RUTGERS
THE STATE UNIVERSITY OF NEW JERSEY

Master of Applied Psychology (MAP)
Graduate School of Applied and Professional Psychology (GSAPP)
Rutgers University
New Brunswick, New Jersey
Fall 2025

18:844:617 Assessment and Intervention in Sport Psychology
Credits: 3
Level: Graduate
Mondays 3:35 pm – 6:05 pm

Instructor: Peter J. Economou, Ph.D., ABPP
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Office Hours: by appointment.
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 the 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 and school 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.

Course Description: This course focuses on the application of a systematic approach for performance-based techniques as it pertains to the assessment, intervention, and consultation of individual athletes, teams, coaches, administrators, and sport organizations. Particular attention is given to the development of a professional practice in sport psychology.

Course Overview: This course will be delivered as an online course, which will entail live weekly seminars via Zoom. Each week, assignments are listed on the course schedule.

Objectives for the course:

1. To understand the development of sport psychology in terms of historical, disciplinary, conceptual, theoretical, and practice bases.

2. To define sport psychology in ways that enable students to develop as practitioners, including performance psychology, assessment, multicultural issues in sports, coaching, and basic kinesiology.

3. To identify legal, ethical, and business issues that are considered in the practice of sport and performance psychology.

4. To list the basic psychological domains and related areas of functioning dealing with the practice of sport psychology at individual, group, and organizational levels.

Assignments and Evaluation Method:
1. **Journal Article Summaries**- Four article summaries will be completed throughout the semester. These article summaries are short (about 2 pages, double-spaced) and designed to familiarize students with finding research articles online, summarizing the primary components, and critically evaluating the research. Students will research and select articles on their own topic of choice. Each summary should briefly, and **in your own words**, state the purpose of the study, describe the demographics, methods the researcher(s) used, study findings, study conclusions, and **your perceptions of the research**.
   Here are some basic guidelines: Be sure to write in APA style, use no sources older than 2000 (unless it is the theorist or the main resource for a topic), write simply and cite often, integrate findings from numerous resources, be concise, and use editing or the writing lab on campus.

2. **Threaded Discussions**- students will complete posts online, under the direction of the instructor, and interact with their classmates. Initial posts will be due on **FRIDAYS** and response posts will be due on **TUESDAYS.**

3. **Assessment Tool Presentation-** Each student will select one formal sport or performance-related assessment measure and 1) compose a brief <u>outline</u> of the relevant information, and 2) share this information with your peers through a clear, concise presentation.

4. **Mental Skills Training Program (Consultation program)**- Throughout the course of the semester, students will work to develop a mental skills training program. This program will be designed for a team/group of the student's choice and incorporate both assessment and

intervention concepts reviewed in the course. Students are encouraged to use a team or individual familiar to them when possible.

***5. **Quizzes**—At the instructor's discretion, students will be required to complete multiple-choice quizzes focused on assigned readings and lecture materials posted on Canvas. When assigned, quizzes must be completed online by Monday.

6. **Participation and Attendance**- based on the rubric, but simply put- show up, be on time, and participate in a meaningful way in order to earn full credit. Keep in mind that a robust learning experience is dependent on the mutual responsibility, presence, and contributions of all members. **BONUS** – students have the opportunity to earn bonus extra credit points through self-directed initiatives and meaningful non-assignment contributions to the class. This will be discussed in week 1.

The final grade will be determined and computed based on the following:
        1. Journal Article Summaries   25
        2. Threaded Discussions   15
        3. Assessment Tool Presentation   10
        4. Mental Skills Program/Consultation 25
    ***5. Online Quizzes   15
        6. Participation and Attendance   10

        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

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

Required Text:

Nideffer, R. M. & Sagal, M-S. (2001). Assessment in sport psychology. Enhanced Performance Systems: Fitness Information Technology, Morgantown, WV. ISBN: 1-885693-28-1

Rollnick, S. Fader, J., Breckon, J., & Moyers, T. B. (2020). Coaching athletes to be their best. The Guilford Press, New York, NY. ISBN: 1-4625-4126-3

Strongly Suggested and used for the end of the course text (but will not require):

Gardner, F. L. & Moore, Z. E. (2007). The psychology of enhancing human performance: The mindfulness-acceptance-commitment (MAC) approach. New York: Springer Publishing Company.

Heathcote, F. Peak Performance: Zen and the Sporting Zone. Woulfhound Press (London), 1996.

Core Texts:

American Psychiatric Association (2014). *Diagnostic and statistical manual of mental disorders (5th ed., Text)*. Washington, DC: Author.

American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

Supplemental Readings

*Singer, Hausenblaus, and Janelle, Editors. Handbook of Sport Psychology, Wiley, 2001

* Horn. Editor. Advances in Sport Psychology—Second Edition. Human Kinetics, 2002

* Cox. Sport Psychology: Concepts and Applications. Brown, 2000 (Chapter 1--- Personality and the Athlete; Chapter 2--- Arousal; Chapter 7--- Causal Attribution Theory

* Butler, R.J. Editor. Sport Psychology in Performance. Arnold (London), 2000

* Butler, R.J. Sport Psychology in Action, Arnold (London), 2000

* Hill, K.L. Frameworks for Sport Psychologists: Enhancing Sport Performance, Human Kinetics, 2001

* Weinberg and Gould. Foundations of Sport and Exercise Psychology--- Third Edition. Human Kinetics, 2003

* Gallwey, W.T. The Inner Game of Tennis (classic edition)

* National Coaching Foundation. Performance Profiling. Leeds, UK, 2000

* Stanlislavski, C. An Actor Prepares. Routledge (London), 1989

* Carron and Hausenblaus. Group Dynamics in Sport. Fitness Information Technology—Second Edition. Morgantown, W.VA. 1998

* Yesalis, C.E. Editor. Anabolic Steroids in Sport and Exercise--- Second Edition. Human Kinetics, 2000

* Ostrow. Editor. Directory of Psychological Tests in the Sport and Exercise Sciences. Fitness Information Technology, 1998

Class Schedule *(Dates are tentative and will be adjusted according to the semester calendar)*

Week 1	Course introduction- Introduction to sport psychology and its history		Review assignments and familiarize with Canvas; Class Discussion
Week 2	Assessment Introduction Reading and Evaluation of Literature	Nideffer & Sagal (2001) Chapters 1,2,11	Threaded Discussion
Week 3	Introducing test responses and styles, assessment by numbers and developing interview and feedback techniques.	Nideffer & Sagal (2001) Chapters 5-7	Journal Article 1 Due
Week 4	Choosing and Validation of Tests and how to Operationalize what we are measuring	Nideffer & Sagal (2001) Chapters 3&4	Quiz 1 from Nideffer & Sagal (2001) Ch 1-7 Assessment Pres 1
Week 5	Making treatment recommendations and writing reports	Nideffer & Sagal (2001) Chapters 8&9	Threaded Discussion Assessment Pres 2
Week 6	Evaluating Psychological Tests and Neuropsychology	Nideffer & Sagal (2001) Chapter 10	Journal Article 2 Due Assessment Pres 3
Week 7	Motivational Interviewing (MI) as a sports psychology technique	Rollnick, Fader et al (2020)	Quiz 2 from all of Nideffer & Sagal (2001) Assessment Pres 4
Week 8	MI: Toolbox	Rollnick, Fader et al (2020)	Threaded Discussion Assessment Pres 5
	SPRING BREAK! ENJOY!		
Week 9	MI: Around the Field	Rollnick, Fader et al (2020)	Journal Article 3 Due Quiz 3 Assessment Pres 6
Week 10	MI: Playbook	Rollnick, Fader et al (2020)	Class Discussion- based on a playbook exercise Assessment Pres 7
Week 11	Mindfulness, Zen, and Sporting Zone as techniques	Heathcote (1996)	Journal Article 4 Due (mindfulness in sport) Assessment Pres 8
Week 12	Mindfulness-Acceptance-Commitment Models (MAC Approach)	Gardner & Moore (2004; 2012)	Quiz 4 Assessment Pres 9
Week 13	Mental Skills/Consultation		Threaded Discussion Assessment Pres 10
Week 14	Mental Skills/Consultation		Assessment Pres 11
Week 15	Course wrap-up		Final Exam/project

Important Dates:
GSAPP: https://gsapp.rutgers.edu/about/academic-administrative-calendar
Rutgers: https://scheduling.rutgers.edu/scheduling/academic-calendar

Academic Integrity and Use of AI Generative Tools

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

Rutgers' Academic Integrity Policy (10.2.13) states that students must ensure "that all work submitted in a course, academic research, or other activity is the student's own and created without the aid of impermissible technologies, materials, or collaborations." Whether the use of a technology is permissible depends on the specific policies and learning objectives of the course. In this course, individual critical thinking and developing academic writing skills are significant objectives. Therefore, AI tools are only permitted to aid in brainstorming, developing discussion or research questions, or finding additional resources and information about a given topic. All material submitted must be your own. Using an AI content generator, such as ChatGPT, etc., to complete submitted written assignments is prohibited unless otherwise noted by the instructor. The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation and permission constitutes plagiarism and academic dishonesty, which violates the University's academic integrity policies. Additionally, be aware that the information derived from these tools is often inaccurate or incomplete. All work submitted must be in your own words.

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 papers MUST be written using the APA style (7th ed.).

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 tardy, 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

duties; 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 original documentation, which I will keep on file. Only students with approved documentation can be given an excused absence.

Assignment Submission
Due dates for all assignments are provide in this syllabus as well as the course schedule in Canvas. Unless otherwise stated, assignments are due by 11:59pm on the date indicated. Point deductions will occur for any assignment submitted after the deadline and submissions more than one week after the due date will not be accepted. It is your responsibility to communicate with me regarding late assignments. If you experience extenuating circumstances that prohibit you from submitting your assignments on time, please contact me and I will evaluate these on a case-by-case basis.

Commitment to Safe Learning Environment
The Rutgers GSAPP 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 the 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 too 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. <u>Any circumstance prohibiting video (where your video is on and face can be seen for the MAJORITY of the class), audio or Internet must be communicated to the instructor before class or it will count as an unexcused absence</u>. (3) In Canvas, check the Course Calendar and Announcements regularly (at least 2-3 times per week). Also, check your email daily (4) If not attending the live class (either in person or online), keep current on course content. (5) Keep current with all course assignments, quizzes, and examinations. (6) 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

Journal Article Summaries

	Limited (1-2 points)	Good (3 points)	Accomplished (4 points)	Excellent (5 points)
1. Purpose and focus	No Awareness of audience and/or purpose lacking. Does not meet the assignment.	A Limited attempt to establish and maintain purpose and communicate with the audience. Assignment is vaguely addressed.	Clear objective focused on a purpose and evidence of voice and/or suitable tone. Attempt made at the assignment purpose.	Clear and consistent objective that establish and maintain a clear purpose and focus; evidence of distinctive voice and/or appropriate tone. Assignment purpose met.
2. Development of Ideas	Minimal idea development, limited and/or unrelated details.	The depth of idea development supported by limited relevant ideas	The depth of idea development is supported by elaborated and relevant details.	The depth and complexity of ideas supported by rich, engaging and/or pertinent details; evidence of analysis, reflection and insight.
3. References and Citations	Some or few references are cited; Missing list of references, reference list titles "Works Cited"	Use of references indicates some effort at research; Incomplete list of references. Minimal attempt at APA.	Use of references indicate ample research; Complete list of references. Average to above average use of APA style.	Appropriate use of references indicates substantial research; Complete list of references, perfect APA style.
4. Organization	Random or weak organization	Lapses in focus and/or coherence.	Uses logical organization	Careful and/or suitable organization in a scholarly manner
5. Grammar and Formatting	There are five or more misspellings and/or grammatical errors per page, or 8 or more in the entire document.	There are more than four misspellings and/or grammatical errors per page or six or more in the entire document. Errors distract from the work.	Few errors in grammar or format relative to length and complexity. There are no more than three misspellings and/or grammatical errors per page and no more than five in the entire document. The readability of the work is minimally interrupted by errors.	No errors in grammar There are no more than two misspelled words or grammatical errors in the document.
6. Language	Incorrect and/or ineffective wording and/or sentence structure, no attempt at scholarly writing.	Simplistic and/or imprecise language, attempt made to write scholarly and scientific.	Acceptable effective language, Average to above average scholarly and scientific writing.	Precise and/or rich language including scholarly and scientific writing style.

7. Sentence Structure	Incorrect or lack of topic and/or ineffective wording and/or sentence structure, no APA	Simplistic and/or awkward sentence structure, several APA mistakes.	Controlled and varied sentence structure, some APA mistakes.	Variety of sentence structure and length, adherent to APA style (most current edition)

Conceptualization and Development of Personal Model

Criterion	4 A-level qualities	3 B-level qualities	2 C-level qualities	1 or 0
Completeness	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements
Understanding	Demonstrates a sophisticated understanding of the topics and issues	Demonstrates an accomplished understanding of the topics and issues	Demonstrates an acceptable understanding of the topics and issues	Demonstrates an inadequate understanding of the topics and issues
Assessment, conceptualization, interventions, and recommendations	Presents an insightful and thorough analysis of all issues identified; includes all necessary components of a comprehensive model	Presents a thorough analysis of most issues identified; includes most necessary components of a comprehensive model	Presents a superficial analysis of some of the issues identified; omits necessary components of a comprehensive model	Presents an incomplete analysis of the issues identified
	Makes appropriate and powerful connections between the issues identified and the strategic concepts studied in the reading; demonstrates complete command of the strategic concepts and analytical tools studied	Makes appropriate connections between the issues identified and the strategic concepts studied in the reading; demonstrates good command of the strategic concepts and analytical tools studied	Makes appropriate but somewhat vague connections between the issues and concepts studied in the reading; demonstrates limited command of the strategic concepts and analytical tools studied	Makes little or no connection between the issues identified and the strategic concepts studied in the reading
	Supports conceptualizations and opinions with strong arguments and evidence; presents a balanced and critical view; interpretation is both reasonable and objective	Supports conceptualizations and opinions with reasons and evidence; presents a fairly balanced view; interpretation is both reasonable and objective	Supports conceptualization and opinions with limited reasons and evidence; presents a somewhat one-sided argument	Supports conceptualization and opinions with few reasons and little evidence; argument is one-sided and not objective

	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading	Presents specific, realistic, and appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations with little, if any, support from the information presented and concepts from the reading
Research	Supplements case study with relevant and extensive research into the present situation of the company; clearly and thoroughly documents all sources of information	Supplements case study with relevant research into the present situation of the company; documents all sources of information	Supplements case study with limited research into the present situation of the company; provides limited documentation of sources consulted	Supplements case study, if at all, with incomplete research and documentation
Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized
APA guidelines	Uses APA guidelines accurately and consistently to cite sources	Uses APA guidelines with minor violations to cite sources	Reflects incomplete knowledge of APA guidelines	Does not use APA guidelines

Participation Analysis

Criteria/Grade	A	B	C	F
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	Generally attentive and participatory.	Poor participation, misses one of two	No group participation.

			experiential group activities.	
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

	5 Points	4 Points	3 Points	2 Points	1 Point	0 Points
Introduction	Initial posting is excellent and promotes further exploration and discussion	Initial posting is very good and promotes engagement	Initial posting is good and promotes engagement	Initial posting is adequate	Initial posting is cursory	Initial posting lacks focus or does not meet assignment directives
Analysis	Excellent reasoning and analysis throughout the TSD	Very good reasoning, and analysis throughout the TSD	Decent reasoning, and analysis throughout the TSD	Some inaccuracies or flaws in analysis or reasoning during the TSD	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 TSD.

Presentation Rubric

	3 Points	2 Points	1 Point	0 Points
Relevant Topic	Excellent- topic is nuanced, approved by instructor, and related to the course.	Average- topic is acceptable, approved by instructor, and related to the course.	Below Average- unrelated topic, disregard of instructor approval.	Unacceptable/Not addressed- completely unrelated.
Content	Excellent- exceeds peer reviewed and scholarly content.	Average- is appropriately inclusive of the basic of the topic.	Below Average- missing significant pieces of the topic.	Unacceptable/Not addressed- no 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
Timeliness	Excellent- submitted early or on time.	Average- submitted in the last hour, but on time.	Below Average- late by single digit days.	Unacceptable- more than 2 weeks late.