pm**

1. **Course Goals**: Students will

* evaluate theories and techniques from a culturally competent perspective
* be informed about the research foundation for each major theory
* be skilled at seeing how theory helps frame research and grant proposals
* evaluate how theories speak to their values, experiences, and professional identity
* see how theories help shape advocacy and social justice
* incorporate knowledge about theories into pedagogical practices
* advance their awareness how theory translates into practice
* have a grasp of the major interventions and techniques that evolved from theory
* see the strengths and weaknesses of each major theory
* understand how to incorporate theory is into dissertation research

# Conceptual framework

The conceptual framework encompasses the college’s [nine initiatives for change](http://sharepoint2010.itts.ttu.edu/EDUC/Education%20Archives/Big%20Nine%20Initiatives/Big%209%20Overview/Hovey%20wordsmithing%20of%20Ridley's%20022312%20revisions.docx). The essence of the framework is captured by the challenge, “Leading a Revolution in American Education.” This revolution, and thus the conceptual framework, has four major thrusts: 1) transforming educator/counselor preparation, 2) transforming client/university partnerships, 3) transforming educational research; and 4) transforming reward systems. All components are interrelated.

1. **NCATE Transformation**

Across the nation there are calls to drastically reform educator preparation, and Texas Tech University is responding by transforming its programs to meet those demands. A basic part of this transformation is rethinking how education and helping professionals are prepared. Becoming counselors and counselor educators means we must rethink how we advocate, disseminate knowledge, and conduct research. Doing so will transform Texas Tech counselor preparation programs from maintainers of the status quo to innovative leaders preparing counselors to meet the academic and economic challenges of the 21st Century. As such, this course takes into account both NCATE and CACREP accreditation standards.

“Leading a Revolution in American Education” is more than a theme; it captures several initiatives that are transforming educator preparation at the university. Many aspects of these reforms are found throughout this course—reforms that will change you.

* You will develop higher-level skills and products. Learning outcomes in this course will still include knowledge and reasoning, but these will serve as prerequisites to higher level skill and product competencies you will develop.
* You will learn what is valued by employers and counseling professionals. State and national standards (i.e. *ASCA National Model*, advocacy competencies, codes of ethics), CACREP accreditation standards, professional literature, a variety of focus groups, and counseling supervisors/employers were all involved in determining the learning outcomes for this course.
* Instruction will be connected to improved beneficence within the profession as well as positive outcomes of clients/students you will be counseling or teaching.
* You will be exposed to the theory and techniques as they inform your role as a counselor educator and leader who is committed to social justice and advocacy
* This course does not stand alone, instead, it is part of an integrated program that has well-articulated and distinctive outcomes.

**B. Products for the PhD in Counselor Education are listed as follows:**

1). Distinctive Products: EPCE: Doctor of Philosophy in Counselor Education

* PhD—Counselor Education
  + Create, implement and evaluate the impact of the Advocacy and Social Justice Leadership Plan that impacts the needs of institutions of higher education, communities, schools, and the counseling profession.

2). Distinctive Assessments for PhD Programs: EPCE 6335 Phase 1 Course

* Summary posts a topic of your choice wherein you lay the foundation for a study that is anchored in theory
* Five-page summary outlining a research or proposal using a counseling theory
* Post responses to classmate’s summaries

**C. Incorporation of Apply and Evaluate (A&E) activities**

This course, EPCE 6335, is a phase one course. As such, it requires students to identify a topic that serves the focus of summaries that are anchored in theory. These summaries culminate in a final paper which could be the basis of a dissertation, conference presentation, or journal article. The rubric to rate this paper appears at the end of the syllabus.

**D. Counselor Education Technology Competencies**

Specific technology (outside class) competencies covered in this course include:

1 Be able to use productivity software to develop web pages, word processing documents (letters, reports), basic databases, spreadsheets, and other forms of documentation or materials applicable to practice.

2 Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, playback units and other applications available through education and training experiences.

3. Be able to help clients search for and evaluate various types of counseling-related information via the Internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.

4. Be able to access and use counseling-related research databases.

**E.** **CACREP Standards**

CACREP standards are imbedded within the course and can be viewed at <http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf> Specific standards taught in this course are listed as follows:

CACREP 6.B.1.a,b,c,d,e,f

* 1. COUNSELING
     1. scholarly examination of theories relevant to counseling
     2. integration of theories relevant to counseling
     3. conceptualization of clients from multiple theoretical perspectives
     4. evidence-based counseling practices
     5. methods for evaluating counseling effectiveness
     6. ethical and culturally relevant counseling in multiple settings

**III. Course Purpose**

# This doctoral-level course is designed to prepare future counselor educators and

# leaders who are well informed about counseling theories. This advanced

# knowledge will enable them to be proactive advocates for the profession and

# society. One outcome of this training is skill in writing grants or research

proposals.

**IV Course Description**

Analysis of major approaches to counseling with integration of the techniques

in clinical practice.

1. **Prerequisites:**

Admission to the Counselor Education PhD Program and successful completion of all Masters level practica and internship classes and completion of or enrollment in EPCE 5357 and EPCE 5364

1. **Methods of Instruction**

This course utilizes both face-to-face and online methods. Particular methods include: didactic teaching, group and posted discussions, summary papers posted in Blackboard, in class role plays, student presentations in class, and online postings and discussions.

**V.** **Course Objectives/Learning Outcomes/Assessments**

|  |  |
| --- | --- |
| **Course Objectives** | **Learning Outcomes** |
| Students will understand the major tenets of each major theory, will be familiar with the research base of each major theory, will know how well each theory address multicultural differences, and will demonstrate effective skills in presenting their ideas related to theories.  (CACREP 6.B.1.a,b,c,d,e,f) | Five summaries posted in Blackboard  Presentations-Demonstrations  Five-ten page research paper |
| Students will demonstrate skills related to how prepare and deliver a professional conference presentation or a class lesson that draws upon counseling theory.  (CACREP 6.B.1.a,b,c,d,e,f) | Five summaries posted in Blackboard  Presentations-Demonstrations  Five-ten-page research paper |
| Students will demonstrate how to utilize counseling theory when working with individuals or groups.  (CACREP 6.B.1.a,b,c,d,e,f) | Five summaries posted in Blackboard  Presentations-Demonstrations  Five-ten-page research paper |
| Students will deepen their understanding of how their theoretical preferences relate to their values, cultural influences, and personality traits.  (CACREP 6.B.1.a,b,c,d,e,f) | Five summaries posted in Blackboard  Presentations-Demonstrations  Five-ten-page research paper |

**VI. Course Requirements/Methods of Evaluation Employed**

1. Select five topics and anchor them in a major theory or theories and post a one-page summary of the research related to this area. Each post may build on each other.
2. Prepare a one-hour presentation-demonstration on a topic of your choice as it relates to theory. Presentations are individual or in a few cases dyads. The presentation-demonstration may draw up posts or your final papers.
3. Submit a five-ten-page summary outlining a research project or paper wherein you draw on counseling theories as related to the topic selected throughout the semester.
4. Reply to at least one summary posted by a classmate.

**Grading policy**

Grades will be determined by how many points are earned over the semester. The menu of evaluations and their points appears next:

Nature of Activity Point Potential

Five summaries on a topic anchored in theory (5 pt. each) 25

Reply to Summary Posted 5

Five-ten-page research paper on major theory 35

Presentation-Demonstration 35

Total possible 100

**Evaluation Procedures**

Assignments are due on the date assigned. Late papers and/or presentations not turned will be reduced one letter grade for each class late. In the case of illness or an emergency, exceptions will be made; however, the student must provide written evidence to verify the illness or the emergency.

Grades  
A = 93-100

B = 80-92

C= 75-79

D = < 74

Your Grade book in Blackboard will be updated weekly according to points assigned above. Face-to-face attendance is expected for the entire time unless excused.

**VII. Content Outline:**

|  |  |  |
| --- | --- | --- |
| Months | Topics | Assignments |
| August  2019 | Select a topic of your choice and begin to read articles related to it with special attention to theory  Attend class Aug. 23 and 24th. | Introduction  Research Agenda  Model, Philosophy, Theory, Therapy |
| September | Continue to focus on a topic of your choice by reading articles related to it with special attention to theory  **Class meets via Skype--Dates TBN** | Read journal articles, book chapters, and books  **Post summary1 due by midnight 9/15/2019**  Read journal articles, book chapters, and books  **Post summary2 due by midnight 9/29/2019** |
| October | Select a topic of your choice and begin to read articles related to it with special attention to theory  Attend class on Oct. 25 & 26 | Read journal articles, book chapters, and books  **Post summary3 due** by midnight **10/13/2019**  **Scheduled presentations** |
| November | Select a topic of your choice and begin to read articles related to it with special attention to theory  Attend Class at TCA on Nov 13-15  **Class meets via Skype--Dates TBN** | Read journal articles, book chapters, and books  **Post summary4 due** by midnight 11/17/2019 |
| December | Select a topic of your choice and begin to read articles related to it with special attention to theory  Attend class on Nov. 30 and Dec. 1 | Read journal articles, book chapters, and books  **Post5 summary due** by midnight 12/1/2019  **Final paper due by 12/3/2019** or sooner  Post on Blackboard and send directly to [aretha.marbley@ttu.edu](mailto:aretha.marbley@ttu.edu). |

**Major Theories**

Psychoanalysis (Freud)

Dynamic Interpersonal

Transactional Analysis (Berne)

Analytical Theory (Jung)

Adlerian Theory

Person-Centered Theory (Rogers)

Gestalt Therapy (Perls)

Existential Theory (Yalom)

Reality Theory (Glasser)

Cognitive Theory (Beck and Ellis)

Behavior Theory

Cognitive-Behavior Theory

Solution-focused Theory

Narrative Theory

Feminist Theory

Systems Theory (structural, experiential, strategic, etc.)

Transtheoretical (common factors) Theory

Sullivan Theory

Mindfulness and Acceptance Theory

Object Relations/Attachment Theory

Motivational Interviewing

EMDR

Ericksonian Hypnotherapy

Dialectical Therapy

**VIII. Required Texts:**

A text is not required for this course since students must conduct in depth research on theories/theorists using a variety of sources. Students are required to read materials and research of their choice for posts, presentations, and final paper.

**IX. Scholastic Dishonesty**

Students are always expected to exhibit ethical conduct. Plagiarism and/or copying from another’s work are considered cheating and students will receive no credit for assignments if this conduct is displayed.

**X. Handicapping conditions**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

**XII. Religious Observations**

Students may be allowed an excused absence due to certain religious holidays/observances. Students should notify the professor at the beginning of the semester and submit appropriate verification at least one week prior to the anticipated absence. Students must be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. Failure to complete these assignments may result in appropriate responses from the instructor.

**XIII. ADA Compliance**

A student must register with Student Disability Services and file appropriate documentation in order to be eligible for any disability benefits and services described in this operating policy. The university-approved mechanism for establishing reasonable accommodation is written notification in the form of a *Letter of Accommodation* from Student Disability Services. The *Letter of Accommodation* indicates to faculty that the student has given proof of her/his disability and that the accommodation noted is considered appropriate and reasonable. No further proof of disability should be required of the student. Students presenting other kinds of verification should be referred to Student Disability Services for the appropriate identification. No requirement exists that accommodation be made prior to completion of the approved university process.

Faculty members are not permitted to provide accommodations for a student’s disability needs unless the student provides a *Letter of Accommodation* from Student Disability Services. Ideally, *Letters of Accommodation* should be presented to instructors at the beginning of the semester; however, *Letters of Accommodation* may be submitted at any point during a semester. If a *Letter of Accommodation* is presented after a semester begins, the accommodation applies only from the date presented to and signed by the faculty member until the completion of the semester. One week is considered a reasonable amount of time to allow the faculty member to implement the accommodation.

**XIV. Violence and Sexual Harassment**

The university is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state law, the university prohibits discrimination based on sex and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence, sexual violence, and any other misconduct based on sex. Any acts that fall within the scope of this policy hereinafter are referred to as Sexual Misconduct.

While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is the university’s policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on this basis. Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, by actions, or electronically displayed or conveyed.

This policy applies to all university students and employees, visitors, applicants for admission to or employment with the university, as well as university affiliates and others conducting business on campus. This policy will apply to on-campus and off-campus conduct of which the university is made aware and which adversely impacts the educational and employment environments of the university. The university will take all reasonable steps to prevent recurrence of any Sexual Misconduct and remedy discriminatory effects on the Reporting Party and others, if appropriate.

The full description of the University’s policy on violence and sexual harassment can be found in OP 40.03.

**XV. Classroom Civility/Etiquette**

Students are encouraged to follow the eight ethical principles supported in the *Strive for Honor* brochure. They are:

* *Mutual Respect* – Each member of the Texas Tech community has the right to be treated with respect and dignity.
* *Cooperation and Communication* – We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom.
* *Creativity and Innovation* – A working and learning environment that encourages active participation.
* *Community Service and Leadership* – Exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment.
* *Pursuit of Excellence* – Texas Tech University is committed to achieving excellence following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.
* *Public Accountability* – We strive to do what is honest and ethical even if no one is watching us or compelling us “to do the right thing”.
* *Diversity* – An environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds.
* *Academic Integrity* – Being responsible for your own work ensures that grades are earned honestly.

**XVI. Title IX**

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other [Title IX violations](file:///C:\Users\Jerry%20Parr\Documents\classes\6354\redir.aspx%3fREF=bTp_9LJr7xFeGNTnfbZsiFLD62XhyUk4mHi9lFflE-jlqQdPK0nTCAFodHRwOi8vdGl0bGVpeC50dHUuZWR1Lw) are not tolerated by the University. Report any incidents to the Student Resolution Center, (806)-742-SAFE (7233) or file a report online at [titleix.ttu.edu/students](file:///C:\Users\Jerry%20Parr\Documents\classes\6354\redir.aspx%3fREF=2rfq2eOK4Z9BU8eB3jA30G8lPLWGdXOXF0QKDoqldLDlqQdPK0nTCAFodHRwOi8vdGl0bGVpeC50dHUuZWR1L3N0dWRlbnRz). Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: **TTU Student Counseling Center,** 806-742-3674, [https://www.depts.ttu.edu/scc/](file:///C:\Users\Jerry%20Parr\Documents\classes\6354\redir.aspx%3fREF=FDlqup5LQd9CICYAHkyU9YyD-1we7mbqQFoA55qFEUjlqQdPK0nTCAFodHRwczovL3d3dy5kZXB0cy50dHUuZWR1L3NjYy8) *(Provides confidential support on campus.)* **TTU Student Counseling Center 24-hour Helpline**,806-742-5555, *(Assists**students who are experiencing a mental health or interpersonal violence crisis.  If you call the helpline, you will speak with a mental health counselor.)* **Voice of Hope Lubbock Rape Crisis Center**, 806-763-7273, [voiceofhopelubbock.org](file:///C:\Users\Jerry%20Parr\Documents\classes\6354\redir.aspx%3fREF=8dmhkaR7KbIzWT8TofivOVB25oxnQOXuQn6xzz7yDwhVCwpPK0nTCAFodHRwOi8vdm9pY2VvZmhvcGVsdWJib2NrLm9yZy8) *(24-hour hotline that provides support for survivors of sexual violence.)* **The Risk, Intervention, Safety and Education (RISE) Office**, 806-742-2110, [rise.ttu.edu](file:///C:\Users\Jerry%20Parr\Documents\classes\6354\redir.aspx%3fREF=ZYpG27hiA3XvsOzoTF9BgGbs4VXOK51sFCofa-fN8t1VCwpPK0nTCAFodHRwczovL3d3dy5kZXB0cy50dHUuZWR1L3Jpc2Uv) *(Provides a range of resources and support options focused on prevention education and student wellness.)* **Texas Tech Police Department**, 806-742-3931, [http://www.depts.ttu.edu/ttpd/](file:///C:\Users\Jerry%20Parr\Documents\classes\6354\redir.aspx%3fREF=fwsbQfodctJCW00CCZo8FICU7j3DexyhuAaD30X0bbdVCwpPK0nTCAFodHRwOi8vd3d3LmRlcHRzLnR0dS5lZHUvdHRwZC8) *(To report criminal activity that occurs on or near Texas Tech campus*.)

**XVII. Resources for Safe Campus**

Safety is important at Texas Tech. There is an Emergency system across the campus that allows contact with the Campus Police. One is on 18th Street between the Education Building and the Parking Garage. Other resources, including student safety, disability resources, student conduct, and student health services, can be found at <http://www.depts.ttu.edu/dos/bit/available-resources.php>

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**XIX. Reform Syllabus Supplement**

**PhD Level: Advanced Counseling Theory and Techniques**

**EPCE 6335**

**Phase 1**

**A. Conceptual Framework**

The conceptual framework for the Counselor Education program encompasses the College of Education’s nine initiatives for change. The basic tenet of the framework is captured by the challenge, “Leading a Revolution in American Education.” This initiative has following four major components: (1) transforming educator/counselor preparation, (2) transforming client/university partnerships, (3) transforming educational research, and (4) transforming the reward system. These four major components are interrelated.

**B. Course Phase**

The courses in the Counselor Education program are divided into 3 phases. A Phase 1 course is a course in which the focus is on the acquisition of knowledge and skills. Essentially, Phase 1 courses are designed to provide the students with the knowledge base and the foundation for Phase 2 and Phase 3 courses. Phase 2 courses are designed to incorporate the knowledge and skills from the Phase 1 courses and assimilate them into practice in a classroom setting. Essentially, Phase 2 classes focus on application within the classroom. In contrast, Phase 3 classes incorporate the knowledge and skills from Phase 1 courses and the simulated application from Phase 2 courses and implements them in an actual counseling setting.

Advanced Theory and Techniques (EPCE 6335) is a Phase 1 PhD level course. Accordingly, students enrolled in counseling internship will successfully:

* Demonstrate advanced conceptual understanding of counseling theory and techniques as applied in practice, research, and advocacy.

**C. Trademark Outcomes & Distinctive Skills**

This course is a required course in the PhD Counselor Education program. It contributes to the students’ achievement of program goals in the follow manner:

***Trademark Outcomes for the PhD in Counselor Education***

The Trademark Outcomes (TOs) for the PhD Counselor Education Program are:

Students will develop an advocacy and social justice leadership plan that impacts the needs of institutions of higher education, communities, schools (P-12), and the counseling profession.

*Distinctive Skills*

* Students will develop advocacy leadership skills
* Students will conduct needs assessments (focus groups) with the target population to identify barriers that impair their quality of life.

*Course Alignment with Skills & Outcome*

The PhD Counselor Education program has been designed to accomplish the above two distinctive interrelated skills. Accordingly, the following distinctive skills are incorporated into the course.

* Students will incorporate knowledge about counseling theory and techniques in creating advocacy plans and efforts with clients, communities, schools, centers, or agencies.
* Students will incorporate knowledge about counseling theory and techniques when constructing needs assessments in service of a mission of advocacy

**D. Alignment of Course Assessment with End-of-Phase Assessment**

Students elect to create program for advocacy, a grant proposal that serves an advocacy purpose, or a presentation that summarizes the research findings on studies that looked at the effectiveness of programs that served target population with unmet needs, e.g., at risk high school students.

**E. Activity and Evaluation (A&E)**

This course asks students to undertake a project wherein knowledge of counseling theory/techniques provides a framework for research on a topic of their choice, including advocacy. During the semester students post summaries based on the topic of their choice in Blackboard; these posts serve as the basis of a final paper and a presentation.

Texas Tech University

College of Education/Counselor Education

Rubric to Rate Papers

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rater:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Subskill | Beginning  1 | Basic  2 | Proficient  3 | Advanced  4 | Exceptional  5 | Score |
| **Integration of Knowledge** | The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways | The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways | The paper incorporated knowledge from the literature in relevant and meaningful ways | The paper effectively incorporated knowledge from the literature in relevant and meaningful ways | The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways |  |
| **Organization and Presentation** | The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow |  |
| **Focus** | The paper’s topic lacked focus and a clear direction | The paper’s topic had occasional focus, direction, and purpose | The paper’s topic had focus and clarity of direction and purpose | The paper’s topic had effective focus and clarity of direction and purpose | The paper’s topic had very effective focus and clarity of direction and purpose |  |
| **Level of Coverage** | The paper lacked depth, elaboration, and relevant material | The paper occasionally included depth, elaboration, and relevant material | The paper included depth, elaboration, and relevant material | The paper effectively included depth, elaboration, and relevant material | The paper very effectively included depth, elaboration, and relevant material |  |
| **Grammar/Spelling** | The paper contained numerous errors of grammar and spelling | The paper contained some errors of grammar and spelling | The paper contained very few errors of grammar and spelling | The paper contained only one or two errors of grammar and spelling | The paper contained no errors of grammar and spelling |  |
| **References and Sources** | The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity | The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility | The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites | The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites | The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites |  |
| **APA Style** | The paper did not use APA style | The paper was partly based on APA style | The paper was mostly based on APA style | The paper was based on APA style with only a few exceptions | The paper was completely and accurately based on APA style |  |
| **Mean Score** |  |  |  |  |  |  |

Comments

Texas Tech University

College of Education/Counselor Education

Rubric to Rate Oral Presentations

Student Names: Class: EPCE 6335 Date: fall 2019 Rater: Student Professor Topic of Presentation:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Subskill | Beginning  1 | Basic  2 | Proficient  3 | Advanced  4 | Exceptional  5 | Score |
| **Organization** | The presentation lacked organization | The presentation was somewhat organized | The presentation was organized for the most part | The presentation was well organized | The presentation was very well organized with clear transitions |  |
| **Timing** | The presentation lacked timing, resulting in poor coverage toward the end | The presentation somewhat lacked a logical allocation of time to given topics | The presentation allotted equal time to topics | The presentation allotted time in a thoughtful way, depending on the topic | The presentation allocated time artfully wherein basic to more complex topics were addressed seamlessly |  |
| **Documentation** | The presentation lacked facts, research, evidence, and sources | The presentation included sparse facts, research, evidence, and resources | The presentation offered facts, research, evidence, and resources | The presentation provided relevant facts, research, evidence, and resources | The presentation provided very relevant and current facts, research, evidence, and resources |  |
| **Content** | The presentation included irrelevant and unrelated content | The presentation focused on content that was somewhat relevant and coherent | The presentation focused on relevant and coherent content based in adequate preparation | The presentation contained very relevant and coherent content that reflected good preparation | The presentation was exceptionally conceived wherein topics were highly relevant and coherent |  |
| **Presentation Delivery** | The presenters lacked effective use of voice volume, tone, animation, grammar, and pronunciation | The presenters use of voice volume, tone, animation, grammar, and pronunciation was somewhat effective | The presenters use of voice volume, tone, animation, grammar, and pronunciation was effective | The presenters use of voice volume, tone, animation, grammar, and pronunciation was quite effective | The presenters use of voice volume, tone, animation, grammar, and pronunciation was very effective |  |
| **Audience Engagement** | The presentation failed to establish and maintain audience interest and attention | The presentation somewhat established and maintained audience interest and attention | The presentation established and maintained audience interest and attention | The presentation effectively established and maintained audience interest and attention | The presentation very effectively established and maintained audience interest and attention |  |
| **Use of audio-visual aides** | The presentation failed to employ visuals or technology | The presentation used visuals such as a PowerPoint but it lacked appropriate formatting | The presentation employed varied types of visuals with appropriate formatting | The presentation employed quite effective use of varied types of visuals with appropriate formatting | The presentation employed very effective use of varied types of visuals with appropriate formatting |  |
| **Responsiveness to audience** | Presenters failed to address questions from the audience | Presenters responded to questions in ways that were somewhat irrelevant and unhelpful | Presenters responded to questions in ways that were relevant and helpful | Presenters responded to questions in ways that were quite effective, helpful, and enlightening | Presenters responded to questions in ways that were very effective, helpful, and enlightening |  |
| **Presenters’ Demeanor** | Presenters lacked animation, eye contact with the audience, poise, and professionalism | Presenters somewhat conveyed animation, eye contact with the audience, poise, and professionalism | Presenters conveyed animation, eye contact with the audience, poise, and professionalism | Presenters effectively conveyed animation, eye contact with the audience, poise, and professionalism | Presenters very effectively conveyed animation, eye contact with the audience, poise, and professionalism |  |
| **Mean Score** |  |  |  |  |  |  |

Comments: