Psy.D. Program in Organizational Psychology
Graduate School of Applied and Professional Psychology (GSAPP)
Rutgers University
New Brunswick, New Jersey
Spring 2025

Introduction to Personnel Psychology (18:829:530)
Credits: 3
Level: Graduate
Monday 3:35pm-6:05pm online

Instructor: Robert J. Emmerling, PsyD
E-mail: Robert.Emmerling@rutgers.edu
Office Hours: by appointment via Zoom, at your convenience. The instructor will make every reasonable effort to meet with students whenever necessary.

Rutgers University Mission: As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of
- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.
As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

GSAPP Mission: The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.
Core Values. We are guided by four core values that are apparent in our learning environment, centers, and clinics:
1. **Academic excellence** in preparing students for careers in clinical, school, and organizational psychology.

2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

Program Mission: To disrupt the status quo with a specific focus on rigorously bridging science and application, equipping graduates with competencies that traverse professional, organizational, and national cultural boundaries by emphasizing theory to guide practice and practice to guide theory, always with the focus on creating and promoting a human-centered high-performance workforce and healthy organizations.

Course Description

This graduate-level course will provide an in-depth exploration of the theories, research, and applications of personnel psychology. Participants in the course will explore the theoretical foundations, empirical research, and practical applications of personnel psychology in organizational settings. The course aims to convey knowledge and skills that students will need to be effective in the domain of personnel, including job analysis, recruitment, selection, performance appraisal, training, and organizational development. We will use case studies and student-led group presentations to see how we can apply theory and research to the challenges of modern organizations.

Course Objectives

By the end of this course, students will be able to:

- Demonstrate a thorough understanding of key concepts, theoretical perspectives, and current trends in personnel and industrial psychology
- Apply psychological principles to address real-world organizational challenges, including employee selection, training, performance appraisal, and leadership development
- Demonstrate understanding of theory, research, and practice as it relates to assessment using psychometric and interview-based methodologies
- Develop abilities related to job analysis and competency modeling to enhance organizational effectiveness
- Understand the ethical, legal, and professional issues related to selection and performance management in organizations
- Understand theories of leadership assessment, development, and succession planning
- Demonstrate proficiency in the design and delivery of training programs

Course Overview

This course will be presented online, which will entail live weekly meetings via Zoom. All students are expected to attend all Zoom sessions and stay until the scheduled end of class. The course will use a combination of lectures, discussion, experiential exercises, team-based exercises, case studies, and group projects. Given the interactive nature of the course, it is required that students participate in course discussions. Online discussions and lectures via Zoom will be 2.5 hours each week of the course unless otherwise noted. When the course is in lecture mode, students are required to have cameras on (unless permission is granted) and be attentive.

Assignments and Evaluation Method:

Individual Level Work:
1. Class participation and attendance (10%)
2. Interview Assignment (10%)
3. Pre-Class Threaded Discussion (10%)
4. In-Class Knowledge Checks (10%)
5. Case Study Write-Ups (25%)
6. Course Final (15%)

Group Level Work:
1. Job Analysis Assignment (10%)
2. Delivery of Training Module (10%)

1. **Participation and Attendance**- There will be ample opportunity to participate in class discussion during class. Please review the Criteria for class participation in the last section of the syllabus for guidance on how to ensure a good score in this area.

2. **Pre-Class Threaded Discussion**- Prior to each class, students will complete posts online (also as assigned in the course schedule), under the direction of the instructor, and interact with their classmates by posting replies to one another's posts. Students will be required to: (a) complete their first post on time (by Monday 3:35 of each week and reply to classmates by Friday 11:59 PM), (b) write each post in APA style with references, and (c) engage and interact in inclusive and thoughtful dialogue as expected of graduate students entering the professional field of psychology.

3. **In-Class Knowledge Checks**- At the end of each class a brief knowledge check will be administered to check that key concepts from the class and readings have been understood and retained.

4. **Case Study Write-Ups:** The ability to apply theory and research findings to practical issues facing organizations is a core skill that the case-study method is geared toward developing. During the course, you will analyze cases through a variety of theoretical lenses and write up your insights and suggestions in the form of a 1200 – 1500 word write-up.

5. **Course Final:** A take-home essay final will be assigned on week 13 and due May 12.

6. **Job Analysis Assignment (Group Project)**- Students will conduct a job analysis and develop a report and presentation based on their work.

7. **Delivery of Training Module (Group Project)-** In this group project you will do a short 20-minute training module on a topic of your choice related to an HRM-related issue. Before conducting the session, each group will meet with the instructor to go over their plan and materials to lead the training session.

The final grade will be determined and computed based on the following:
1. Participation and Attendance		10
2. Interview Assignment		10
3. Pre-Class Threaded Discussion		10
4. In-Class Knowledge Checks		10
5. Course Final		15
6. Case Study Write-Ups		25
7. Job Analysis Assignment		10
8. Delivery of Training Module		10
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Maximum Point Total		100 points

Grades and Grading Policy

Grade	Description	Numerical Equivalent
A	Outstanding	90-100 (4.0)
B+	Intermediate Grade	87-89 (3.5)
B	Good	80-86 (3.0)
C	Average	70-79 (2.0) Grades of C do not count toward graduation
F	Failure	69 or below (0.0)
INC	Incomplete	
S	Satisfactory	
U	Unsatisfactory	
PA	Pass	
NC	No credit given	

OP Program requirement: All students must achieve a grade of B or better and maintain a GPA of 3.0, or academic remediation will be enforced.

Policy on late assignments: Grades on late assignments will be reduced by 2 points (out of a 10-point scale). Assignments will not be accepted more than 7 days late.

Required Book:
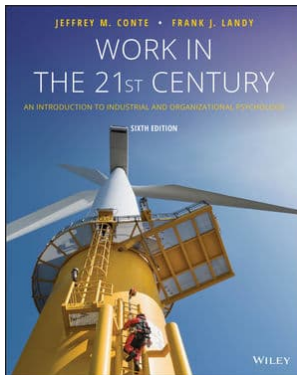
Conte, J.M. & Landy, F.J. (2019). *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology.* 6th edition Wiley Publishing ISBN- 978-1-119-49341-9

All other required and optional texts will be made available via Canvas

Class Reading(s):

Class #1 Introduction for Personnel and Work Psychology – Required Reading

Conte, J.M. & Landy, F.J. (2019). What is industrial and organizational psychology?. In J.M. Conte, & F.J. Landy (Eds.), *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. 6th edition Wiley Publishing.

Class #2 – Individual Differences and Assessment – Required Reading

Conte, J.M. & Landy, F.J. (2019). Individual differences and assessment. In J.M. Conte, & F.J. Landy (Eds.), *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. 6th edition Wiley Publishing.

Morris, S. B., Daisley, R. L., Wheeler, M., & Boyer, P. (2015). A meta-analysis of the relationship between individual assessments and job performance. *Journal of Applied Psychology*, 100(1), 5-20.

Ployhart, R. E., Schmitt, N., & Tippins, N. T. (2017). Supplemental Material for Solving the Supreme Problem: 100 Years of Selection and Recruitment at the Journal of Applied Psychology. *Journal of Applied Psychology*, *102*(3), 291–304. https://doi.org/10.1037/apl0000081.supp

Class #3 – Issues in Applied Individual Assessment - Required Reading

Bronkhorst, P. V., & Becker, J. (2024). Use of artificial intelligence in leadership competency development and selection: An empirical study. *Consulting Psychology Journal*. https://dx.doi.org/10.1037/cpb0000288

Morelli, N. (2019). *Artificial Intelligence in Talent Assessment and Selection*. SIOP White Paper.

O'Connor, P. J., Hill, A., Kaya, M., & Martin, B. (2019). The measurement of emotional intelligence: A critical review of the literature and recommendations for researchers and practitioners. *Frontiers in Psychology*, 10.

Sackett, P. R., Zhang, C., Berry, C. M., & Lievens, F. (2023). Revisiting the design of selection systems in light of new findings regarding the validity of widely used predictors. *Industrial and Organizational Psychology*, *16*(3), 283–300. https://doi.org/10.1017/iop.2023.24

Sackett, P. R., Zhang, C., Berry, C. M., & Lievens, F. (2022). Revisiting meta-analytic estimates of validity in personnel selection: Addressing systematic overcorrection for restriction of range. *Journal of Applied Psychology*, 107, 2040–2068. https://doi.org/10.1037/apl0000994

Class #4 – Structured and Unstructured Interviews – Required Reading

Levashina, J., Hartwell, C. J., Morgeson, F. P., & Campion, M. A. (2014). The structured employment interview: Narrative and quantitative review of the research literature. *Personnel Psychology*, *67*(1), 241–293. https://doi.org/10.1111/peps.12052

Guion, R. M. (2011). Assessment by Résumés, Interviews, and Personal History. In R. M. Guion (Ed.), *Assessment, Measurement and Prediction for Personnel Selection*. Erlbaum.

McClelland, D. C. (1998). Identifying competencies with behavioral-event interviews. *Psychological Science*, 9(5), 331-339

Class #5 – Job Analysis and Performance – Required Reading

Conte, J.M. & Landy, F.J. (2019). Job Analysis and Performance. In J.M. Conte, & F.J. Landy (Eds.), *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. 6th edition Wiley Publishing.

Sanchez, J.I., & Levine, E.L. (2009). What is (or should be) the difference between competency modeling and traditional job analysis? *Human Resource Management Review, 19,* 53-63.

Caldwell, D.F., O'Reilly, C.A. (1990). Measuring person-job fit with a profile-comparison process. *Journal of Applied Psychology,* 75(6), 648-657.

Class #6 – Competency-Based HRM – Required Reading

Boyatzis, R. E. (2009). Competencies as a behavioral approach to emotional intelligence. *Journal of Management Development*, 28(9), 749-770.

Ryan, G., Emmerling, R.J., Fergusson, L. and Baker, S. (2024). Competencies displayed by multinational corporation senior managers in critical business situations. *Journal of Management Development*, 43(5), 740-754. **https://doi.org/10.1108/JMD-10-2023-0306**

Ryan, G., Emmerling, R. J., & Spencer, L. M. (2009). Distinguishing High Performing European Executives: The Role of Emotional, Social and Cognitive Competencies. *Journal of Management Development,* 28(9), 859-875.

Recommended Reading

Spencer, L.M., & Spencer, S. (1993). *Competence at Work: Models for Superior Performance*. Wiley.

Class # 7 – Assessment Centers – Required Reading

Kuncel, N. R., & Sackett, P. R. (2014). Resolving the assessment center construct validity problem (as we know it). *Journal of Applied Psychology*, 99(1), 38-47.

Rupp et al. (2015). Guidelines and Ethical Considerations for Assessment Center Operations. *Journal of Management*, 41(4), 1244-1273.

Class # 8 – Performance Management in Organizations – Required Reading

Conte, J.M. & Landy, F.J. (2019). Performance Measurement. In J.M. Conte, & F.J. Landy (Eds.), *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. 6th edition Wiley Publishing.

DeNisi, A. S., & Murphy, K. R. (2017). Supplemental Material for Performance Appraisal and Performance Management: 100 Years of Progress? *Journal of Applied Psychology*, *1–2*(3). https://doi.org/10.1037/apl0000085.supp

Class #9 – Legal and Ethical Issues in Performance Management and Selection – Required Reading

APA Guidelines for Psychological Assessment and Evaluation (2020)

APA Principles for the Validation and Use of Personnel Selection Procedures (2018)

Class #10 – Succession Planning - Required Reading

Church, A., Guidry, B., Dickey, J. and Scrivani, J. (2021). Is there potential in assessing for high-potential? Evaluating the relationships between performance ratings, leadership assessment data, designated high-potential status and promotion outcomes in a global organization. *The Leadership Quarterly*, 32(5). 1-13.

Church, A., Rotolo, C., Ginther, N., and Levine, R. (2015). How are top companies designing and managing their high-potential programs? A follow-up talent management benchmark study. *Consulting Psychology Journal: Practice and Research*, 67(1), 17-47

Class #11 – Training and Development - Required Reading

Conte, J.M. & Landy, F.J. (2019). Training and Development. In J.M. Conte, & F.J. Landy (Eds.), *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. 6th edition Wiley Publishing.

Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology*, 41(1), 63-105.

Blume, B. D., Ford, J. K., Baldwin, T. T., & Huang, J. L. (2010). Transfer of training: A meta-analytic review. *Journal of Management*, 36(4), 1065-1105.

Recommended Reading

Cherniss, C., Goleman, D., Emmerling, R. J., Cowan, K., & Adler, M (1998). Bringing Emotional Intelligence to the Workplace. *New Brunswick. NJ: Consortium for Research on Emotional Intelligence in Organizations, Rutgers University.*

Maher, C. (2012). *Planning and Evaluating Human Services Programs: A Resource Guide For Practitioners*. AuthorHouse.

Class #12 – Leadership Development - Required Reading

Boyatzis, R. E. (2024). The Quest for Sustained, Desired Change. In R. E. Boyatzis (Ed.), *The Science of Change*. Oxford University Press.

Boyatzis, R. E. (2024). Dreams, Shared Vision, and Purpose as the Driver of Change (Principle 1). In R. E. Boyatzis (Ed.), *The Science of Change*. Oxford University Press.

Emmerling, R. J., Canboy, B., Batista, J. M., & Serlavos, R. (2015). Leadership Education: Theory and Practice. *International Encyclopedia of Social and Behavioral Science* (2nd ed.).

Recommended Reading

Boyatzis, R. E. (2024). *The Science of Change*. Oxford University Press.

Boyatzis, R. E., Smith, M. L., Van Oosten, E. B. (2019). *Helping People Change: Coaching with Compassion for Lifelong Learning and Growth* Boston, MA: Harvard Business Review Press.

Class #13 – Student Presentations - Recommended Required

TBA

Class #14 - Student Presentations and Class Recap - Recommended Required

TBA

Class Schedule*

Week and Date	Class Overview	Readings (Req.)	To be completed **Before** class
Week 1 1/27/2025	**Introduction to Personnel Psychology** - Course requirements and overview of course - Overview of field of Personnel Psychology - Examine current topics and trends and their impact on Personnel Psychology	Conte & Landy, 2019, (Chapter 1)	
Week 2 2/3/25	**Individual Differences and Assessment** - Introduction to individual differences - Human attributes - Assessment procedures	Conte & Landy, 2019, (Chapter 3) Ployhart et al., 2017 Morris et al., 2015	Discussion Post – Week #2
Week 3 2/10/25	**Issues in Applied Individual Assessment** - Applied personality assessment - Applied emotional intelligence assessment - Introduction to competency-based assessments	Bronkhorst & Becker, (2024) Morelli, N. (2019) O'Connor et al. 2019 Sackett et al., 2022 Sackett et al., 2023	Discussion Post – Week #3 Complete EI Assessment
Presidents Day Week 4 2/17/25	**Structured and Unstructured Interviews** - Review validity research on interviews - Unstructured Interviews - Semi-structured, Structured and Behavioral Interviews	Levashina, 2014 Guion, (2011) McClelland, 1998	Turn in Assessment Case Study
Presidents Day Week 5 2/25/25	**Job Analysis and Performance** - Models of work performance - Techniques for job analysis	Conte & Landy, 2019, (Chapter 4) Sanchez et al. 2009 Caldwell et al., 1990	Discussion Post – Week #5
Week 6 3/3/25	**Competency-Based HRM** - Defining competencies - Application of competencies to HRM - Competencies as a behavioral manifestation of EI	Boyatzis, 2009 Ryan, Emmerling, et al., 2024 Ryan, Emmerling, & Spencer, 2009	Discussion Post – Week #6 Turn in Behavioral Event Interview Assignment
OP Low Res 3/10/25	**No class in addition to OP Low Residency**		
3/17/25	**Spring Break – No Class**		
Week 7 3/24/25	**Assessment Centers and Job Analysis Presentations** - Introduction to assessment centers - Ethical and practical guidelines for assessment centers - Group job analysis presentations	Kuncel, 2014 Rupp et al., 2015	Discussion Post – Week #7 Job Analysis Presentations

Week 8 3/31/25	**Performance Management** - Performance management – What gets measured - Performance management – How to measure	Conte & Landy, 2019, (Chapter 5) DeNisi et al., 2017	Discussion Post – Week #8
Week 9 4/7/25	**Legal and Ethical Issues in Performance Management and Selection** - Guidelines for Psychological Assessment - Guidelines for Validation and Selection	APA Guidelines, 2020 APA Guidelines for Validation and Selection, 2018	Discussion Post – Week #9
Week 10 4/14/25	**Succession Planning** - Assessing high-potential employees	Church et al., 2021 Church et al., 2015	Discussion Post – Week #10 Turn in Ethics Case Study
Week 11 4/21/25	**Training in Organizations** - Introduction to needs analysis and training design - Factors impacting the transfer of training	Conte & Landy, 2019, (Chapter 7) Baldwin et al., 1988 Blume et al., 2010	Discussion Post – Week #11
Week 12 4/28/25	**Leadership Development** - Understanding the leadership development process - Intentional Change Theory	Boyatzis, 2024 (Chapters 1 & 2) Emmerling et al., 2015	Discussion Post – Week 12
Week 13 5/5/25	**Student Training Presentations**		Turn in Training Case Study
Week 14 5/12/25	**Student Training Presentations and Course Wrap-up**		

*(*Course schedule subject to change at Instructors discretion)*

OP/GSAPP Program Policies

Academic Integrity
All Rutgers students should review and adhere to the University principles of academic integrity, available at: https://academicintegrity.rutgers.edu/sites/default/files/pdfs/current.pdf

Accommodations due to Disability
Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form (https://webapps.rutgers.edu/student-ods/forms/registration).

APA Citation Style All scholarly work MUST be written using the APA style (7th ed.).

Use of Artificial Intelligence (AI)
I recognize that there are many AI-assisted programs available to assist with ideating, writing, grammar checking, and more. However, AI programs are not a replacement for individualized creativity, originality, and critical thinking. At *no time are you to copy or paraphrase AI generated output for use in the* following assignments and class activities:

- Responding to weekly discussion prompts
- During weekly knowledge checks
- Case write-ups
- Take home final
- Group projects and presentations

AI can be used to identify and summarize individual articles research in a given area with the intention of accessing and checking the original source. That said, the content and citation of the original source that would appear in any submitted work must be your own. In other words, AI can be used to help identify original sources which you would then be expected to read and incorporate into any given assignment. The use of writing assistants and grammar checkers (e.g. Grammarly) are permitted.

Attendance and Participation:
Attendance and class participation are a major part of this class. You are expected to attend all classes and arrive on time. *Only two (2) excused/unexcused absences are permitted. Missing more than 2 classes will result in a 5-point deduction for each additional day of absence from your final grade point.* If you are forced to miss an excessive number of classes, you will be encouraged to withdraw from the class. Students who arrive to class more than 10 minutes after the class has started are considered late and will be marked absent if they arrive more than 30 minutes after class has started. After 3 late arrivals, an unexcused absence will be marked in your record. The only excused absences are those which are serious or required (e.g., personal medical emergencies or serious illness/injury; death or serious illness in the family; military service; jury duty). They will require some form of documentation: Examples include a

doctor's note (on letterhead and signed by the doctor); obituary or funeral program; court order/notice; etc.). You must always supply me with the original or a copy of your documentation, which I will keep on file. Only students with approved documentation can be given an excused absence.

Commitment to Safe Learning Environment

The Rutgers GSAPP community is committed to helping create a safe learning environment for all students and for the School. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. Graduate training in psychology is vulnerable and while a safe environment is critical for learning, ultimately the instructor is the expert and will manage situations accordingly. Students are encouraged to discuss challenges with the course instructor before elevating to chair of the department, dean's office, provost or chancellor.

Computer/Cell Phone Use in Class

If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. All computing devices should be used only for the purpose of class-related activities.

Inclusion

GSAPP has a history of commitment to cultural and individual diversity. Fostering understanding of and respect for cultural and individual diversity are addressed through education and training activities, as well as through policy and structure. This is reflected in curriculum content, course content, practicum settings and activities, special events, recruitment practices for both students and faculty, retention practices, student aid, and the GSAPP committee structure and student organization structure. Understanding of diversity issues is seen as essential to competent professional functioning.
(https://gsapp.rutgers.edu/programs/commitment-diversity)

As such, instructors intend for this learning environment to be a place where you feel respected and valued, and have your identities supported and affirmed (e.g., race, class, gender, gender identity, national origin). If students experience marginalization or discrimination in this class, please let the instructor know so we can make our learning environment more inclusive and just. Instructors can help connect students to resources offered across campus as well, keeping in mind that discomfort is a part of growth, especially in graduate psychology.

Online Etiquette

Students are responsible for their own learning. Instructors are here to facilitate learning and understanding of the course content. Learning the material is up to each student and includes: (1) Reading the entire syllabus and knowing the policies for each class– pay attention to deadlines and due dates! (2) For online lectures, make sure your computer set-up is ready for it – video, microphone, high-speed internet. Any circumstance prohibiting video (where your video is on and face can be seen), audio or Internet must be communicated to the instructor before class or it will count as an excused absence. (3) In Canvas, check the Course Calendar and Announcements regularly (at least 2-3 times per week). Also, check your email daily (4) Keep current with all course assignments, quizzes, and examinations. (5) Ask questions and communicate with the instructor.

**Remember that the greater degree of online learning you choose means you also assume greater responsibility for your own learning outcomes.

Student Handbook
All students must adhere to the GSAPP Student Handbook of Policies and Procedures:
https://gsapp.rutgers.edu/current-students/student-handbook-polices-and-procedures

Student Resources
For more information visit: https://gsapp.rutgers.edu/current-students/important-links
Title IX: https://nbtitleix.rutgers.edu

Counseling services. Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at: http://health.rutgers.edu/medical-counseling-services/counseling/ They also offer a number of useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.

RUBRICS

Participation Analysis (for participation and attendance)

Criteria/Grade	4 points	3 points	2 points	1 point
Regular Attendance	Attends all classes	Misses 1 class	Misses 2 classes	Misses 3 or more classes
Lateness	Always on time	Lateness is neither often nor extensive	More than 3 lateness or lateness that accumulate for more than an hour	More than 4 lateness or lateness that accumulate for more than 2 hours
Participation	Actively participates, contributing appropriately to class discussions, shows evidence of reading texts, rarely leaves class	Generally attentive and participatory, shows evidence of reading texts. Generally, remains throughout class – breaks, if used, are limited in time and number	Inattentive as evidenced by distracting behaviors. Little participation or evidence of reading. Takes frequent or long breaks	Takes frequent or long breaks, engages in alternate activities in class, little or no participation or evidence of reading
Group Participation	Fully actively engages in group work and discussion.	Generally attentive and participatory.	Poor participation, misses one of two experiential group activities.	No group participation.
Video and Microphone presentation	Students is fully engaged, video on, and participating.	Intermittent turning video off and little speaking.	Video is mostly off or pointing toward a wall, and almost no speaking	No video or speaking in more the 4 class periods.

Threaded Scholarly Discourse (for each assigned Threaded Discussion on canvas)

	5 Points	4 Points	3 Points	2 Points	1 Point	0 Points
	Initial posting is	Initial posting is very good	Initial posting is good and	Initial posting is adequate	Initial posting is	Initial posting

Introduction	excellent and promotes further exploration and discussion	and promotes engagement	promotes engagement		cursory	lacks focus or does not meet assignment directives
Analysis	Excellent reasoning and analysis throughout the Threaded Discussion	Very good reasoning, and analysis throughout the Threaded Discussion	Decent reasoning, and analysis throughout the Threaded Discussion	Some inaccuracies or flaws in analysis or reasoning during the Threaded Discussion	Unclear reasoning and analysis	Lacks analysis
Support	Ideas are supported by scholarly sources	Ideas are supported by non- scholarly sources	Ideas are supported by undocumented sources	Ideas are supported using only anecdotal sources	Ideas consist primarily of personal opinions	Ideas are cursory and unsupported
Interaction	Quality of responses to others is excellent, meaningful, and respectful	Quality of response to others is very good, meaningful, and respectful	Quality of response to others is adequate and respectful	Quality of response to others is simplistic but respectful	Quality of responses to others is irrelevant and/or curt	Does not respond to others in meaningful or respectful ways
Style	Postings are expertly written yet concise and focused.	Postings are very well written and focused	Postings are adequately written though wordy/or not graduate level	Postings are written with errors in spelling grammar and/or focus	Postings are haphazardly written with little focus.	Postings do not meet scholarly standards.

Postings will not be accepted after the close of the Threaded Discussion.

Lead Class Discussion Rubric (for the group presentations and training that you will design and deliver)

	3 Points	2 Points	1 Point	0 Points
Content	Excellent- Content is from recognized sources and theories and practices have a solid foundation in the literature.	Average- Most of the content is from credible sources and theory with some content from dubious sources or not supported by research	Below Average- The majority of content is based on "common sense" or unreliable sources with little support from research.	Unacceptable- no reasonable attempt has been made to integrate reputable content
Technology quality and production	Excellent- uses technology, editing, and art.	Average- perfectly suffice visual aids.	Below Average- issues formatting and organizing visual aids.	Unacceptable/Not addressed- no visual aids.
Confidence and presentation style	Excellent- clear, concise communication, organized discussion, promotes audience engagement	Average- OK, and academic. Shows organization and planning. Not concise, lacks clear, articulate flow across concepts	Below Average- lack of cohesiveness and organization. Reads directly from presentation vs discusses material	Unacceptable/Not addressed- Lacking in all aspects of presentation techniques
Content is Interactive	Excellent- presentation has multiple opportunities for participants to interact (e.g. online polls or surveys, organized breakout sessions or specific questions that stimulation participation and engagement..	Average- Some thought has been given to stimulating interaction but relies on a single method used repeatedly.	Below Average- content is almost all lecture with little or no thought toward making the content interactive.	Unacceptable- little or no effort toward fostering interaction during the session.