Qatar University
College of Education: Department of Psychological Sciences
Course Syllabus

➢ **Course Information:**
  Course Title: Collaboration with Families and Professional
  Course Number and CRN: SPED 304
  Prerequisite: Acceptance into BSEPD   **Credit Hours (CR HRS):** 3
  Department: Psychological Sciences
  Class meeting time: Monday &Wednesday 9:30-10:50AM   **Location:** B04-140

➢ **Instructor Information:**
  Instructor's name: Dr. Taha Adawi   **Email:** tadawi@qu.edu.qa
  Office Hours: Monday &Wednesday 11:30-12:30 PM - **Office Number**: B04-140

➢ **College of Education Conceptual Framework:**
  "Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership".

 College of Education Unit Learning Outcomes:

 Teaching

  1. **Content:** Demonstrate understanding of the key theories and concepts of the subject matter.
  2. **Pedagogy:** Plan effective instruction to maximize student learning.
  3. **Technology:** Use current and emerging technologies in instructionally powerful ways.
  4. **Diversity:** Foster successful learning experiences for all students by addressing individual differences.

 Scholarship

  5. **Scholarly Inquiry:** Actively engage in scholarship by learning from and contributing to the knowledge base in education.
  6. **Problem Solving:** Arrive at data-informed decisions by systematically examining a variety of factors and resources..

 Leadership

  7. **Ethical Values:** Apply professional ethics in all educational contexts.
  8. **Initiative:** Lead positive change in education.

➢ **Course Description:**
  This course provides candidates with knowledge and skills of collaboration and consultation in special education. Among topics covered are historical and current roles of parents, family characteristics, communication and consultations skills, and resources in special education. The course emphasizes school visitation, family interview, and developing skills necessary to pinpoint problems facing special needs persons and families when interacting with schools and community resources.

➢ **Course Objectives:**
1. Understand procedures for designing effective and coherent instruction and assessment for all students
2. Understand learning processes and factors that impact student learning and demonstrate this knowledge by planning effective, classroom inclusive practices,
3. Learn how to establish a classroom climate that fosters learning, equity, and excellence and use this knowledge to respond to individual needs.

➢ **Course Learning Outcomes:**
1. Identify the qualities of effective communication and collaboration between educators and families of students with special needs found in the special education literature.
2. Describe procedures for managing and facilitating successful IEP meetings.
3. Model effective communication and collaboration in IEP role-playing situations.
4. Describe the cultural challenges that may occur in Qatar when working with families of students with special needs as well as approaches to address those challenges..
5. Describe the requirements of confidentiality in working with students with special needs and their families.

➢**Textbooks & Readings:**

- **Required Textbooks(s):**
- Sileo, N. A., Prater, M. A., Daye, J., & Whicker, J. (2011). *Working with families of Children with Special Needs: Family and Professional partnerships and Roles* (1ˢᵗ ed.). Merrill.

➢ **Supportive Textbooks and references:**
- Ahramelyoum (2017). The inclusion decree 252 regarding enrolling pupils with mild disabilities in mainstream school. Retrieved from https://ahramalyoum.com/2017/08/06
- Alsayedhassan, B., Banda, D., & Griffin-Shirey, N. (2016). A review of picture exchange communication interventions implemented by parents and practitioners. Child and Family Behavior Therapy, **38**(3), 191– 208. https://doi.org/10.1080/07317107.2016.1203135
- American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders-5 (DSM-5). Washington, DC: American Psychiatric Association
- Baio, J. (2012). Prevalence of autism spectrum disorders: Autism and developmental disabilities monitoring network, 14 sites, United States (2008). Morbidity and mortality weekly report, surveillance summaries. Centers for Disease Control and Prevention, **61**(3), 1– 19
- Bateman, B. D., & Linden, M. A. (2006). Better IEPs: How to develop legally correct and educationally useful programs (4ᵗʰ d.). Verona, WI: Attainment Company, Inc.
- Bateman, B. D., & Linden, M. A. (2006). Better IEPs: How to develop legally correct and educationally useful programs (4ᵗʰ d.). Verona, WI: Attainment Company, Inc
- Friend, M., & Cook, L. (1992). Interactions: Collaboration skills for school professionals. Longman Publishing Group, 95 Church Street, White Plains, NY 10601.
- Gobrial, E. (2012). Mind the gap: The human rights of children with intellectual disabilities in Egypt. Journal of Intellectual Disability Research, **56**(11), 1058– 1064 https://doi.org/10.1111/j.1365-2788.2012.01650.x
- Goepel, J., & Sharpe, S. (2014). Inclusive primary teaching: A critical approach to equality and special educational needs (critical teaching). Northwich, UK: Critical Publishing Ltd.
- Hadidi, S., & Al Khateeb, G. (2015). Special education in Arab countries: Current challenges. International Journal of Disability, Development and Education, **62**(5), 518– 530. https://doi.org/10.1080/1034912X.2015.1049127
- Hart, J. E., & Whalon, K. (2013). Misbehavior or missed opportunity? Challenges in interpreting the behavior of young children with autism spectrum disorder. Early Childhood Education Journal, **41**(4), 257– 263. https://doi.org/10.1007/s10643-012-0527-8
- Holbrook, M. D. (2007). Standards-based individualized education program: Examples. Retrieved from the National Association of State Directors of Special Education website: http://nasdse.org/Portals/0/Standards-BasedIEPExamples.pdf

> **Supportive Websites:**

> **Course Requirements:**
1. Commitment for QU dress code on campus.
2. Each candidate is expected to attend class on time, not to be late, and to remain in class the entire session.
3. Each candidate is expected not to exchange the electronic attendance secret code.
4. The student is considered "F Barred" if his absence exceeds 25%. This percentage includes sick leaves.
5. Each candidate is expected not to use his mobile phone during lectures, and not to record lectures without the instructor's permission.
6. Each candidate is expected not to be absent for the tests and quizzes except with acceptable official papers.
7. The student is considered "F Absent" if he is absent for the final exam and does not provide an acceptable official excuse for his absence.
8. Each candidate is expected to participate in class discussions and group activities, and collect his textbook on specified date.
9. Each candidate is expected to hand in the required assignments on time. Assignments turned in later are subject to points' deduction.
10. Each candidate is expected to check his assignments for any spelling or linguistic mistakes, and to consider the standards of academic integrity.
11. Each candidate is expected to consider academic honesty when copying and documenting the sources.
12. All submitted assignments must have a cover page which includes the name of the assignment, the course name and number, the student's name, his ID, the instructor's name, the semester, and the submission date. Assignments should be typed in font simplified Arabic size 12 and the headings should be typed in font size 14.
13. All required assignments must be uploaded on Safe Assign system. The Safe Assign percentage for each assignment must not exceed 25%.
14. The professor will upload the scores for all required assignments on Blackboard before the final exam.

> **Use of Blackboard:**
1. All students must access the Blackboard system at least three times a week, to check for updates, including the full course description and scoring rubrics for all assignments.
2. All assignments should be uploaded on Blackboard. CED students only will upload some of these assignments on Task Stream too.

> **Course Matrix:**

Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Assessment (Tasks/ Artifacts)
1-2-7	1,2, 3, 4,5,	1	1,3	Exams –Interview -Research Class activities
1-2-4	1, 2, 3, 5,	2	2,3	Exams Interview -Research
1-27	2	3	2	Research
1-2-3	2,3	3	2,3	Exams Interview -Research

➢ Course Outline:

Week	Topic	Assignment
1	Course overview and syllabus	Interview + Collaboration Rating Scale
2	Historical and legal foundations of family involvement in special education	
3	Historical and current perspectives of family involvement	
4	Family members' roles and characteristics	
5	Communicating and collaborating with families	
6	Overview of diversity among families and professionals	
7	**Midterm Exam**	
8	Cultural competence and working with families from diverse backgrounds	Interview + Research Exams
9	Understanding the family perspective	
10	Creating ieps with families and strategies for involving students	
11	Overview of diversity among families and professionals	
12	Special considerations for families: birth through high school	
13	Special considerations for families: post-secondary students	
14	Special considerations for families: post-secondary students	
15	Review	
16	**Final Exam**	

➢ Course assessments (Assignments):
- **Research (20%)** student will produce a 10 page research paper of topic related to collaboration between professional, families of children with disability
- **Interview (10%)** with a member of family o children with disability ,Students will meet with a member of family with children suffering a disability to collect date relating to physical, emotional, intellectual and social challenges.
- **Collaboration rating scale (10%)** student are require to design a scale of collaboration in families of children with disabilities
- .**Midterm Exam** (25 %). A mid-term exam will be given to assess candidates' comprehension of the information presented in weeks during the first half of the course. The exam will have multiple-choice questions and short answer questions.
- **Final Exam (35%).** A final exam will be administered at the end of the term. It will be comprehensive; assessing the candidate is comprehensive of all topics discussed in class or in the assigned reading. It will be a combination of multiple-choice questions, short answer questions, and possibly one or more essays.

➢ Grades distribution:

N	Assessment tools	Grade	Submission date
1.	Research paper	20 %	
2.	Interview	10 %	
3	Collective rating scale	10 %	
4	Midterm Exam	25%	
5	Final Exam	35 %	
Total = 100			

- **Grading System:**

Grade Symbol	Description	Percentage
A	Excellent	90 to 100
B+	Very Good	85 to < 90
B	Very Good	80 to < 85
C+	Good	75 to < 80
C	Good	70 to < 75
D+	Pass	65 to < 70
D	Pass	60 to < 65
F	Fail	Less than 60

- **Academic Integrity:**

  The University Code of Conduct aims at providing all students at QU with clear standards of behavior. By registering as a student, all students acknowledge their awareness and knowledge of the University Code of Conduct and its procedures. Moreover, they understand the consequences of the violation of these standards; violations may be of an academic or non-academic nature. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. For more information about academic dishonesty and plagiarism, you may refer to: The Qatar University Student Catalog: http://www.qu.edu.qa/static_file/qu/students/documents/students-undergraduate-catalog-2017-2018-en.pdf The Qatar University Code of conduct: http://www.qu.edu.qa/students/code-of-conduct

- **Intellectual Property (IP) violations / Plagiarism:**

  Respect for original intellectual creativity is vital to academic discourse. This principle applies to works of all authors and publishers in all forms. This encompasses respect for the right to acknowledgement, the right to privacy and the right to determine the form, manner and terms of publication and distribution. As a general rule, copying, distributing, making derivative work, displaying, or performing copyright-protected work requires the permission of the copyright owner. Plagiarism applies to all student assignments or submitted work and it includes the use of the work, ideas, images or words of someone else without his/her permission; use of someone else's wording, name, phrase, sentence, paragraph or essay without referring to the source, and misrepresentation of the sources that were used. For more information, you may refer to the Qatar University Student Catalog, ps. 55 - 56.

- **Dishonesty:**

  "Cheating is an academic offense in accordance with the laws and regulations of Qatar University. In some cases, this violation may result in student's dismissal from the university. Students must refrain from taking part in or participating in any work that contravenes the University's code of conduct and academic integrity and testing procedures". Cheating may include any attempt of cheating or disruption during testing sessions, submitting any material prepared by or purchased from another person or company including reports and research papers, or work completed for one course and submitted to another. For more information, you may refer to the Qatar University Student Catalog, p. 55.

- **Student Learning Support:**

  The Student Learning Support Center (SLSC) provides comprehensive academic support services to all students at Qatar University. The SLSC has a nurturing environment where students can seek assistance with academic coursework, writing assignments, transitioning to college life, and many other academic aspects. SLSC programs and services include tutoring sessions, supplemental instruction, writing support along with academic coaching and workshops. Information about the Learning Center may be found at: http://www.qu.edu.qa/students/support-and-development/student-learning-support

- **Success Oasis at the College of Education:**

  The Success Oasis at the College of Education aims at strengthening and supporting the students to continue the success and excellence in their courses and overcome the obstacles that face them. In addition, it creates a supportive climate and encourages growth and development. This is achieved in several ways, such as peer

tutoring programs which emphasize the key role of the students to support their peers continuously during their undergraduate studies, as well as providing other forms of support which may include basic personal academic skills workshops, and other services. For more information, please contact us by the official e-mail: cedso@qu.edu.qa

➢ **Special Needs Support:**

In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all.", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University welcomes students with special needs in all educational programs. We urge students with special needs, including visible and invisible special needs, such as physical disability, temporary injuries, chronic diseases, learning disabilities, brain and nerves injuries, attention deficit / hyperactivity disorder, or psychiatric disorders, to contact the Inclusion and Special Needs Support Center and provide their documented disabilities. Information about the Inclusion and Special Needs Support Center may be found at:http://www.qu.edu.qa/students/support-and-development/special-needs

➢ **Student Complaints Policy:**

Qatar University is committed to a policy of fair treatment for its students/faculty/staff in their relationships with student, administration, faculty, staff and other members of the University community. The purpose of this policy is to establish and implement a complaint procedure. For more information about the policy and processes related to this policy, you may refer to the following link :http://www.qu.edu.qa/students/services/complaints

> A student teacher who has difficulty in learning, or needs some assistance, such as clarifying some information, implementing some tasks, or any other assistance, may contact his professor to get the appropriate support.

Appendices

➢ **Qatar National Professional Standards for Teachers:**

1. Planning for student progress and achievement.
2. Engaging students and developing them as learners.
3. Creating safe, supportive and challenging learning environments.
4. Assessing students' learning and uses assessment data to improve achievement.
5. Demonstrating high professional practices and engaging in continuous professional development.
6. Maintaining effective partnerships with parents and community.

Assignments Rubric

➢ Research Paper Rubric

	Unsatisfactory	Needs improvement	Satisfactory	Target	Score/Level
Organization	The report is generally confusing and hard to follow. The writing lacks any real organization and it may lack a thesis statement. The body presents sup- port that may be related to the topic but only in a general way. The organization is poor or nonexistent. Transitions may be used inconsistently or may be lacking.	The report is factual and shows evidence of some work. The writing begins with an introduction that contains a thesis statement, but this might need clarification. The body explores the topic and presents a variety of in- formation. The organization of this information may not always be clear or logical. Some transitions are used, but more are needed.	The report is accurate and clear. The writing begins with an introduction that contains a clear thesis statement. The body explores the topic and presents in- formation in a sensible order. The conclusion restates the thesis or offers a comment or question on it. Transitions link most ideas.	The report is both accurate and compelling. The writing begins with an interesting or provocative introduction that contains a clear and concise thesis statement. The body fully explores the topic and presents information in a sensible order. The conclusion restates the thesis or offers a comment or question on it. Effective and varied transitions link all ideas.	
Elements of Research Reports/Papers	The writer provides a mixture of opinions, facts, and statements. Facts and ideas are often not expressed in the writer's words or else they lack documentation. The body of the report lacks unity and coherence, and may be difficult to understand. The report may not include a bibliography or source list, or this may be incomplete or incorrect.	The writer provides facts and quotations from more than one source. Facts and ideas are not always documented, or expressed in the writer's words. The body of the report lacks real unity and coherence, although most details are somewhat related to the topic. The report includes an in- complete or incorrect bibliography or source list.	The writer provides facts and quotations from several sources. Facts and ideas are either expressed in the writer's words, or else documented. The body of the report sup- ports and develops the writer's thesis, and it usually exhibits unity and coherence. The re- port includes a complete bibliography or source list.	The writer provides facts and quotations from a variety of sources. Facts and ideas are either ex- pressed in the writer's words or else completely and correctly documented. The body of the report sup- ports and develops the writer's thesis, and it contains no extraneous ideas. The report includes a complete and correct bibliography or source list.	
Grammar, Usage, Mechanics, and Spelling	Numerous errors in mechanics, usage, gram- mar, or spelling may hinder comprehension. Word choice shows little understanding of the audience.	There are numerous errors in mechanics, usage, grammar, or spelling. Word choice is not always appropriate for the audience.	There are minor errors in mechanics, usage, grammar, or spelling. Word choice is usually appropriate for the audience.	There are few or no errors in mechanics, usage, grammar, or spelling. Word choice is precise and appropriate for the audience.	
Quality of research	Failed to cite even 3 sources. Sources unreliable. Information interferes with ability of reader to understand paper. Irrelevant to thesis. Information does not support the topic Surface research.	Cited 3-5 sources Source reliability questionable. Information does not interfere with ability of reader to find the source. Some information relevant to thesis. Information provided to support some elements of topic. Surface research.	Cited 5 sources Sources mostly reliable. (At least 2 interviews) Citation errors minor. Most information included. Sufficient information provided Research of sufficient depth.	Cited 8 or more sources (including 1 or more interviews) Sources reliable and properly cited. All information included Sufficient information provided to support all elements of topic. Research in-depth and the beyond the obvious, revealing new insights gained.	
Content	Topic unclear and includes no aspects of the project, of inappropriate breadth for length of paper. Missing abstract, subtitles, and resources page Support for thesis insufficient.	Topic includes some aspects of the project, of semi appropriate breadth for length of paper & a topic is partially clear. Only 2-3 in text citations used to support thesis Missing abstract, but	Topic includes most aspects of the project, of appropriate breadth for length of paper & an appropriate topic for research. Contains somewhat clear and concise abstract, subtitles, and resources page Support for thesis sufficient, but lacking in depth or	Topic includes all aspects of the project, of appropriate breadth for length of paper & an appropriate topic for research. Contains clear and concise abstract, subtitles, and resources page Support for thesis	

	Unsatisfactory	Needs improvement	Satisfactory	Target	Score/Level
	No organization, transitions, introduction, and no conclusion	includes subtitles, and resources page Organization, transitions, introduction, and conclusion lacking clarity and/or appropriateness.	complexity. Less than 5 in text citations are used to support the thesis. Organization, transitions, introduction, and conclusion slightly lacking clarity and/or appropriateness.	complex, complete, & in-depth. 5 or more in text citations are used to support the thesis. Writer involved with subject, not merely doing an assignment. Clear and appropriate organization, with effective transitions, introduction, and conclusion.	
Grammar and Mechanics	Voice inconsistent and inappropriate. Incorrect word choices. More than 5 spelling errors. More than 5 errors in agreement, pronouns/antecedents, or tense. More than 5 punctuation or capitalization errors. Does not meet style and/or min/max page requirements	Voice somewhat consistent and appropriate. Correct word choice. More than 3 spelling errors. More than 2 errors in agreement, pronouns/antecedents, or tense. More than 3 punctuation or capitalization errors. Attempted to meet style and/or min/max page requirements	Voice mostly consistent and appropriate. - Effective word choice. No more than 2 spelling errors. - Fewer or than 1 errors in agreement, pronouns/antecedents, or tense. Fewer than 2 punctuation or capitalization errors. Met most style and min/max page requirements	Consistent and appropriate voice. Sophisticated and precise word choice. No spelling errors. No errors in agreement, pronouns/antecedents, or tense. No punctuation or capitalization errors. Met all style and min/max page requirements	
Bibliography/ Resources	Not all sources properly cited in both paper and bibliography. Errors in format or punctuation make ideas unclear.	Not all sources properly cited in both paper and bibliography. Errors in format or punctuation do not compromise the ideas of the paper.	All sources properly cited in both paper and bibliography. Very few errors in format or punctuation.	All sources properly cited in both paper and bibliography. No errors in format or punctuation.	

➤ Interview rubric

	outstanding (N/A)	very good (N/A)	above average (N/A)	generally satisfactory (N/A)	barely acceptable (N/A)	unacceptable (N/A)
Format	•Cover page •References conform to APA format, no errors •Conforms to proper use of Arabic and writing mechanics (No errors in spelling, grammar, punctuation, or use and mechanics of Arabic) •5+ citations cited as supporting evidence at least 3 are recent (<5 yrs old) journal articles	•Cover page •References conform to APA format, 1 error •Conforms to proper use of Arabic and writing mechanics Few [<3] errors in spelling, grammar, punctuation, or use and mechanics of Arabic. •4-5 citations cited as supporting evidence at least 2 are recent (<5 yrs old) journal articles •Proofreading needs some improvement	•Cover page •References conform to APA format, 2-3 errors •Conforms to proper use of Arabic and writing mechanics Few [<5] errors in spelling, grammar, punctuation, or use and mechanics of Arabic. •3-4 citations cited as supporting evidence, at least 2 are recent (<5 yrs old) journal articles •Proofreading needs improvement	•Cover page. •4-5 errors in APA referencing format •Conforms to proper use of Arabic and writing mechanics. Several [5-6] errors in spelling, grammar, punctuation, or use and mechanics of Arabic. •2-3 citations for evidence support, none are journals. •Proofreading needs considerable improvement	•Cover page. •>6 errors in APA referencing format •Conforms to proper use of Arabic and writing mechanics. Several [>7] errors in spelling, grammar, punctuation, or use and mechanics of Arabic. •1-2 citations for evidence support. •Proofreading needs considerable improvement	•No cover page. •Does not follow APA format. •Does not conform to proper use of Arabic and writing mechanics. Numerous errors in spelling, grammar, punctuation, or use and mechanics of Arabic. •No citations to support evidence •No evidence of proofreading before submission
Content and application to nursing	•Introduction well written and clearly tells the reader the purpose of the paper. •Permission requested to share information. •Summary paragraph is included. •Conclusion flows logically. Includes 3	•Introduction well written and tells the reader the purpose of the paper. •Permission requested to share information. •Summary paragraph is included but overlooks 1 important point.	•Introduction well written and tells the reader the purpose of the paper. •Permission requested to share information. •Summary paragraph is included but overlooks 2	•No introductory paragraph. •Permission to share of information alluded to but not explicit. •Summary paragraph is included but misses 3 or more significant points,	•No introductory paragraph. •Permission to share of information alluded to but not explicit. •Summary paragraph is included but is off	•No introductory paragraph. •No permission requested to share information. •No summary •No conclusion or implications for nurse as patient educator

implications for nurse as patient educator.	•Conclusion flows logically. Includes 2 implications for nurse as patient educator.	important points. •Conclusion flows logically. Includes 2 implications for nurse as patient educator.	new information is introduced. •Conclusion flows logically. Includes 1 implications for nurse as patient educator.	topic. New information is introduced. •Conclusion does not flow logically from critique. Includes 1 implications for nurse as patient educator.	
Analysis	•The student clearly identifies 3 things they did well in the interview and 3 things they would like to do differently. •The student identifies the time mark in the interview or uses direct quotes or accurate paraphrasing from the interview to illustrate and analyze these areas. •To substantiate that they did these areas well, or how they would improve these areas, reference to the texts or the literature is made in all instances.	•The student clearly identifies 3 things they did well in the interview and 2 things they would like to do differently. •The student identifies the time mark in the interview and misses using 1 direct quotes or accurate paraphrasing from the interview to illustrate and analyze these areas. •To substantiate that they did these areas well, or how they would improve these areas, reference to the texts or the literature is made in all but 1 instances.	•The student clearly identifies 3 things they did well in the interview and 2 things they would like to do differently. •The student misses identifying 1 time mark in the interview or misses using 2 direct quotes or accurate paraphrasing from the interview to illustrate and analyze these areas. •To substantiate that they did these areas well, or how they would improve these areas, reference to the texts or the literature is made in all but 2 instances.	•The student identifies 2 things they did well in the interview and 1 thing they would like to do differently. •The student misses identifying 2 time marks in the interview or misses using 3 direct quotes or accurate paraphrasing from the interview to illustrate and analyze these areas. •To substantiate that they did these areas well, or how they would improve these areas, reference to the texts or the literature is made in all but 3-4 instances.	•The student identifies 1 things they did well in the interview and 1 thing they would like to do differently. •The student misses identifying >3 time marks in the interview or misses using 3 direct quotes or accurate paraphrasing from the interview to illustrate and analyze these areas. •To substantiate that they did these areas well, or how they would improve these areas, reference to the texts or the literature is made in all but 3-4 instances.	•The student identifies 2 or fewer things they did well in the interview and nothing they would like to do differently. •The student misses identifying > 4 time marks in the interview or misses using > 4 direct quotes or accurate paraphrasing from the interview to illustrate and analyze these areas. •There was no substantiation that they did any of the areas well, or how they could improve them. There are no references to the texts or the literature.
Problem identification	•2 Pt learning needs and 8 teaching-learning considerations are clearly identified and demonstrate a comprehensive assessment	2 •Pt learning needs and 6-7 teaching-learning considerations are clearly identified and demonstrate a comprehensive assessment	2 Pt learning needs and 5-6 teaching-learning considerations are clearly identified and demonstrate a satisfactory assessment	•1 Pt learning needs and 4-5 teaching-learning considerations are clearly identified and demonstrate an adequate assessment	•1 Pt learning needs and 2-3 teaching-learning considerations are clearly identified and demonstrate an adequate assessment	•No pt learning needs and < 4 teaching-learning considerations are clearly identified and demonstrate a comprehensive assessment
Interview	•More than 20 questions asked. •The questions are in logical sequence and they lead to a natural conversation. •It is evident the student has prepared using the required and recommended readings and information covered in the seminar. •Student interviewer employs all aspects of SOLER and all relevant TCTs.	•More than 18 questions asked. •The questions are in logical sequence and they lead to a natural conversation. •It is evident the student has prepared using most the required and recommended readings and information covered in the seminar. •Student interviewer employs 4 aspects of SOLER and all relevant TCTs.	•More than 16-17 questions asked. •The questions are in logical sequence and they lead to a natural conversation. •It is evident the student has prepared using most the required and recommended readings and information covered in the seminar. •Student interviewer employs all 4 aspects of SOLER and all relevant TCTs.	• 15 questions asked. •The questions are in mostly logical sequence and they lead to a fairly natural conversation. •The student has prepared using a few of the required and recommended readings and information covered in the seminar. •Student interviewer employs 3 aspects of SOLER and 50% of relevant TCTs.	• 12 questions asked. •The questions are in mostly logical sequence and they lead to a fairly natural conversation. •The student has prepared using a few of the required and recommended readings and information covered in the seminar. •Student interviewer employs 3 aspects of SOLER and 50% of relevant TCTs.	•Fewer than 12 questions asked. •The questions are in not logical sequence and they do not lead to a natural conversation. There is little to no evidence the student has prepared using most the required and recommended readings and information covered in the seminar. •Student interviewer employs <2 aspects of SOLER and < 50% relevant TCTs.

➤ **Scale Development Rubric**

	Undemonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
Grammar and Mechanics Bibliography/ Resources	Voice inconsistent and inappropriate. Incorrect word choices. More than 5 spelling errors. More than 5 errors in agreement, pronouns/antecedents, or tense. More than 5 punctuation or capitalization errors. Does not meet style and/or min/max page requirements	Voice somewhat consistent and appropriate. Correct word choice. More than 3 spelling errors. More than 2 errors in agreement, pronouns/antecedents, or tense. More than 3 punctuation or capitalization errors. Attempted to meet style and/or min/max page requirements	Voice mostly consistent and appropriate. - Effective word choice. No more than 2 spelling errors. - Fewer or than 1 errors in agreement, pronouns/antecedents, or tense. Fewer than 2 punctuation or capitalization errors. Met most style and min/max page requirements	Consistent and appropriate voice. Sophisticated and precise word choice. No spelling errors. No errors in agreement, pronouns/antecedents, or tense. No punctuation or capitalization errors. Met all style and min/max page requirements	
	Not all sources properly cited in both paper and bibliography. Errors in format or punctuation do not compromise the ideas of the paper. Make ideas unclear.				
Grammar and Mechanics	Voice inconsistent and inappropriate. Incorrect word choices. More than 5 spelling errors. More than 5 errors in agreement, pronouns/antecedents, or tense. More than 5 punctuation or capitalization errors. Does not meet style and/or min/max page requirements	Voice somewhat consistent and appropriate. Correct word choice. More than 3 spelling errors. More than 2 errors in agreement, pronouns/antecedents, or tense. More than 3 punctuation or capitalization errors. Attempted to meet style and/or min/max page requirements	oice mostly consistent and appropriate. - Effective word choice. No more than 2 spelling errors. - Fewer or than 1 errors in agreement, pronouns/antecedents, or tense. Fewer than 2 punctuation or capitalization errors. Met most style and min/max page requirements	Consistent and appropriate voice. Sophisticated and precise word choice. No spelling errors. No errors in agreement, pronouns/antecedents, or tense. No punctuation or capitalization errors. Met all style and min/max page requirements	

✂ ---

Pledge

I am the student: ------------------------------------
Course Title: ---
I have reviewed the content of the course syllabus, I pledge to commit myself to all policies and procedures, and I pledge to take complete responsibility in case of violating any one of them.

- Student's name: ------------------------------------
- ID: ---
- Signature: ---
- Date: ---

(Please sign this part and hand it in to your instructor).