



Course Syllabus: Research and Program Evaluation

College of Gordon T. & Ellen West College of Education

COUN 5503 Section X23

Semester: Spring 2026 16 Weeks

Contact Information

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Semester Credits: 3

Office: Bridwell Hall, Room 325

Office Hours: **Tuesdays** 11:00 am – 1:30 pm; **Wednesdays** 10:00am-11:30 am, and

Thursdays 10:30 am – 11:30 am

Phone Number: 940-397-5141

Instructor Response Policy:

During the week (Monday – Friday) I will respond within 24 hours. Do not expect a response from me on holidays and weekends. As professionals, it is important that we implement boundaries around home and work and model good self-care. Please try to ask your questions before the weekend.

*The MSU Clinical Mental Health and School Counseling programs require at least a B average. Cs are unacceptable, and more than 2 Cs will put you in danger of being removed from the program. Please consult the Student Handbook for more information.

Course Description

The purpose of this course is to provide the knowledge to evaluate existing research related to counseling techniques as part of a program evaluation process. The student will be able to understand research methods used in program evaluation and/or intervention and implement a program evaluation in a professional setting analyzed for effectiveness.

Prerequisites:

Must have completed 24 hours, including COUN 5203, COUN 5243, COUN 5263, COUN 5273, COUN 5303, COUN 5363, and COUN 6013.

COURSE RATIONALE

This course requires practical application of quantitative and qualitative research theory and methodology leading to the completion of a formal program evaluation research project.

Textbook & Instructional Materials

Sheperis, C., Young, S., & Daniels, H. (2024). *Counseling research: Quantitative, qualitative, and mixed methods*. Boston, MA. Pearson.

Fitzpatrick, J. L., Sanders, J. R., Worthen, B. R., & Wingate, L. A. (2022). *Program evaluation: Alternative approaches and practical guidelines*. Pearson.

COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

- 3. G. 17. procedures for using assessment results for referral and consultation**
- 3. H.1.the importance of research in advancing the counseling profession, including the use of research to inform counseling practice
- 3.H. 2. identification and evaluation of the evidence base for counseling theories, interventions, and practices
- 3. H. 3 qualitative, quantitative, and mixed methods research designs
- 3. H 4. practice-based and action research methods **
- 3. H. 5 statistical tests used in conducting research and program evaluation
- 3. H. 6. analysis and use of data in research KPI
- 3. H. 7. use of research methods and procedures to evaluate counseling interventions
- 3. H. 8. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy
- 3. H. 9. culturally sustaining and developmentally relevant outcome measures for counseling services
- 3. H. 10. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation
- 3. H. 11. culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation KPI

Learning Objectives

- 1. The student will explain the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.
- 2. The student will identify and evaluate evidence-based counseling practices.
- 3. The student will conduct an evidence-based needs assessments.

4. The student will identify measurable outcomes for counseling programs.
5. The student will conduct an evaluation of counseling intervention and/or program evaluation utilizing appropriate designs (i.e. single case, mixed method, quasi-experimental, experimental, case study).
6. The student will understand and evaluate qualitative, quantitative, and mixed research methods related to counseling interventions.
7. The student will utilize appropriate statistical methods and data analysis used in conducting research and program evaluation.
8. The student will utilize ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

**** ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.**

Discussion Board, and Class Participation: (15 pts.) Students are required to answer questions or complete assignments regularly related to the weekly topic. Almost every week students will be required to answer questions about the reading, topic or be asked to reflect on a particular internship experience for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week, aside from the last week. Follow directions to get full points each week. Late work will not be accepted **See Appendix A for Rubric). 7.f., 7.g., 7.h., 8.a., 8.b., 8.d., 8.e., 8.g. (KPI), 8.h., 8.i. (KPI), 8.j.**

CITI Course Completion Certificate: (5 pts.) Students will complete the CITI Human Subjects Research (HSR) – Social – Behavioral – Educational Basic Course. Students will submit their completion certificate to D2L. Students must set up an account to use the CITI program. On the CITI homepage, click on the "Register" box in the upper right corner. Under "Select Your Organization Affiliation," type in and select "Midwestern State University." Follow the instructions to continue with your account set-up (username and password). Questions? The Office of Sponsored Programs, 940-397-4714. Students will use the following link.

https://www.citiprogram.org/index.cfm?pageID=154&icat=0&clear=1&_ga=2.71535952.2123997941.1600961363-216338326.1600961363

(See Appendix A for Rubric). 8j

History of Research and Counseling Paper: (30 pts.) Appendix B Students will write an APA 7th edition paper, 5-7 pages in length, regarding the history of research and the application to the counseling profession, using a minimum of 6, *peer-reviewed references*. **Students will address the following areas within the paper:**

- I. Introduction
- II. History of Research
- III. Statistical Concepts
- IV. Research Methodologies
- V. Importance of Research in Advancing the Counseling Profession
- VI. Developing Client Outcomes Using Research
- VII. Evaluating Counseling Effectiveness
- VIII. Ethical Considerations
- IX. Reflection: Plan for Utilizing Research in Professional Counseling
- X. References

CACREP 7g, 7h, 8a, 8d, 8e, 8i, 8f, and 8j.

Program Evaluation Group Presentation: (50 pts) Appendix C In groups of 3-4, students will create a 20 minute-*minimum*, voice/audio power point presentation. Group Member names and program chosen to evaluate are due for approval in week 10. Students should evenly divide presentation research and audio time/slides. *Students should use the outline provided below to complete their requirements, meaning that there should be relevant power point slides for each identified category in the outline.* All power point slides should include APA presentation formatting to include in-text referencing and reference slides at the end. This is a research presentation. Therefore, it should be heavily based in research. You must use at least *ten relevant peer-reviewed sources*. Relevant sources mean peer-reviewed references within five years, some within ten year sources are acceptable. The majority of your resources should be within five years. **Tk20 Assignment 7h, 8d, 8e, 8g (KPI), 8h, 8i (KPI), and 8j. Turn in to Tk20 and D2L.**

*****Peer Evaluation will be conducted for this assignment. Appendix D**

Each student will complete participation scoring rubric for each group member, including themselves. Points will be deducted for individuals who do not fully contribute/participate with their group (Up to 20 points). Peer Evaluations should be uploaded as ONE additional attachment in assignment drop box. All evaluations should be submitted in the same document (you can cut and paste it as many times as needed) and within the same assignment submission Dropbox as your power point. See Appendix G or Resources in the course shell for this document.

Program Evaluation PowerPoint Requirements/Outline

Students should identify an existing program that seeks change in group or individual behavior, provides individuals access opportunities, or promotes positive societal change. Some examples would be Upward Bound, Communities in Schools, NAMI Family to Family program, etc. Programs chosen must *have measurable data available both before and after implementation* (usually available on the program website) of the program. Students will conduct a measurable review/evaluation of the program and provide thoughts for areas of improvement based on findings associated with the program evaluation. Your Power Point Presentation should include the following:

- I. History and Description of the Program
- II. Program Purpose
- III. Target Population
- IV. Rationale (why the program is needed).
- V. How does the program create change?
- VI. What opportunities does the program provide?
- VII. What are the measurable outcomes?
- VIII. What instruments are used to measure outcomes?
- IX. Analysis of data on the effectiveness of the program?
- X. What are the ethical considerations associated with the program (apply ACA Ethical Standards)?
- XI. What are areas of improvement (based on information gathered in your evaluation)?
- XII. References

Assignments	Modality	Points
Online Assignments and Comments	D2L	15
CITI Course Completion Certificate	D2L	5
Research & Counseling Paper	D2L	30

Assignments	Modality	Points
Program Evaluation Project	D2L and Tk20 Link	50
Total Points	N/A	100

Table 2: Total points for final grade.

Grade	Points
A	90 to 100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

Important Dates

- Last day for term schedule changes: Check date on [Academic Calendar](#).
- Deadline to file for graduation: Check date on [Academic Calendar](#).
- Last Day to drop with a grade of "W:" Check date on [Academic Calendar](#).
- Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Class attendance is crucial to successful completion of this course since much of the training cannot be learned in textbooks. Therefore, GRADUATE STUDENTS are expected to be on time and to attend ****every*** session online and all required face to face classes. Tardiness, leaving early, and absences are considered evidence of lack of dependability, and are taken seriously.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.***

Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations; however, they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's (2014) *Code of Ethics*. The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](#) for details related to these guidelines.

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

Online Etiquette: It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association's (2014) *Code of Ethics*, and treat all members of the class with respect.

Confidentiality: Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

Academic Misconduct Policy & Procedures: Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary.

Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/nonprint materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.
- Usage of Artificial Intelligence (AI) software, this does not include editing tools of Word or Grammarly i.e., spell check or rewriting suggestions for clarity.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Northwestern State University (NSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to NSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Northwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

SEMESTER COURSE OUTLINE

Class Dates: Mon-Sun	Class Topics	Assignments/Reading
Week 1	Class Introductions, Syllabus Review, and Class Instructions. <i>Ethical Issues in Research/Practice</i> Read: Part One Fitzpatrick: Pages 1-54 Sheperis: Ch. 1&2	<ul style="list-style-type: none"> • Discussion Board, Post and Comment • Review Syllabus • Read Part One
Week 2 CACREP: 3.H.10	<i>Literature Review/Methodology Issues</i> Read: Part One Fitzpatrick Pages 1-54 Sherperis: Ch. 3&4 Due: CITI Course Completion Certificate Appendix B	<ul style="list-style-type: none"> • Discussion Board, Post and Comment • Read Part One • Turn in CITI Course Completion Certificate Appendix B to D2L
Week 3	<i>Concepts of Statistics/program evaluation</i> Read: Part Two Fitzpatrick Pages 55-208 Sherperis Ch. 5	<ul style="list-style-type: none"> • Discussion Board, Post and Comment • Read Part Two
Week 4 CACREP 3.H.2,3,4,5,6,7	<i>Quantitative Design</i> Read: Part Two Fitzpatric Pages 55-208 Sherperis Ch. 6&7	<ul style="list-style-type: none"> • Discussion Board, Post and Comment • Read Part Two

Class Dates: Mon-Sun	Class Topics	Assignments/Reading
Week 5 CACREP 3.H.2,3,4,5,6,7	Read: Part Two Fitzpatrick Pages 55-208 Sherperis Ch. 8	<ul style="list-style-type: none"> • Discussion Board, Post and Comment • Read Part Two
Week 6 CACREP: 3.H.6,7,8,9,10,11 KPI	Read: Part Two Fitzpatrick Pages 55-208 Sherperis Ch. 9	<ul style="list-style-type: none"> • Discussion Board, Post and Comment • Read Part Two • Turn In History of Research and Counseling Paper.
Week 7	Read: Part Three Fitzpatrick Pages 209-460 Sherperis Ch. 10	<ul style="list-style-type: none"> • Discussion Board, Post and Comment • Read Part Three

Week 8	Spring Break!	
Week 9	Read: Part Three Fitzpatrick Pages 209-460 Sherperis Ch. 11	<ul style="list-style-type: none"> • Discussion Board, Post and Comment • Read Part Three
Week 10 CACREP 3.H.2,3,4,5,6,7,11	Read: Part Three Fitzpatrick Pages 209-460 Sherperis Ch. 12	<ul style="list-style-type: none"> • Discussion Board, Post and Comment • Read Part Three • Turn in Group Member Names/Program chosen to Evaluate

Class Dates: Mon-Sun	Class Topics	Assignments/Reading
Week 11	Read: Part Three Fitzpatrick Pages 209-460 Sherperis Ch. 13	<ul style="list-style-type: none"> • Discussion Board, Post and Comment • Read Part Three
Week 12: CACREP 3.H.2,3,4,5,6,7,11	Read: Part Three Fitzpatrick Pages 209-460 Sherperis Ch. 14	<ul style="list-style-type: none"> • Discussion Board • Read Part Three
Week 13	Read: Part Four Fitzpatrick Pages 461-541 Sherperis Ch. 15	<ul style="list-style-type: none"> • Discussion Board, Post and Comment • Read Part Four
Week 14	Read: Part Four Fitzpatrick Pages 461-541 Sherperis Ch. 16	<ul style="list-style-type: none"> • Discussion Board, Post and Comment • Read Part Four • Work on future assignments. • Turn in Group Program Evaluation Project to <u>d2l</u> AND TK20. <i>Each</i> group member must submit in both places.
Week 15 CACREP 3.H.2,3,4,5,6,7,11	Read Part Four Fitzpatrick: Pages 461-541 Sherperis Ch. 17&18	<ul style="list-style-type: none"> • Discussion Board, Post and Comment • Read Part Four

Class Dates: Mon-Sun	Class Topics	Assignments/Reading
Week 16	Turn Everything in!	<ul style="list-style-type: none"> Discussion Board, Post and Comment

RESOURCES

American Counseling Association. (2014). *2014 ACA Code of Ethics*. Retrieved from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed. TR)*. Author.

American Psychological Association. (2020). *2020 APA Publication Manual*. Retrieved from <https://apastyle.apa.org/products/publication-manual-7th-edition-spiral>

Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016 CACREP Standards*. Retrieved from <https://www.cacrep.org/for-programs/2016-cacrep-standards/>

United States National Library of Medicine, & National Institutes of Health. (n.d.). *National Center for Biotechnology Information*. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/>

APPENDICES

Appendix A

CITI Course Completion Certificate: (5 pts.) Students will complete the CITI Human Subjects Research (HSR) – Social – Behavioral – Educational Basic Course. Students will submit their completion certificate to D2L. Students must set up an account to use the CITI program. On the CITI homepage, click on the “Register” box in the upper right corner. Under “Select Your Organization Affiliation,” type in and select “Midwestern State University.” Follow the instructions to continue with your account set-up (username and password). Questions? The Office of Sponsored Programs, 940-397-4714. Students will use the following link.

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CITI Course Completion Certificate Rubric: (5 pts.)

Criterion	0	5	Pts
Completion and Upload of the CITI Course	Student did not complete the CITI Course.	Student completed the CITI Course. (worth 3)	
Total Points Awarded Out of 5			

Appendix B

History Research and Counseling Paper: (30 pts) Students will write an academic paper regarding the history of research and the application to the counseling profession, using a minimum of 6, *peer-reviewed references*. Students will address the following areas within the paper: (1) introduction to the assignment, (2) history of research, (3) statistical concepts including reliability and validity, (4) research methodologies, (5) importance of research in advancing the counseling profession, (6) developing client outcomes/goals based on research, (7) evaluating counseling effectiveness using research/data, (8) ethical considerations, and (9) a reflection on how you plan to use research in the counseling profession. Students will utilize the outline located within Appendix C as well as the template located within D2L shell. Students will write their paper in APA 7 formatting, using appropriate grammar, peer-reviewed references, and academic writing. (See Appendix C for Rubric). 7g, 7h, 8a, 8d, 8e, 8i, 8f, and 8j.

- I. Cover Page APA
- II. Introduction
- III. History of Research
- IV. Statistical Concepts
- V. Research Methodologies
- VI. Importance of Research in Advancing the Counseling Profession

- VII. Developing Client Outcomes Using Research
- VIII. Evaluating Counseling Effectiveness
- IX. Ethical Considerations
- X. Plan for Using Research in the Profession
- XI. Reference Page

History of Research and Counseling Paper Rubric (Possible 30 Pts.)

Criterion	Improvement Needed 2	Developing 3	Proficient 4	Accomplished 6	Pts
Applies and Conceptualizes all required concepts and/or theories, and ideas throughout the paper.					
Appropriate depth is given to each required section of the paper and is clearly backed up with evidence based practices and research.					
Personal reflection is applied to each required theory or concept in the appropriate sections of the paper.					
Writing is professional, ethical, and reflects graduate level grammar and structure.					
APA 7 th Edition is accurately used. <i>A minimum of 5 peer-reviewed</i> references were used in addition to the textbook and required inventory. <i>References</i> were placed appropriately both in-text and in the reference page.					
Points out of 30					

Appendix C

Program Evaluation PowerPoint Requirements/Outline

Students should identify an existing program that seeks change in group or individual behavior, provides individuals access opportunities, or promotes positive societal change. Some examples would be Upward Bound, Communities in Schools, NAMI Family to Family program, etc. Programs chosen must *have measurable data available both before and after implementation* (usually available on the program website) of the program. Students will conduct a measurable review/evaluation of the program and provide thoughts for areas of improvement based on findings associated with the program evaluation. Your Power Point Presentation should include the following:

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- III. Target Population
- IV. Rationale (why the program is needed).
- V. How does the program create change?
- VI. What opportunities does the program provide?
- VII. What are the measurable outcomes?
- VIII. What instruments are used to measure outcomes?
- IX. Analysis of data on the effectiveness of the program.
- X. What are the ethical considerations associated with the program (apply ACA Ethical Standards)?
- XI. What are areas of improvement (based on information gathered in your evaluation)?
- XII. References

Program Evaluation Group Presentation Rubric (Possible 50 Pts)

Criteria	Improvement Needed 2	Developing 5	Proficient 8	Accomplished 10	Pt
Content	Contents of presentation fail to address much of the required material/concepts	Presentation somewhat addresses the requirement	Presentation mostly addresses the required material	Presentation thoroughly addresses the required materials and concepts	

		material and concepts.	and concepts		
Critical Thinking/Depth	Analysis and conceptualization of materials are ineffective and incomplete	Analysis and conceptualization of materials are somewhat effective and complete.	Analysis and conceptualization of materials are mostly effective and incomplete	Analysis and conceptualization of materials are thoroughly effective and incomplete	
Application of Ethical Standards	Presentation fails to clearly apply understanding ethical considerations associated with program evaluation.	Presentation somewhat applies an understanding of ethical considerations associated with program evaluation.	Presentation mostly applies understanding of ethical considerations associated with program evaluation.	Presentation effectively displays an understanding of ethical considerations associated with program evaluation.	
APA Style/Referencing	Presentation fails to incorporate APA style and lacks the appropriate use of References	Presentation somewhat incorporates APA style and lacks the appropriate use of References	Presentation mostly incorporates APA style and lacks the appropriate use of References	Presentation effectively incorporates APA style and the appropriate use of References	

Group Particip ation	Group Member failed to equally participate in work- load, communicate effectively, and complete work in a timely manner.	Group Member somewhat participated equally in work- load, communicate effectively, and complete work in a timely manner.	Group Member mostly participated equally in work- load, communicate effectively, and complete work in a timely manner.	Group Member participated equally in work- load, communicate effectively, and complete work in a timely manner.	
Points out of 50:					

Appendix D

Group Project Peer Evaluation Form

Please circle the appropriate rating: 0= Not At all 1=Somewhat 2=Always

1. Group Member Name:

- | | | | |
|---|---|---|---|
| a. Was available for group meetings in person, email, or etc. | 0 | 1 | 2 |
| b. Participate in an equal share of work. | 0 | 1 | 2 |
| c. Completed the work on time. | 0 | 1 | 2 |
| d. Demonstrates a cooperative and supportive attitude. | 0 | 1 | 2 |
| e. Did a quality work/contributed to group success | 0 | 1 | 2 |
| f. Communicated in an effective and timely manner. | 0 | 1 | 2 |

Any comments:

*I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.