Cover Sheet: Request 12964

HUM 3XXX Music and Health

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Ferol Carytsas fcarytsas@arts.ufl.edu
Created	8/23/2018 12:47:18 PM
Updated	10/15/2018 11:54:26 AM
Description of request	The Music and Health course is a required course in the Undergraduate Certificate in Music and Medicine. It has been offered for several semesters as a special topics course so we are submitting a request for a permanent course number.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CFA - Fine Arts 011301000	Jennifer Setlow		9/21/2018
No document changes					
College	Approved	CFA - College of Fine Arts	Jennifer Setlow		9/21/2018
No document changes					
University Curriculum Committee	Commented	PV - University Curriculum Committee (UCC)	Lee Morrison	Added to October agenda.	10/1/2018
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/1/2018
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 12964

Info

Request: HUM 3XXX Music and Health
Description of request: The Music and Health course is a required course in the Undergraduate Certificate in Music and Medicine. It has been offered for several semesters as a special topics course so we are submitting a request for a permanent course number.
Submitter: Ferol Carytsas fcarytsas@arts.ufl.edu
Created: 10/15/2018 11:21:15 AM
Form version: 3

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

    Response:
HUM

Course Level
Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

    Response:
3

Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

    Response:
XXX

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

    Response:
Intermediate

• 1000 and 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate

4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

Enter the title of the course as it should appear in the Academic Catalog.

Response:
Music and Health

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:
Music and Health

Degree Type

Select the type of degree program for which this course is intended.

Response:
Other

If other degree type, specify

Response:
Certificate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus, Online

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Co-Listing Explanation

Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format.

Response:
N/A

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

If variable, # min

Response:
0

If variable, # max

Response:
0

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:
Students will review music therapy and music in health research to assess, orally and in scholarly writing, how music can be utilized to enhance wellbeing, the intersections between music and psychology/cognition/human behavior, as well as health maintenance issues and medical challenges of performing artists.

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Response:
Junior standing or above or instructor permission

Completing Prerequisites on UCC forms:

• *Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.*
• *Use parentheses to specify groupings in multiple requirements.*
• *Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.*
• *Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).*
• *"Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.*

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:
HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system.

Response:
None

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
The Music and Health course is a requirement in the Undergraduate Certificate in Music in Medicine. Prior to becoming a course requirement, the course was offered as a special topics course in both the College of the Arts and Honors. This course is designed similarly to a survey course and is the only course in the curriculum that fully and specifically focuses on music and health in a broader context.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
1. Demonstrate an understanding of how music is utilized to enhance healing as a complement to health, wellness and/or the healthcare experience.

2. Articulate the difference between music in health and music therapy.

3. Develop familiarity with historical genres of classical music and its cross-disciplinary application.

4. Evaluate research on music in healthcare settings with sensitivity to varied cultural perspectives.

5. Illustrate effective communication in verbal and written form.

Course Textbook(s) and/or Other Assigned Reading
Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course.

Response:
--Thompson, W. F. (2014). Music, thought, and feeling: Understanding the psychology of music (2nd ed.). Oxford University Press. ISBN: 978-0199947317

--Davis, W., Gfeller, K., Thaut, M. (2008) An Introduction to Music Therapy and Practice. 3rd edition.

--Forney, K. & Machlis, J. (2011) The Enjoyment of Music, 11th chronological ed., Ch. 1-5

--Alive Inside: a story of music and memory, 2014

--Sonke, J., Rollins, J., Brandman, R., & Graham-Pole, J. (2009). The state of the arts in healthcare in the United States. Arts & Health, 1(2), 107-135.

--National Organization for Arts in Health. (2017). Arts, health, and well-being in America. San Diego, CA: Author.

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Week 1
Module: Introduction to Music and Health
Lecture: Music and Health Overview
Major Assignment Due: Research Presentation Sign-Up

Week 2
Module: Origins of Music
Lecture: Introduction to the Origins of Music
Major Assignment Due: M2 Quiz

Week 3
Module: Music and Health Research
Lecture: Research 101/Library West
Major Assignment Due: Research Paper Sign-Up

Week 4
Module: Music History and Theory
Lecture: Music Theory and History Basics

Week 5
Module: Musical Building Blocks
Lecture: Physics of Sound; Music and Neonatology Major Assignment Due: M5 Quiz

Week 6
Module: Music Acquisition

Lecture: Music and Language; Music Education Methods
Major Assignment Due: M6 Quiz

Week 7
Module: Music and Wellbeing
Lecture: Alive Inside
Major Assignment Due: M7 Quiz; Essay #2

Week 8
Module: Perceiving Musical Structure
Lecture: Mozart Effect; Music and Autism
Major Assignment Due: M8 Quiz; Essay #3

Week 9
Module: Music and the Brain
Lecture: Music and Neuroimaging; Music and PTSD and Substance Abuse
Major Assignment Due: M9 Quiz; Cross-Cultural Approach Sign-up

Week 10
Module: Music and Emotion
Lecture: Emotional Effects of Music; Effects of Background Music
Major Assignment Due: Research Paper Draft

Week 11:
Module: Performing Music
Lecture: Performance Anxiety; Vocal Production and Health
Major Assignment Due: M11 Quiz; Essay #4

Week 12
Module: Music and Other Abilities
Lecture: Cross-Cultural Approaches
Major Assignment Due: M12 Quiz; Research Paper Peer Reviews

Week 13
Module: Self-Care
Lecture: Self-Care or make-up time

Week 14
Module: Composing Music
Lecture: International Health Song Challenge Performances
Major Assignment Due: M14 Quiz;
International Health Song Challenge

Week 15
Module: Finale
Lecture: Review
Major Assignment Due: Final Exam; Research Paper

Links and Policies
Consult the syllabus policy page for a list of required and recommended links to add to the syllabus. Please list the links and any additional policies that will be added to the course syllabus.
Please see: syllabus.ufl.edu for more information

Response:
Attendance: Attendance is mandatory and will be taken at the beginning of each class. Course objectives will be met by attending and actively participating in each class session. Students are expected to arrive to class on time, stay the entire class period and be prepared to participate in all class discussions and activities. Arriving 30 minutes late or leaving 30 minutes early will receive a 50% deduction in attendance points for that class. Every 2 late arrivals or early departures will result in an absence. Students are accountable for materials covered in lectures

and discussions. If a student misses a class, it is their responsibility to contact other students to find out what was missed. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Courtesy Policy: Students are expected to behave in a manner that is respectful to the instructor and fellow students. Opinions held by other students should be respected in discussion and conversations that do not contribute to the discussion should be minimal. Please avoid the use of cell phones and other electronic devices and restrict eating to outside of the classroom. Inappropriate behavior will result in a request to leave class.

Recording classroom sessions: To ensure free and open discussion of ideas, students are not allowed to record classroom lectures, discussions or activities without advance written permission of the instructor.

Assignments: All written assignments should be submitted via Canvas unless other arrangements have been made with the instructor.

Late assignment policy: Students will be given three days to make up any material missed due to absence. In the case of extenuating circumstances, arrangements will be made on a case-by-case basis through written documentation between the student and the instructor.

Source Citations: All assignments should be formatted in APA style, double spaced and 12 point font, such as Times New Roman or Cambria. Research must include a bibliography citing all sources used.

Communication: Each student is issued a University email address upon admittance. Students are expected to read email sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communication.

Email: Email through Canvas is the preferred communication method. The instructor will attempt to respond to all emails within 48 hours, excluding weekends or holidays where the time might be slightly longer.

Academic Honesty: The university's policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. Full information regarding these policies is available at the following links:
- Academic Honesty: https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx#honesty
- Honor Code: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
- Student Conduct: https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx#conduct

Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office (352.392.8565, www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the instructor when requesting accommodation.

Campus Resources:
    Counseling and Wellness Center
352-392-1575 or www.counseling.ufl.edu/cwc/Default.aspx
    Sexual Assault Recovery Services (SARS), Student Health Care Center
352-392-1161
    University Police Department
352-392-1111 or www.police.ufl.edu/
Academic Resources:
    E-learning Technical Support
352-392-4357 or www.lss.at.ufl.edu/help.shtml
    Career Resource Center, Reitz Union
352-392-1601 or www.crc.ufl.edu
    Library support
www.cms.uflib.ufl.edu/ask

Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations typically open during the last two or three weeks of the semester.

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.

Response:
Evaluation: 1000 points
   Research assignments: 350 points
   Essays (including Concert Review): 150 points (30 points per essay)
   Participation: 150 points (various assignments)
   Online Discussions: 100 points
   Online Quizzes: 100 points (10 points per quiz)
   Final Exam: 100 points
   International Health Challenge Song: 50 points

Grading Policy:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

A: 94-100
A-: 91-93
B+: 88-90
B: 84-87
B-: 81-83
C+: 78-80
C: 74-77
C-: 71-73
D+: 68-70
D: 64-67
D-: 61-63
E: 60 or below

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Ferol Carytsas

HUMXXX Music and Health
3 credits

Instructor: Ferol Carytsas, M.M.
Office: Fine Arts Building D, Room 109
Office Phone: 352.273.1488
Office Hours: by appointment
Email: fcarytsas@arts.ufl.edu

Meeting Time: Mondays, 5:10-7:05pm
Meeting Location: TBD

Course Description

Students will review music therapy and music in health research to assess, orally and in scholarly writing, how music can be utilized to enhance wellbeing, the intersections between music and psychology/cognition/human behavior, as well as health maintenance issues and medical challenges of performing artists.

Course Objectives

By the end of the course, students will:
1. Demonstrate an understanding of how music is utilized to enhance healing as a complement to health, wellness and/or the healthcare experience.
2. Articulate the difference between music in health and music therapy.
3. Develop familiarity with historical genres of classical music and its cross-disciplinary application.
4. Evaluate research on music in healthcare settings with sensitivity to varied cultural perspectives.
5. Illustrate effective communication in verbal and written form.

Course Materials

- Thompson, W. F. (2014). *Music, thought, and feeling: Understanding the psychology of music* (2nd ed.). Oxford University Press. ISBN: 978-0199947317
- Other readings, as assigned

Course format and content

This course is designed to provide a hybrid experience, including in person class meetings and online activities. The class will meet in person two hours a week and one hour online utilizing eLearning Canvas. In class meetings will include lectures, guest presenters and student presentations. The online portion will be a blend of self-paced and group activities. Students are expected to actively engage in person and online. The general scope and content is as follows:

- Essays: submit five 500 word essays on assigned topics
- Online discussion boards: regularly scheduled discussion board posts on varying assigned topics
- Quizzes: online quizzes on assigned chapters and course related materials
- International Health Challenge Song: identify an international health challenge and write lyrics to educate others about the challenge through setting your text to existing music or creating your own composition
- Research Presentation: a 30 minute research presentation presented in class
- Research Paper: a 2000-2500 word research paper based on an approved research topic
- Final Exam: a cumulative exam based on readings and research presentations

Course Schedule

Week	Module	Content/Research Presentations	Major Assignments Due
1	Introduction to Music and Health	Music and Health Overview	Research Presentation Sign-Up
2	Origins of Music	Introduction to the Origins of Music	M2 Quiz
3	Music and Health Research	Research 101 at the Library	Essay #1; Research Paper Sign-Up
4	Music History and Theory	Music Theory and History Basics	
5	Musical Building Blocks	Physics of Sound; Music and Neonatology	M5 Quiz
6	Music Acquisition	Music and Language; Music Education Methods	M6 Quiz
7	Music and Wellbeing	Alive Inside	M7 Quiz Essay #2
8	Perceiving Musical Structure	Mozart Effect; Music and Autism	M8 Quiz Essay #3
9	Music and the Brain	Music and Neuroimaging; Music and PTSD and Substance Abuse	M9 Quiz; Cross-Cultural Approach Sign-up
10	Music and Emotion	Emotional Effects of Music; Effects of Background Music	Research Paper Draft
11	Performing Music	Performance Anxiety; Vocal Production and Health	M11 Quiz Essay #4
12	Music and Other Abilities	Cross-Cultural Approaches	M12 Quiz Research Paper Peer Reviews
13	Self Care	TBD	
14	Composing Music	International Health Song Challenge	M14 Quiz; International Health Song Challenge
15	Finale	Review	Final Exam Research Paper
This schedule is subject to change at the discretion of the instructor. Please refer to the Canvas course page for updates.			

Evaluation: 1000 points

- Research assignments: 350 points
- Essays (including Concert Review): 150 points (30 points per essay)
- Participation: 150 points (various assignments)
- Online Discussions: 100 points
- Online Quizzes: 100 points (10 points per quiz)
- Final Exam: 100 points
- International Health Challenge Song: 50 points

Grading Scale

https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Letter Grade	% Equivalency	GPA Equivalency
A	94-100	4.00
A-	91-93	3.67
B+	88-90	3.33
B	84-87	3.00
B-	81-83	2.67
C+	78-80	2.33
C	74-77	2.00
C-	71-73	1.67
D+	68-70	1.33
D	64-67	1.0
D-	61-63	.67
E	60 or below	0.00

Policies

Attendance: Attendance is mandatory and will be taken at the beginning of each class. Course objectives will be met by attending and actively participating in each class session. Students are expected to arrive to class on time, stay the entire class period and be prepared to participate in all class discussions and activities. Arriving 30 minutes late or leaving 30 minutes early will receive a 50% deduction in attendance points for that class. Every 2 late arrivals or early departures will result in an absence. Students are accountable for materials covered in lectures and discussions. If a student misses a class, it is their responsibility to contact other students to find out what was missed. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

- Courtesy Policy: Students are expected to behave in a manner that is respectful to the instructor and fellow students. Opinions held by other students should be respected in discussion and conversations that do not contribute to the discussion should be minimal. Please avoid the use of cell phones and other electronic devices and restrict eating to outside of the classroom. Inappropriate behavior will result in a request to leave class.
- Recording classroom sessions: To ensure free and open discussion of ideas, students are not allowed to record classroom lectures, discussions or activities without advance written permission of the instructor.

Assignments: All written assignments should be submitted via Canvas unless other arrangements have been made with the instructor.
- Late Assignment Policy: Students will be given three days to make up any material missed due to absence. In the case of extenuating circumstances, arrangements will be made on a case-by-case basis through written documentation between the student and the instructor.
- Source Citations: All assignments should be formatted in APA style, double spaced and 12 point font, such as Times New Roman or Cambria. Research must include a bibliography citing all sources used.

Communication: Each student is issued a University email address upon admittance. Students are expected to read email sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communication.

- Email: Email through Canvas is the preferred communication method. The instructor will attempt to respond to all emails within 48 hours, excluding weekends or holidays where the time might be slightly longer.

Academic Honesty: The university's policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. Full information regarding these policies is available at the following links:
- Academic Honesty: https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx#honesty
- Honor Code: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
- Student Conduct: https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx#conduct

Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office (352.392.8565, www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the instructor when requesting accommodation.
Campus Resources:
- *Counseling and Wellness Center*
  352-392-1575 or www.counseling.ufl.edu/cwc/Default.aspx
- *Sexual Assault Recovery Services (SARS),* Student Health Care Center
  352-392-1161
- *University Police Department*
  352-392-1111 or www.police.ufl.edu/

Academic Resources:
- *E-learning Technical Support*
  352-392-4357 or www.lss.at.ufl.edu/help.shtml
- *Career Resource Center*, Reitz Union
  352-392-1601 or www.crc.ufl.edu
- *Library support*
  www.cms.uflib.ufl.edu/ask

Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations typically open during the last two or three weeks of the semester.

This syllabus is subject to change at the discretion of the instructor.

Criteria	Ratings			Pts
Peer Feedback Content	**3.0 pts** **Excellent** Rubric was filled out completely. Feedback provided recognized positive attributes of the presentation as well as what could be improved. Specific, constructive advice was given related to the most important areas needing development. An insightful question may have been posed to prompt further reflection and analysis.	**2.0 pts** **Fair** Rubric was filled out completely. Feedback provided recognized positive attributes of the presentation as well as what could be improved. Advice provided lacked specificity or did not focus on the most important issues.	**1.0 pts** **Unacceptable** Rubric was not filled out completely and/or feedback did not include developmental advice, praise, specificity, or was critical in nature.	3.0 pts

Research Paper Rubric

Criteria	Ratings			Pts
Critical Thinking and Analysis	**30.0 to >28.0 pts** **Excellent** Writing fully addresses the research topic with detail, demonstrating critical thinking about the material and the ability to distinguish between their own ideas and those of others.	**28.0 to >22.0 pts** **Acceptable** Writing addresses the prompt, providing details demonstrating minimal analysis of the material.	**22.0 to >0 pts** **Unacceptable** Writing fails to demonstrate an appropriate analysis of the material.	30.0 pts
Application of Content	**30.0 to >28.0 pts** **Excellent** Relevant course topics are integrated throughout the paper and strong mastery of the subject matter is demonstrated.	**28.0 to >22.0 pts** **Acceptable** Content shows minimal comprehension of the material and minimally incorporates course topics and/or some inaccuracies are present.	**22.0 to >0 pts** **Unacceptable** Content shows no comprehension and fails to reasonably incorporate course topics and/or frequent inaccuracies are present.	30.0 pts

Research Paper Rubric

Criteria	Ratings			Pts
Organization	**25.0 to >23.0 pts** **Excellent** Essay follows structure formatting guidelines and ideas are presented in a logical order with effective transitions. The paper is clear and concise.	**23.0 to >18.0 pts** **Acceptable** Essay follows structure formatting guidelines for all major components. Most ideas are presented in logical order with adequate transitions, and/or a part of the paper is not clear and concise.	**18.0 to >0 pts** **Unacceptable** Essay does not follow the formatting guidelines. Alternatively, the ideas presented lack a logical flow, and/or multiple areas need clarity.	25.0 pts
Writing Mechanics	**5.0 to >4.0 pts** **Excellent** Clear communication of ideas using proper grammar and spelling.	**4.0 to >3.0 pts** **Acceptable** Clear communication of ideas with only 1-3 spelling and/or grammar errors.	**3.0 to >0 pts** **Unacceptable** Numerous spelling and/or grammar errors resulting in poor communication of ideas.	5.0 pts

Research Paper Rubric			
Criteria	**Ratings**		**Pts**
References	**10.0 to >9.0 pts** **Excellent** APA formatting was accurately followed for in-text citations and the references section. All references are from credible sources. There are a minimum of 10 scholarly sources included and at least 8 are within the past 5 years.	**9.0 to >7.0 pts** **Acceptable** APA style was followed with minimal (1-3) formatting errors in the in-text citations or bibliography, and/or only 7-9 scholarly references were provided, with 1-3+ deemed credible but non-scholarly, and at least 6 are within the past 5 years.	**7.0 to >0 pts** **Unacceptable** Multiple issues with formatting references to APA style and or 1+ non-credible sources were used. Alternatively, less than 7 scholarly sources were present and/or less than 6 were recent.	10.0 pts

	Excellent (94-100)	Acceptable (84-93)	Minimal (71-83)	Unacceptable (0-70)	Comments
Content (0 out of 100 pts)	☐ Topic is highly focused and relevant ☐ Major ideas are well developed ☐ Presentation provides good depth ☐ Referenced 10+ scholarly sources during and provided full, correct APA-style citations ☐ All information was accurate ☐ Used discipline-specific vocabulary correctly ☐ Answered all questions confidently	☐ Topic is adequately focused and relevant ☐ Major ideas are fully developed ☐ Provides adequate depth throughout Minor reference issues: 　☐ <3 were credible but non-scholarly 　☐ Some only noted at the end, not during 　☐ 1 APA error ☐ Answered basic questions confidently	☐ Topic needed more focus ☐ Clearer objectives needed ☐ Major ideas are adequately developed ☐ More depth needed in some places Some reference issues: 　☐ 3-4 were credible but non-scholarly 　☐ Most only noted at the end 　☐ 2-3 APA errors ☐ 1-2 minor inaccuracies ☐ Mispronounced 1-2 discipline-specific terms ☐ Answered basic questions reasonably	☐ Topic lacks relevance ☐ Lacks clear objectives ☐ Lacks an adequate overview of key concepts ☐ Details are missing or underdeveloped Reference issues: 　☐ 1 non-credible source or 5+ non-scholarly 　☐ Poor citation practices ☐ Contains 1 major error or multiple minor issues ☐ Misused discipline-specific terms ☐ Mispronounced multiple terms ☐ Unable to address follow-up questions	Click or tap here to enter text.
	Excellent (47-50)	Acceptable (42-46)	Minimal (35-41)	Unacceptable (0-34)	Comments
Organization of Ideas (0 out of 50 pts)	☐ Ideas are highly organized and presented in a logical order ☐ Effective transitions between major ideas Clear and concise: 　☐ Introduction 　☐ Body 　☐ Conclusion	☐ Most ideas are in a logical order ☐ Adequate transitions between major ideas Clear but not concise: 　☐ Introduction 　☐ Body 　☐ Conclusion	☐ Some ideas are organized ☐ Better transitions are needed Unclear parts within the: 　☐ Introduction 　☐ Body 　☐ Conclusion	☐ Ideas are not presented in an organized manner ☐ Lacks transitions between major ideas Lacks a clear: 　☐ Introduction 　☐ Body 　☐ Conclusion	Click or tap here to enter text.

	Excellent (47-50)	Acceptable (42-46)	Minimal (35-41)	Unacceptable (0-34)	Comments
Delivery (0 out of 50 pts)	☐ Articulate ☐ Good volume & energy ☐ Well-paced ☐ No distracting gestures or use of filler words ☐ Professional appearance ☐ Visual aids were captivating and effective ☐ Highly creative presentation ☐ Within specified length	Adequate: ☐ Use of grammar ☐ Volume & energy ☐ Pace ☐ Appearance ☐ Creativity Few distracting: ☐ Gestures ☐ Filler words ☐ Visual aids were effective but some design elements needed improvement ☐ Within 2 minutes of the specified length	Rare instances of: ☐ Grammar errors but meaning was apparent ☐ Low volume/energy ☐ Speaking too slow ☐ Speaking too fast ☐ Distracting gestures ☐ Filler word use ☐ Inappropriate element of appearance ☐ Some visual aid design issues impacted efficacy ☐ Some creativity ☐ Within 5 minutes of the specified length	Repetitive instances of: ☐ Grammar errors ☐ Low volume/energy ☐ Speaking too slow ☐ Speaking too fast ☐ Distracting gestures ☐ Filler word use ☐ Multiple unprofessional elements of appearance ☐ Visual aids were poorly designed ☐ No or very little creativity ☐ Outside of 5 minutes of the specified length	Click or tap here to enter text.
Other Comments	Click or tap here to enter text.				
Total Score 0					