Course Change Request

Date Submitted: 01/26/18 2:38 pm

Viewing: EPSY 621: Clinical Neuropsychology

Last edit: 01/29/18 9:03 am

Changes proposed by: gbyrns

Catalog Pages referencing this course:
- Department of Educational Psychology
- EPSY - Educational Psychology

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenda Byrns</td>
<td><a href="mailto:gbyrns@tamu.edu">gbyrns@tamu.edu</a></td>
<td>978622289</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

The proposed changes are part of a routine curriculum review.

Course prefix: EPSY  Course number: 621

Department: Educational Psychology
College/School: Education & Human Development
Academic Level: Graduate
Academic Level (alternate): Undergraduate
Effective term: 2018-2019

Complete Course Title: Clinical Neuropsychology
Abbreviated Course Title: CLINICAL NEUROPSYCHOLOGY

Catalog course description:
Surveys brain-behavior relationships with an emphasis on understanding the brain as an interdependent, systemic network; administer and score the Halstead-Reitan Neuropsychological Test Battery.

Prerequisites and Restrictions:
Graduate classification; approval of department head.

Concurrent Enrollment: No
Should catalog prerequisites / concurrent enrollment be enforced?: No
Crosslistings: No
Crosslisted With:
Stacked: No
Stacked with:

Approval Path

1. 01/26/18 3:13 pm
   Shanna Hagan-Burke (shaganburke): Approved for EPSY Department Head

2. 01/29/18 9:03 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review

3. 01/30/18 9:26 am
   Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR

4. 02/13/18 3:43 pm
   Beverly Irby (irbyb): Approved for ED Committee Chair GR

5. 02/13/18 3:45 pm
   Beverly Irby (irbyb): Approved for ED College Dean GR

6. 02/16/18 12:53 pm
   Meagan Kelly (meagankelly): Approved for GC Preparer

7. 03/01/18 3:15 pm
   LaRhesa Johnson (lrjohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
### Course Syllabus

- **Syllabus:** Upload syllabus
- **Upload syllabus:** [EPSY 621Syllabus2017.pdf](https://nextcatalog.tamu.edu/courseleaf/approve/)
Letters of support or other documentation: No

Additional information:

Reviewer Comments:

Reported to state?: No
CLINICAL NEUROPSYCHOLOGY

EPSY 621 (198, 700)
SUMMER SESSION I – 2017 eCampus

Instructor: Cynthia A. Riccio (criccio@tamu.edu)
Office: 715B3 Harrington
Phone: (979) 862-4906
Office Hours: M & W 8-12 PM; Friday by appointment; I will respond to email within 24 hours (48 hours on weekends)

PREREQUISITES: Approval of instructor and department head.

COURSE DESCRIPTION:
Surveys brain-behavior relationships with an emphasis on understanding the brain as an interdependent, systemic network that affects human behavior. Students learn about the administration of the Halstead Reitan Neuropsychological Test Battery, as well as other neuropsychological measures that may be used with children or adults.

COURSE FORMAT:
This course is online and asynchronous through http://eCampus.tamu.edu. All lectures are recorded with closed captioning.

TECHNOLOGY REQUIREMENTS:
This course is deployed through eCampus, http://ecampus.tamu.edu. All course materials and activities will be made available to registered participants via this course website. You will need a computer or laptop with a working high speed Internet connection to access the course. Additionally, you will need a headset with a mic or speakers and a mic to allow for interactions during class. Cell phones do not allow adequate course access. Note about taking quizzes or tests on eCampus: If you keep a website, a PowerPoint, a chapter, etc. open during a test/quiz it is important to demonstrate caution, particularly if you use a Mac computer. It is easy to swipe the website, chapter, etc. and unintentionally submit the test before you are finished. This error is on your part, not an error on the part of eCampus or the Internet and will be treated as such. There is a full list of technical requirements for this online course in the Technology Requirements folder.

COURSE GOALS AND OBJECTIVES:
The major goal of this course is for the student to obtain knowledge and understanding of the neurological/biological foundations of learning and behavior problems (i.e., the biological aspects of behavior). Specific objectives to be met include the following:

The student will
1. Demonstrate knowledge and understanding of human neuroanatomy and functional systems from a developmental perspective;
2. Demonstrate knowledge and understanding of the biological bases of typical and atypical behavior in relation to broad and general human development across the life span;
3. Demonstrate awareness of how cultural differences may impact neural development and (neuro)psychological test performance;
4. Demonstrate knowledge and understanding of brain-behavior correlates with affect, cognition, and social function
5. Demonstrate knowledge and understanding of the theoretical perspective of clinical neuropsychology and inferential thinking;
6. Demonstrate understanding of ethical and legal considerations in the practice of clinical neuropsychology;
7. Demonstrate appropriate professional values and attitude including completion of required discussions, quizzes, and mini-paper in a timely manner;
8. Demonstrate the ability to communicate effectively and interact professionally with others via the discussion forums.

TEXTS:
**Required:**

**Recommended:**

**Course Reserves**
To ensure that copyright is not violated and articles fall within fair use in education settings, some of the readings have been put in course reserves in the TAMU Library. Go to the library website as [http://library.tamu.edu/](http://library.tamu.edu/), “Services”, scroll down to the 4th box titled “Course Reserves”, click on “Course Reserves Login”. Once logged in, you should have access to the articles. If you have trouble accessing course reserves, contact Mr. Larry Reynolds (M-F until 7:00 p.m. CST) at 979-845-7064 for help.

**DESCRIPTION OF ASSIGNMENTS, COURSE REQUIREMENTS, AND DUE DATES:**
The course has been divided into Topics; each topic includes Units or Modules. For each Unit, you will be given activities for that Unit including reading assignments, links to audio and/or video, resources, and discussion questions. Each Topic is one week with a quiz at the end of the Topic (Week). It is required that you complete assignments according to the schedule - the online system for Discussion and Quiz will lock at the end of each Topic (Week). Three-credit graduate courses typically require 42-45 hours of class time plus additional study time in the course of the semester. For summer session, this means that you can expect to spend 15-20 hours per week for the 5 weeks of this course. All materials (other than the text) are on eCampus. Lectures are recorded with availability of captioning, and powerpoints are posted (without audio or caption) as well. The script of the lecture is provided in most cases as well.

(1) **Readings.** The text provides a basic overview, content specific vocabulary, and clinical case notes. In addition, more recent research that is specific to the Unit has been identified. The lecture will provide an overview of the information from the text, the readings, and other sources. It is your responsibility to complete the readings in order to participate in the discussion component.

(2) **Discussions.** Each week/topic includes an online discussion (computer conference) with various prompts/questions. You should read the required readings and enter a response to questions/prompts posted no later than Wednesday (except for the first week). At least one discussion question each week will focus on the biological bases of specific behaviors in a clinical context and require some integration of the content provided. The Instructor will be the moderator for all the discussions and will score student participation each week. Discussion participation for each Topic is valued at 12 points maximum using the Online Discussion Rubic (on the last page of this syllabus and posted in eCampus). Online discussions start at the beginning of the Topic and end when the next Topic starts, unless otherwise indicated. Discussions represent your engagement (i.e., class participation) and account for 30% of your grade. **To obtain the maximum score, you must participate on multiple days (4 different days except for the first/last week) and respond to comments made by others in the class on at least 2 occasions.** There are multiple discussion questions. You do NOT have to respond to every question.
(3) **Quizzes.** For each Topic/Week you will complete a quiz (multiple choice) for a total of five (5) quizzes. These become available at the start of the Topic/Week, and must be completed by 11:59 PM the following Sunday; additional time is allotted for the first week since we start on Tuesday. Each quiz contains 25 questions. You can take as much time on the quizzes (and self-assessment in the first week which is not counted for your grade) as you need but you MUST complete the Quizzes within the time frame for the Topic/Week. The online system will close the quiz as of 11:59 on Sunday unless otherwise indicated. The purpose of the quiz is to make sure that you are doing the readings and have mastered material. Quizzes are open-book, but are to be completed by each individual independently. Items and response choices are randomized. Quizzes count for 50% of your grade.

(4) **Minipaper.** Each student will need to write a brief summary (no more than 10 pages double-spaced, with references) of the biological bases of a selected behavior or disorder and how this influences overall functioning for an individual. The focus should be on you demonstrating that you have

a. integrated the information about the neurological underpinnings of a specific class of behavior (e.g., aggression) or disorder (e.g., diabetes) and

b. extended your knowledge for that specific area beyond what is in the readings, lecture, text assigned. This is not intended to be a comprehensive review, but you do need to have engaged in (and documented through references that have been peer reviewed) some independent search of the literature. The mini-paper is due no later than 5 PM on July 3, 2017 (Final exam day for Summer I). It accounts for 20% of your grade.

**MiniPaper Rubric (100 points; 20%)**

Each mini-paper will be graded based on the following criteria:

- Mini-paper includes basic information (40 points)
  a. Clear definition of the behavior or disorder to be discussed
  b. Identification of biological underpinnings for the behavior
  c. Identification of peer review research that supports a biological basis
- Demonstrate knowledge and understanding of how identification of biological influences can enhance case conceptualization (20 points)
- Demonstrate knowledge and understanding of how identification of the biological basis has been extended to prevention, assessment, or intervention approaches (20 points)
- References include at least two (2) technical-peer-reviewed research studies not already listed in the syllabus (10 points)
- Paper is “professional” in appearance – includes your name/date, information is accurate, no spelling/typo errors, is at least 5 and no more than 10 pages double spaced (12pt Times New Roman please); turned in on time (10 points)

**PROCEDURES FOR DETERMINING FINAL GRADES**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>30</td>
<td>90-100 = A</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50</td>
<td>80-89 = B</td>
</tr>
<tr>
<td>MiniPaper</td>
<td>20</td>
<td>70-79 = C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60-69 = D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt;60 = F</td>
</tr>
</tbody>
</table>

**Tolerance Statement**

The faculty of the College of Education and Human Development value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A & M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence or hate crimes. We insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our
commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community. In the spirit of shared responsibility, each University unit, student organization, and community member is encouraged to help make our campus, and this class, a welcoming place for all. Should you have any concerns related to respect for diversity or feel that you (or any others) are being discriminated against, please contact your departmental Ombudsperson, or the Department Head, or the College Ombudsperson.

**Americans with Disabilities Act**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Scholastic Dishonesty**
As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Any time you are paraphrasing someone else’s work you need to cite the original source of the ‘idea’; if you are using direct words (not paraphrased), then you need to indicate that portion with quotation marks, and cite the source, including the page number. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. You can determine the extent to which a paper is determined to be your original work (i.e., not plagiarism), either by using TurnItIn or paperrater.com. If you have any questions regarding plagiarism, please consult the current issue of the Texas A & M University Student Rules, under the section, “Scholastic Dishonesty.”

**Student Support Services**
Although this is an online class and some of you are at a distance, please note that as a student you continue to have access (via email, phone, or in person) to the support services available in terms of access to library resources, advising, accommodations for disability as requested through Disability Services, and computer services (IT) if needed.

The course toolbar in eCampus provides a brief list of services available to A&M students. These services include the library, student counseling, writing center, and career center.

**Accessibility Statement**
The A&M Accessibility Statement can be found at [http://cio.tamu.edu/Accessibility_Statement.php](http://cio.tamu.edu/Accessibility_Statement.php). Accessibility in the course toolbar in eCampus provides a folder containing accessibility information and links to commonly used systems in this course. A second folder contains TAMU accessibility information.

**ACADEMIC INTEGRITY STATEMENT**
As of September 1, 2004, all syllabi shall contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web: On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

**AGGIE HONOR CODE**

“All Aggie does not lie, cheat, or steal or tolerate those who do.”
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit:  www.tamu.edu/aggiehonor/

**Tentative Course Outline**

**EPSY 621 - Summer 2017**

**TOPIC 1/WEEK 1 5/30-6/4**

**Introduction and Orientation to the Brain:**

[**Unit 1**] Introduction and review of syllabus; historical overview; nature/nurture; dualism/monism; localization vs. whole brain theory; hemispheric lateralization; brain plasticity and recovery of function; methods of investigating CNS function

Breedlove & Watson, 2017 Chapter 1
Band et al., 2016 (Plasticity)
Hylin et al., 2017 (Plasticity)
Discussion 1

[**Unit 2**] Overview of neuroanatomy; major subdivisions and functional systems; overview of parasympathetic and sympathetic nervous system; Clinical Connections: Hydrocephalus, Parkinson’s

Breedlove & Watson, 2017, Chapter 2
Videos and animations available through your text are recommended
Discussion 2

[**Unit 3**] Neuroanatomy: Cell level- neuron, glial cells, myelination and demyelination; Multiple Sclerosis; Measuring electrical activity and functionality; EEG; event related potentials (ERP); neurotransmitters; Seizure Disorders

Breedlove & Watson, 2017, Chapter 3, Chapter 4 through p. 108
Hillary et al., 2015
Videos and animations available through your text and recommended!
Discussion 3

**Quiz #1 – take online by midnight Monday June 5th**

**Topic 2/Week 2 6/5-6/11**

Developmental context: Development of Functional Systems and Stimulation Effects

[**Unit 4**] Neural development; neurulation; spinal cord development; development of major subdivisions of the central nervous system; typical and abnormal development; Clinical Connections: spina bifida, anencephaly, hydrencephaly, agenesis of the corpus callosum

Breedlove & Watson, 2017, Chapter 7 (through adulthood)
Houtilainen, 2010
Discussion 4

[Unit 5] Systems development: Somatosensory system; Olfactory system

Breedlove & Watson, 2017, Chapter 8; Chapter 9 (except the auditory system)
Belsky & de Haan, 2011
Discussion 5

[Unit 6] Motor system development; reflexive behavior; motor control; motor system disorders across the life span; Clinical Connections: Cerebral Palsy, Muscular Dystrophy, Huntington’s Disease, Tourette Syndrome; other motor disorders

Breedlove & Watson, 2017, Ch. 11 &
Box 16-3 (p. 525 – TS)
Singer, 2013 (TS)
Discussion 6

Complete Quiz #2 no later than Sunday 6/11 at Midnight!!!

Topic 3/Week 3: 6/12-18
Functional systems continued and higher order processes


Breedlove & Watson, 2017, Chapter 10
Discussion 7

[Unit 8] Auditory system; language development; language disorders; bilingualism

Breedlove & Watson, 2017, Chapter 9 (Auditory System), Chapter 19
Benasich et al., 2014
Guzmán-Vélez & Tranel, 2015
Davidson et al., 2014
Yang et al., 2015
Porter et al., 2011
Discussion 8

BE SURE TO COMPLETE QUIZ # 3 BY SUNDAY MIDNIGHT!

Topic 4/Week 4: 6/20-26
Attention, Learning, and Memory

[Unit 9] Neurobiology of Attention; Executive/Frontal System, Self-regulation; ADHD

Breedlove & Watson, 2017, Chapter 18
Burt et al., 2016
Weyandt et al., 2013
Sebastian et al., 2015
Lei et al., 2015
Discussion 9

[Unit 10] Learning and Memory; Anterograde Amnesia; Retrograde amnesia; Clinical Connections: HM, Korsakoff; Specific Learning Disability

Breedlove & Watson, 2017, Chapter 17
Berteletti et al. 2014
Black et al., 2010
Thornton & Conway, 2013
Faridi et al., 2015
Langer et al., 2013
Olulade et al. 2015
Yang et al., 2017

Videos of HM recommended:
https://www.youtube.com/watch?v=IKP6tBhM2T4 (story of HM)
https://www.youtube.com/watch?v=Uh9cp4uqDkg (remembering HM)

Discussion 10

[Unit 11] Assessment and making inferences about brain - behavior relationships

Mindt et al., 2010
Baxendale & Thompson, 2011
Discussion 11

BE SURE TO COMPLETE QUIZ # 4 BY SUNDAY MIDNIGHT!

Topic 5/Week 5 6/26-7/3
Limbic System, Emotion/Personality and Completing the Developmental Cycle

[Unit 12] Neurobiology of Emotion & Personality; Autism, Schizophrenia, others

Breedlove & Watson, 2017, Chapter 16
Johnstone et al. 2015
Strawn et al. 2014
Ouzir et al., 2012
Pitman et al., 2012
Conti et al., 2017
Chien et al., 2017

Videos of Phineas Gage Recommended:
http://www.youtube.com/watch?v=oPAqTP7058Q (re-enactment)
http://www.youtube.com/watch?v=9QXI_BxIY7M (Alan Alda)

[Unit 13] Traumatic Brain Injury and Chronic Traumatic Encephalopathy, Disease Processes, Stroke

Ryan et al., 2016
Matthews et al., 2011
McKee et al., 2016
Discussion 13

[Unit 14] Developmental Perspectives: Mild Cognitive Impairment and Dementias; Emerging Research

Breedlove & Watson, 2017, Chapter 7 (Aging)
Alegret et al., 2012
Belleville et al., 2014
Kaiser et al., 2015
Brenowitz et al., 2017

Discussion 14

BE SURE TO COMPLETE QUIZ # 5 BY SUNDAY MIDNIGHT!

BE SURE TO TURN IN YOUR MINIPAPER BY 5pm ON 7/3/2017!

Readings (access through Course Reserves)


<table>
<thead>
<tr>
<th>Disc. Spec. Knowledge/ Category 1</th>
<th>Objective for that Competency</th>
<th>Topic/Week Emphasized</th>
<th>Primary Source reading(s)</th>
<th>How assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective Aspects of Behavior</td>
<td>Demonstrate knowledge and understanding of brain-behavior correlates with affect, cognition, and social function</td>
<td>Topic 5, Unit 13</td>
<td>Johnstone et al., 2015; Conti et al., 2017; Chien et al., 2015; Strawn et al., 2014; Ouzir et al., 2012; Pitman et al., 2012</td>
<td>Discuss for Unit 13; Quiz #5</td>
</tr>
<tr>
<td>Biological Aspects of Behavior</td>
<td>Demonstrate knowledge and understanding of human neuroanatomy and functional systems from a developmental perspective; Demonstrate knowledge and understanding of the biological bases of typical and atypical behavior in relation to broad and general human development across the life span;</td>
<td>Entire Course</td>
<td>All readings</td>
<td>All discussions, Quizzes, Mini-paper</td>
</tr>
<tr>
<td>Cognitive Aspects of Behavior</td>
<td>Demonstrate knowledge and understanding of brain-behavior correlates with affect, cognition, and social function</td>
<td>Topic 2, Unit 4; Topic 3, Unit 8</td>
<td>Text; Hillary et al., 2015; Houtilainen, 2010; Benasich et al., 2014</td>
<td>Discussion, Quizzes #2, 3</td>
</tr>
<tr>
<td>Developmental Aspects of Behavior</td>
<td>Demonstrate knowledge and understanding of human neuroanatomy and functional systems from a developmental perspective; Demonstrate knowledge and understanding of the biological bases of typical and atypical behavior in relation to broad and general human development across the life span;</td>
<td>Topic 2-3; Units 4-9</td>
<td>All readings assigned for these Units</td>
<td>Discussion, Quizzes #2, 3</td>
</tr>
<tr>
<td>Social Aspects of Behavior</td>
<td>Demonstrate knowledge and understanding of brain-behavior correlates with affect, cognition, and social function</td>
<td>Topic 5, Unit 13</td>
<td>Johnstone et al., 2015; Chien et al., 2017</td>
<td>Discussion for Unit 13; Quiz #5</td>
</tr>
<tr>
<td><strong>Discipline Specific Knowledge Category 2</strong></td>
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<tr>
<td>Advanced Integrative Knowledge &amp; Critical Thinking</td>
<td>Demonstrate knowledge and understanding of the biological bases of typical and atypical behavior in relation to broad and general human development across the life span; Demonstrate knowledge and understanding of</td>
<td>Topics 2 and 5; Topic 4 Unit 12</td>
<td>Readings for those units</td>
<td>Discussions and Mini-paper</td>
</tr>
</tbody>
</table>
### Clinical Competencies

<table>
<thead>
<tr>
<th>Ethical and Legal Standards</th>
<th>Demonstrate understanding of ethical and legal considerations in the practice of clinical neuropsychology;</th>
<th>Topic 4, Unit 12</th>
<th>Lecture</th>
<th>Discussion, Quiz #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual &amp; Cultural Diversity</td>
<td>Demonstrate awareness of how cultural differences may impact neurodevelopment, functioning, and (neuro)psychological test performance;</td>
<td>Topic 3; Unit 8</td>
<td>Davidson et al. 2014; Benasich et al., 2014; Yang et al., 2015; Guzmán-Veléz &amp; Tranel, 2015</td>
<td>Discussion, Quiz #3</td>
</tr>
<tr>
<td>Professional Values and Attitudes</td>
<td>Demonstrate appropriate professional values and attitude including completion of required discussions, quizzes, and mini-paper in a timely manner</td>
<td>Entire course</td>
<td>Syllabus</td>
<td>Discussion, Quizzes, Mini-Paper</td>
</tr>
<tr>
<td>Communication and Interpersonal Skills</td>
<td>Demonstrate the ability to communicate effectively and interact professionally with others via the discussion forums; Demonstrate the ability to <strong>integrate</strong> knowledge and communicate that integration in written format</td>
<td>Throughout the course; Week 8 focus on differing perspectives</td>
<td>Syllabus</td>
<td>Discussion; Mini-Paper</td>
</tr>
</tbody>
</table>
## Online Discussion Participation Rubric
**EPSY 621 Summer I 2016**

<table>
<thead>
<tr>
<th>Points</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Falls Short of Expectations</th>
<th>Minimal</th>
<th>Clearly Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Response</td>
<td>Answer to at least one (1) thread per Unit for the topic that integrates readings, lecture, personal or professional experience, AND contained at least 50 words.</td>
<td>Answer to at least one thread for two Units that referenced readings, included personal or professional experience, AND contained at least 50 words.</td>
<td>Answer to at least one thread for one Unit that referenced the required readings, included personal or professional experience AND contained at least 50 words.</td>
<td>Student posted brief, superficial responses OR repeated/summarized technical information as a response OR did not have a response of at least 50 words.</td>
<td>Student did not post to any threads during the week.</td>
</tr>
<tr>
<td>Rate of Participation</td>
<td>Student participated 4 or more days, making substantive contributions to threads for each Unit.</td>
<td>Student made subsequent posts on 3 or more days in all 3 Units.</td>
<td>Student made only 2 posts in the course of the week or only posted to 2 Units.</td>
<td>Student only made 2 posts, both to a single Unit</td>
<td>Student participated on only one day or not at all.</td>
</tr>
<tr>
<td>Interaction with Group</td>
<td>Subsequent responses for each Unit supported or challenged someone else’s response.</td>
<td>Subsequent responses supported or challenged someone else’s responses for 2 units.</td>
<td>Student responded to others’ contributions by asking questions or agreeing with points made for only 1 Unit or thread.</td>
<td>Although s/he posted multiple times, the student did not respond to others’ contributions.</td>
<td>Student was disrespectful in their manner of responding.</td>
</tr>
</tbody>
</table>

### Requirements:
- Post at least 4 different days in each Week/Topic
- Post to at least 1 thread in each Unit – you do NOT have to respond to all threads in each Unit
- One post must be substantive, integrative, and of at least 50 words - not simply repeat of material
- Respond to others’ posts at least twice