Field Experience in Early Childhood Special Education

“Preparing Professionals for Changing Educational Contexts” Department of Educational and Clinical Studies

College of Education, University of Nevada, Las Vegas

Course Prefix & Number: ESP 781 (6 units)
Course Title: Field Experience in Early Childhood Special Education - Preschool/Kindergarten
Course Credit Hours: 6 hour

Semester: Fall, 2016
Instructor: Jennifer Buchter MEd, MSW, LSW

Office location: CEB111
Class location: CEB 118A
Office Hours: Tues 12-4, Wed 10-4, Thurs 12-7
Additional hours available by appointment

Telephone: 895-1383 (Voice Mail)
jenner.buchter@unlv.nevada.edu (Email)

Prerequisite(s):

Students must have the consent of the instructor. Consent will not be given unless:
a) the student has either completed ESP 774 - Curriculum Development in Early Childhood Special Education or ESP 775 - Strategies for Early Childhood Special Education, or is simultaneously enrolled in one of these courses. In addition, the student must be able to do the fieldwork in an approved setting. Minimal requirements for an approved setting include:

1. Appropriate age children who are eligible under Part B of P. L.108-446 for Special Education and Related Services.

2. The district responsible for the program has agreed to the placement and recognizes that the student is expected to fulfill the requirements of this fieldwork.

3. There must be an approved master teacher willing to provide supervision. This means, at a minimum, an appropriately credentialed individual approved by both
the University supervisor and the relevant agency.
4. The placement must be close enough to the University to not place an undue hardship upon the department in providing on-site visits.

Course Description:

A 30 hour per week supervised teaching experience with preschool age children with disabilities (between the ages of three and eight years) and their families. The experience includes working with multicultural children in individual, small, and large group activities as teacher assistant, teacher and/or teacher coordinator; planning and implementing family education; and exploring and utilizing community resources to meet the individual needs of children and their families. This 30 hour per week experience builds upon and extends the activities and experiences of didactic coursework.

InTASC Standards Addressed:
- Standard 1.0 Learner Development
- Standard 2.0 Learning Differences
- Standard 3.0 Learning Environments
- Standard 4.0 Content Knowledge
- Standard 5.0 Application of Content
- Standard 6.0 Assessment
- Standard 7.0 Planning for Instruction
- Standard 8.0 Instructional Strategies
- Standard 9.0 Professional Learning and Ethical Practice
- Standard 10.0 Leadership and Collaboration

CEC/DEC (ECSE) Standards Addressed:
- Standard 1 Foundations
- Standard 2 Development and Characteristics of Learners
- Standard 3 Individual Learning Differences
- Standard 4 Instructional Strategies
- Standard 5 Learning Environments/Social Interactions
- Standard 6 Language
- Standard 7 Instructional Planning
- Standard 8 Assessment
- Standard 9 Professional and Ethical Practice
- Standard 10 Collaboration

Course Objectives: (InTASC; ICC= Common Core CEC; ECSE= CEC Early Childhood Special Ed; NAEYC= NAEYC)

Knowledge:
(Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge):

   Measurement/Evaluation: Instructional Unit

2. Each student will demonstrate knowledge of how to identify and implement evidence based strategies for children with special needs. InTASC7(j), ICC5K1,
Performance (Skills)
(The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensu res that all students are learning.)

1. Each student will, at all times, conduct him/herself in a professionally appropriate manner consistent with the CEC Code of Ethical Conduct. InTASC9(b), InTASC9(e), InTASC10(f), InTASC10(h), InTASC10(j), InTASC10(k), ECSE8S1. Measurement/Evaluation: On-site Observation & Instructional Unit

2. Each student will demonstrate competency in planning and implementing strategies for teaching students from culturally diverse backgrounds that respect family cultural and ethnic values. InTASC2(a), InTASC2(b), ECSE3S1, ICC4S3, ICC9S6, ICC10S10
   Measurement/Evaluation: On-site Observation & Instructional Unit

3. Each student will demonstrate the use of strategies to promote the successful transition of students with disabilities to increasingly less restrictive educational settings. InTASC1(b), ICC4S6, ICC10S6, ICC10S7, ICC10S9, ECSE10S1, ECSE10S3
   Measurement/Evaluation: On-site Observation & Instructional Unit

4. Each student will prepare and demonstrate the use of individual and group lesson plans and activity plans, group projects, cooperative learning, inquiry experiences and systematic instruction. InTASC2(c), InTASC2(d), ICC7S10, ICC7S12, ECSE7S4
   Measurement/Evaluation: On-site Observation & Instructional Unit

5. Each student will demonstrate competency in utilizing the results of observation and assessment to select and modify developmentally and individually appropriate strategies and curricula for toddlers across areas of development including communication/language, social, and motor. InTASC1(a), InTASC4(b), InTASC4(e), InTASC4(f), InTASC5(b), InTASC5(g), InTASC5(h), InTASC6(f), InTASC6(g), InTASC6(h), InTASC9(c), ICC7S13, ICC8S2, ICC8S5, ICC8S6, ECSE7S2, ECSE7S4
   Measurement/Evaluation: On-site Observation & Instructional Unit

6. Each student must participate in curricular assessment and demonstrate ability to summarize and integrate the InTASC7(a), into recommendations for content and strategies of intervention. InTASC6(a), InTASC6(b), InTASC6(c), InTASC6(d), InTASC6(e), InTASC6(i), ICC8S2, ICC8S7, ECSE8S2, ECSE8S3, ICC10S2
   Measurement/Evaluation: On-site Observation & Instructional Unit

7. Each student will practice the CEC Code of Ethics and other standards of the profession, upholding high standards of competence and integrity at all times during the field experience. InTASC9(b), InTASC9(e), InTASC10(f), InTASC10(h), InTASC10(j), InTASC10(k ICC9S1, ICC9S2, ICC9S3, ICC9S4, ICC9S5, ICC10S1
   Measurement/Evaluation: On-site Observation
8. Each student will exhibit competency in both utilizing and demonstrating basic principles of instructional strategy including behavior management, appropriate use of, as well as use of time, space, technology and peers to paraprofessionals, family members and other professional staff and administrators. InTASC3(d), InTASC3(f), InTASC3(g), InTASC4(c), InTASC4(g), InTASC4(h), InTASC5(a), InTASC5(b), InTASC5(d), InTASC6(f), InTASC7(b), InTASC7(c), InTASC8(a), InTASC8(d), InTASC8(e), InTASC8(f), InTASC8(g), InTASC8(h), InTASC8(i), InTASC10(i), ICC5S5, ICC5S10, ICC10S11, ECSE10S6, ECSE5S5
   Measurement/Evaluation: On-site Observation & Instructional Unit

9. Each student will demonstrate both knowledge of and competency in strategies for collaborative goal setting. InTASC3(c), InTASC7(e), ECSE9S2, ECSE9S3, ECSE10S3, ECSE10S4, ECSE10S5
   Measurement/Evaluation: On-site Observation & Instructional Unit

10. Each student will demonstrate competency in developing, implementing and revising IEPs in collaboration with family members and other professionals. InTASC3(e), InTASC5(e), InTASC7(f), InTASC9(d), InTASC10(a), InTASC10(b), InTASC10(c), InTASC10(c)ECSE7S1, ECSE9S2, ECSE9S3, ICC10S3, ICC10S4, ICC10S5, ICC10S7, ICC10S8, ICC10S9, ECSE10S6
    Measurement/Evaluation: On-site Observation & Instructional Unit

11. Each student will demonstrate competency in designing and implementing methods for summarizing and evaluating the acquisition of child and family outcomes as outlined in the IEP. INTASC1(a), InTASC7(d), InTASC8(b), InTASC9(a), ICC5S6, ECSE10S2, ECSE5S3
    Measurement/Evaluation: On-site Observation & Instructional Unit

12. Each student will demonstrate ability to incorporate individual child/parent/family change data into an overall plan for evaluation of program effectiveness. InTASC8(c), ECSE10S2, ECSE4S2
    Measurement/Evaluation: Instructional Unit

13. Each student will demonstrate appropriate use of space, time, materials, technology and adults to maximize progress at home and school. InTASC4(g), InTASC5(c), ECSE4S2, ICC4S4
    Measurement/Evaluation: On-site Observation & Instructional Unit

14. Each student will demonstrate ability to implement health, safety and nutrition practices including practices for illness and communicable disease and recognize signs of abuse and neglect. InTASC3(a), ECSE5S2, ECSE9S1
    Measurement/Evaluation: On-site Observation & Instructional Unit

15. Each student will demonstrate awareness of a social systems perspective and its application to programming for preschool-age children with disabilities and their families. InTASC2(a), InTASC2(b), InTASC5(a), InTASC10(d), ICC5S7, ECSE10S1, ECSE19S2, ECSE10S3, ECSE10S4, ECSE10S5, ECSE10S6
Measurement/Evaluation: On-site Observation & Instructional Unit

16. Each student will demonstrate appropriate methods of observing and facilitating peer interactions between children with and without disabilities. INTASC2a), ICC8S8, ICC4S1, ICC10S6, ECSE10S1.
   Measurement/Evaluation: On-site Observation & Instructional Unit

17. Each student will select and implement appropriate data collection procedures, both formative and summative, for individuals and groups of children. INTASC3(e), ICC5S6, ECSE10S2, ECSE5S3, ECSE10S2, ECSE4S2
   Measurement/Evaluation: On-site Observation & Instructional Unit

18. Each student will demonstrate the ability to work together sharing roles as a member of a transdisciplinary team. INTASC1(b), INTASC2(f), INTASC4(j), ECSE7S1, ECSE9S2, ECSE9S3, ICC10S3, ICC10S4, ICC10S5, ICC10S7, ICC10S8, ICC10S9, ECSE10S6
   Measurement/Evaluation: On-site Observation & Instructional Unit

Disposition(s)
Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth—guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.

1. Each student will develop competency in observing and facilitating family/child interaction as primary contexts for learning. This will include the demonstration of an awareness of the importance of family as a critical context for learning and growth. INTASC10(p), ECSE6S3, ECSE7S1, ECSE7S2, ECSE7S6, ECSE7S8.
   Measurement/Evaluation: On-site Observation & Instructional Unit

2. Each student will employ strategies and methods with supervisor approval, which reflect sensitivity to the communication patterns, interaction styles, child rearing practices and traditions of different cultures. INTASC10(q), INTASC10(r), ECSE2S1, ECSE4S4, ECSE4S6, ECSE4S7, ECSE6S3, ECSE7S1, ECSE7S2, ECSE7S3, ECSE7S4, ECSE7S8, ECSE8S5.
   Measurement/Evaluation: On-site Obs & Instructional Unit

Results:
(The ways students demonstrate what they know and how they are able to put skills in to practice to make a difference in child learning).

Each student will demonstrate their ability to organize and present, both orally and in written form, the rationale and methods for the successful instruction of young students with disabilities including strategies for parent/caregiver involvement as well as the results and implications of their instructional efforts. They will do so with at least 2 students and across four different skill areas.

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when
faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

**Copyright**—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The makeup will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: https://www.unlv.edu/provost/teachingandlearning, https://www.unlv.edu/provost/transparency.

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I
Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official email system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Suggested resources

(Each reference below is accessible through UNLV Libraries databases. ERIC, Scopus, and PsycINFO are primary sources for the articles listed. Lists change from semester to semester and are available ONLY to those actually enrolled in the class.)

Required texts:


or


or


Optional Texts:


Hyatt, K.J., & Filler, J.W., Jr. (2013). Writing Educationally Relevant and Legally Compliant Individualized Education Programs (IEPs) for Preschool and Elementary


**Web resources:**


UNLV Library: [http://www.library.unlv.edu/](http://www.library.unlv.edu/)

National Association for the Education of Young Children [http://www.naeyc.org/about/](http://www.naeyc.org/about/)

**Current and Classical References:**


Language: Online Submission.


doi:10.1080/03004430.2011.602191


National Association for the Education of Young Children. (1986). Position statement on
developmentally appropriate practice in early childhood programs serving young
children from birth through age 8. Young Children, 41(6), 4-19.

Mallory, B. L. (1992). Is it always appropriate to be developmental? Convergent models for

teacher strategies, and children’s experiences. European Journal of Special Needs


work in general education classrooms. Education & Treatment of Children, 35(3), 477
490. doi:10.1353/etc.2012.0020

Odluyurt, S., & Batu, E. S. (2009). Determining the Preparatory Skills of Preschools Based on
the Opinions of Teachers and Literature Review. Educational Sciences: Theory and
Practice,9(4), 1841-1851.

Odom, S. L., & McLean, M. E. (Eds.). (1993). DEC recommended practices: Indicators of
quality in programs for infants and young children with special needs and their families.
Reston, VA: Council for Exceptional Children.


Inclusive Education, 14(2), 195-212.

Challenging Behaviors in Head Start: A Closer Look at Program Policies and
doi: 10.1177/0271121410371985

The Effectiveness of Kindergarten Peer-Assisted Learning Strategies for
Students with Disabilities. Exceptional Children, 77(3), 299-316.

Childhood Special Education: A Literature Review. European Early Childhood

Provider Combinations and the Delivery of Early Intervention Services to
Children and Families. Infants and Young Children, 23(2), 132-144.

Experiences in Early Childhood Special Education Classrooms. Teacher Education and
Special Education, 34(2), 133-151.


Course requirements and grading policy

1. Each student must attend scheduled bimonthly group meetings. These will be held on alternate Wednesdays at 6:30 PM and last an hour (see schedule) beginning on Wednesday Sept. 14. Meetings will be held in the conference room in CEB 118.

2. Each student must spend 30 hours per week in an approved setting with an approved master teacher which serves 3-7 year old children with disabilities from different cultural backgrounds.

3. Each student must obtain a mean score of at least 2.0 or higher on the practicum evaluation form (see attached) for items I, II, and III.

4. Each student will develop an Instructional Unit (you might conceive of it as little more than a detailed description of the implementation of curricular aspects of the program) that describes elements of the curriculum utilized in the 3 to 8 year old setting in which the students are placed. It must include a detailed description of the program as it has been implemented with at least 4 to 6 students with disabilities and for at least four different curricular domains. Included in the unit must be:

   A. Rationale  A referenced justification for the theoretical underpinnings of the curriculum and strategies employed in the class.

   B. Parent/Family Involvement:  A complete description of how parents and other family members were involved both involved both in the selection of family and child goals and in the selection of strategy and implementation of the curriculum.

   C. Method  A complete description of what the education team members (including yourself) do while teaching, including representative lesson plans from each child. Lesson plans should include both baseline and intervention phases of instruction.

   D. Results  A graphic presentation of the performance of each student from beginning of the semester to the end of the semester. Results may be averaged and presented in tabular form by each curricular area.

   E. Discussion:  A brief discussion of the results including some discussion of what you would do differently if you had the degrees of freedom to do so.
Total possible points for the unit is 80.

Final grade for this class will be determined by the total number of points earned in two areas. First is performance on site. Your site supervisor (master teacher) will award up to 10 points for performance on site and your university supervisor will award an additional 10 points for performance on site for a total of 20 points. Both master teacher and university supervisor must use the attached practicum observation form as the basis for award of points. An overall rating lower than 2.0 automatically means 0 points are awarded. In other words a minimally acceptable overall score is 2.0 or higher on the Practicum Evaluation Form. In addition, up to 80 points may be awarded for the required unit which must be turned in no later than Wednesday Dec. 7 by 6:30 pm. No unit will be accepted after this date and time. The following scale will be used to determine the course grade:

A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F = Below 60

XIV. Field Experience Schedule (Class meets on alternate Wednesdays of bold weeks at 6:30pm in CEB 118B):

<table>
<thead>
<tr>
<th>Week</th>
<th>WEEK</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>8/29-9/2</td>
<td>Observation of students in class. Visit with parents as opportunity arises</td>
</tr>
<tr>
<td>2.</td>
<td>9/5-9/9</td>
<td>Continue observation but focus now upon strategies teacher and other staff use as they work with parents and children. Also begin review of assessment results and IEPs.</td>
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<tr>
<td>3.</td>
<td>9/12-9/16</td>
<td>As directed, assist teacher and other team members work with individual kids. (Class meets)</td>
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<td>4.</td>
<td>9/19-9/23</td>
<td>As directed by teacher accept responsibility for running two specific instructional lessons for two students daily.</td>
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<tr>
<td>5.</td>
<td>9/26-9/30</td>
<td>Continue implementing lesson plans. Also accompany teacher on at least one home visit or meeting with caregivers. Note interaction patterns between caregivers and child. (Class meets)</td>
</tr>
<tr>
<td>6.</td>
<td>10/3-10/7</td>
<td>Expand lesson plan implementation to all children. Also discuss with teacher and university supervisor focus of the required instructional unit.</td>
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<tr>
<td>7.</td>
<td>10/10-10/14</td>
<td>Gain approval for content, students and strategies components of unit (Class meets)</td>
</tr>
<tr>
<td>*8.</td>
<td>10/17-10/21</td>
<td>Implement baseline for instructional unit. Also, continue implementing teacher/staff developed programs including where appropriate OT, PT, Speech, etc.</td>
</tr>
</tbody>
</table>
9. 10/24-10/28  Begin intervention phase of instructional unit. Also continue, as assigned by teacher, implementation of other programs and home visits. (Class meets)

10. 10/31-11/4  Observe teacher administering screening, criterion referenced educational, and for parent-child interaction scales.

11. 11/7-11/11  Administer at least 1 screening instrument. Also administer at least 1 educational assessment. (Class meets)

12. 11/14-11/18  Administer parent/child interaction scale. Also complete diagram of family system (select family based on teacher input).

*13. 11/21-11/25  End of term observation of your performance must be conducted during this week (Class meets)

14. 11/28-12/2  Complete hours and finish up classroom responsibilities.

15. 12/5-12/9  UNIT DUE WEDNESDAY DEC. 7 at 6:30 pm (Class meets)

*Fieldwork observation rating completed during these weeks
<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization</th>
<th>Completeness Of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXCEEDS EXPECTATIONS</strong></td>
<td>Consistent organization</td>
<td>Contained 10 references</td>
</tr>
<tr>
<td></td>
<td>Consistent use of APA style</td>
<td>Used a variety of references</td>
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<td></td>
<td>Correct spelling &amp; grammar</td>
<td>Presented unusual information about person</td>
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<td></td>
<td>Cited all references in text &amp; in references correctly</td>
<td>Current Information</td>
</tr>
<tr>
<td></td>
<td>Covered the required topics</td>
<td>Graphs and data clearly presented</td>
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<tr>
<td></td>
<td><strong>35-40 points</strong></td>
<td><strong>35-40 points</strong></td>
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<tr>
<td><strong>MEETS EXPECTATIONS</strong></td>
<td>Frequently organized/occasional lapses in organization</td>
<td>Did not contain 10 references</td>
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<tr>
<td></td>
<td>APA style with minor discrepancies</td>
<td>More than 3 references came from the Internet</td>
</tr>
<tr>
<td></td>
<td>One or two spelling or grammar errors</td>
<td>Variety of references not well represented</td>
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<td></td>
<td>Not all references cited in text &amp; in references correctly</td>
<td>Information presented was only partially representative of new &amp; current information</td>
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<td>Covered the required topics</td>
<td>Graphs and data clearly presented</td>
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<td><strong>30-34 points</strong></td>
<td><strong>30-34 points</strong></td>
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<td><strong>BELOW EXPECTATIONS</strong></td>
<td>Disorganized &amp; difficult to follow</td>
<td>Did not contain 10 references</td>
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<td>Minimal use of APA style with major discrepancies</td>
<td>More than 3 references were from the Internet</td>
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<tr>
<td></td>
<td>Many spelling or grammar errors</td>
<td>Poor variety of references</td>
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<tr>
<td></td>
<td>References in text &amp; reference list not cited correctly</td>
<td>Information not current</td>
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<tr>
<td></td>
<td>Did not contain the required topics</td>
<td>Graphs and data not clearly presented</td>
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<td></td>
<td><strong>&lt; 30 points</strong></td>
<td><strong>&lt; 30 points</strong></td>
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