



College of Education

Thad Cochran Center for Rural School Leadership and Research

Educational Specialist Educational Administration and Supervision (Educational Leadership)

Student Handbook

NONDISCRIMINATION

Delta State University is committed to a policy of equal employment and educational opportunity for all persons without regard to race, color, religion, national origin, sex, physical or mental handicap, status as to disabled veteran or Vietnam era veteran, or age as specified by applicable laws and regulations. This policy extends to all programs and activities supported by the University.

STUDENT RESPONSIBILITY

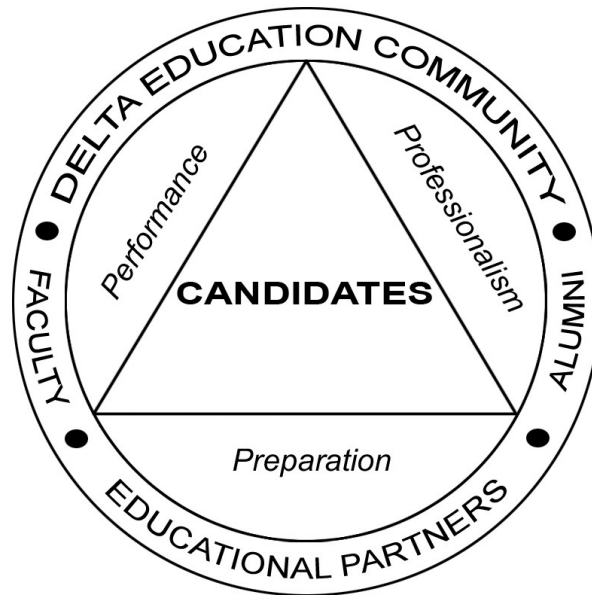
The graduate student must accept full responsibility for knowing the policies and regulations relevant to the Educational Specialist degree program. These policies are contained in the Delta State University Graduate Catalogue and the Educational Specialist Student Handbook.

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Thad Cochran Center for Rural School Leadership and Research CONCEPTUAL FRAMEWORK

DELTA P³ MODEL



Vision: The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the greater Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology**, infused throughout programs and services. (GP5)

Thad Cochran Center for Rural School Leadership and Research

Vision Statement – The Center for Rural School Leadership and Research promotes a vibrant learning community committed to the development of exemplary educational leaders.

Mission Statement – The Center for Rural School Leadership and Research prepares educational leaders who can address the unique challenges of the Mississippi Delta region by providing the knowledge necessary to improve leadership effectiveness, teacher quality, and thus, student achievement.

Goal # 1 -To produce graduates who:

1. Are instructional leaders
2. Act with integrity
3. Are change agents
4. Focus on continuous Improvement
5. Engage the larger community

Goal #2 - To serve practicing educational leaders by sharing academic resources, providing avenues of collaboration, and facilitating relevant research.

Advanced Candidate Assessment System at the Unit Level Advanced Programs—Matrix

Transition Points and Other Common Requirements for Advanced Graduate Education Programs				
Transition Point Element	Program Entry	Prior to Clinical Practice	Completion of Clinical Practice	Program Completion
Content	GPA A or AA Certificate (requires Praxis II or equivalent) or Waiver*	GPA	GPA	GPA Comps
Ability to Plan				
Clinical Practice				
Impact on Student Learning				
Dispositions			DRS - faculty	DRS - faculty
Technology)		
Diversity				

Transition Points and Key Common Assessments for Advanced Graduate Education Programs				
Transition Point Element	Program Entry	Prior to Clinical Practice	Completion of Clinical Practice	After Program Completion
Content	Verbal ability (GRE, CAAP, MAT)		Comps	Graduation Survey (items 39, 41, 51, 53, 63) Follow up surveys
Ability to Plan		Field Experiences Assessments	Practicum or Internship Evaluations	Follow up surveys
Clinical Practice			Practicum or Internship Evaluations	Graduation Survey (item 46) Follow up surveys
Impact on Student Learning		Field Experiences Assessments	Practicum or Internship Evaluations	Follow up surveys
Dispositions		DRS (Dispositions Rating Scale) – faculty	DRS – faculty	Graduation Survey (items 54 – 61) Follow up surveys
Diversity		DRS (items 8.1, 8.2, 8.3)	DRS (items 8.1, 8.2, 8.3)	Graduation Survey (items 57, 58, 61) Follow up surveys

* A Class A teaching certificate, or its equivalent. A Master of Education degree applicant who does not yet qualify for an .A certificate may be admitted to the Graduate School, but must meet the requirements of the State of Mississippi for an .A. certificate in teaching before the degree will be awarded. However, upon the recommendation of the department chair, the Dean of the College of Education may waive the requirements of satisfying certification requirements for those students currently employed or preparing for employment in junior or senior colleges, non-public institutions, or positions not requiring certification.

**Delta State University
College of Education**

Diversity Proficiencies Expected of all Candidates

1. The development of the capacity to function within diverse settings with students and colleagues of varying backgrounds, ethnicities, capabilities, and beliefs (CF 1, 3; DRS 7.1/8.1; 7.3/8.3; STAI 10, 11)
2. The ability to identify contextual factors that may influence student learning (CF 2, 3, 4; DRS 7.3/8.3; STAI 18, 20)

3. The establishment of a classroom and school climate that celebrates diversity (CF 2, 3, 4; DRS 7.1/8.1; 7.2/8.2; 7.3/8.3; STAI 8, 10, 11, 18, 20)
4. The ability to differentiate instruction and experiences based on individual needs (CF 2, 3, 4, 5; DRS 7.1/8.1, 7.3/8.3; STAI 4, 8, 18, 19, 20)
5. The ability to group for instruction for a variety of purposes related to the diverse needs of learners (CF 3, 4; DRS 7.1/8.1, 7.3/8.3; STAI 4, 18, 19, 20)
6. The ability to use appropriate assessment strategies to identify the diverse needs of learners (CF 3, 4; DRS 7.2/8.2; STAI 4, 18)

*CF = Delta P³ Model; DRS = Dispositions Rating Scale; STAI = Student Teaching Assessment Instrument

GRADUATE INFORMATION

FACULTY ADVISOR

When accepted for admission to a degree program, the student is assigned a faculty advisor from the field of concentration. The faculty advisor assists the student in planning a program and schedule; however, the student must assume responsibility for meeting all requirements.

TIME LIMIT

The educational specialist degree must be completed within six calendar years. Courses taken at Delta State prior to six years before completion of degree may not be applied to the educational specialist degree unless revalidated with permission of the graduate advisor, department chair, and the college or school dean. A student is eligible to revalidate up to two courses. In special cases, and with approval of the department chair, the college or school dean may waive revalidation and accept course work that is more than six years old. Guidelines for revalidation are available in the college or school dean's office.

TRANSFER OF CREDITS

Graduate courses may be transferred from another accredited college or university. Transfer credit will be granted only for those courses in which the student received a B or better and which are listed on a program of study approved by the graduate advisor and the college or school dean. Transfer courses may be substituted for required courses if the catalog description reflects similar course content and **each course is recommended by the student's advisor** to the college or school dean. A maximum of 6 semester hours of the credit required for an educational specialist degree may be accepted as transfer credit from another accredited graduate school. When circumstances merit it, a request for an exception to the policy allowing a maximum transfer of 6 semester hours may be submitted by the Department Chair. The request must be approved by the college or school dean. No graduate credit is accepted for courses completed by correspondence. **All required courses must be taken at Delta State University.**

STUDENT RESPONSIBILITIES

It is the responsibility of the student to become thoroughly acquainted with all graduate regulations, including admission and degree requirements. All graduate students should become familiar with the Graduate Bulletin and departmental program requirements. Students enrolling in graduate courses must possess satisfactory prerequisite experiences for each course taken. Students should consult their advisors, advisory committee, department chair, and/or the course instructor prior to enrollment in any course.

CHEATING AND PLAGIARISM

Cheating and plagiarism are not tolerated. If it is established that a violation has occurred, instructors determine the penalty as outlined in their course syllabi. The usual minimum penalty at the specialist level for a first offense involves a grade of F in the course. A second offense in a subsequent semester will be reviewed for more stringent action and will usually result in expulsion from the university. All plagiarism offenses should be reported to the student's advisor, the division/division chair, the dean, and the Office of Academic Affairs. The latter shall maintain records to track multiple offenses. Plagiarism in a Delta State University graduate thesis/dissertation will result in denial or removal of the degree, and the person will be denied admission to or be expelled from subsequent degree programs at Delta State University. It is the student's responsibility to know and understand exactly what constitutes plagiarism. **All submitted work is expected to be original to the student and to that particular course.**

GRADUATE STUDENT ACADEMIC GRIEVANCE POLICY

Students are expected to follow the steps in this process; skipping a level is NOT allowed.

Students who feel that they have been treated unfairly may appeal as follows:

1. Discuss the problem with the instructor and seek a solution. If the problem is not satisfactorily resolved in conference with the instructor, the student is entitled to submit an appeal **in writing** (with documentation) to the department/ division chair. Upon receiving a student appeal, the department/division chair submits a written request for a response in writing (with documentation) from the instructor. The department/division chair notifies the student and faculty member in writing of his/her decision, within fifteen working days from the date the appeal is received.
2. If the problem is not satisfactorily resolved, the student is entitled to resubmit the appeal **in writing** to the college/school dean with administrative responsibility for the department where the alleged infraction occurred. The college/school dean reviews the student appeal and the corresponding response from the faculty member. The college/school dean notifies the student and faculty member in writing of his/her decision with a copy to the division/division chair, within ten working days from the date the appeal is received.
3. If the problem is not satisfactorily resolved, the student is entitled to submit a request for a hearing with the Graduate Academic Appeals Committee. The Graduate Academic Appeals Committee chair schedules a hearing date, within

fifteen working days from the date the appeal is received, and notifies the student and faculty member. Both parties may submit their cases in person or in writing to the committee. The Academic Appeals Committee notifies the student and faculty member in writing of its decision with a copy to the appropriate dean, within five working days from the date of the hearing.

4. If the problem is not satisfactorily resolved, the student is entitled to resubmit the appeal in writing to the Vice President for Academic Affairs. The Vice President for Academic Affairs reviews the student appeal and the corresponding response from the faculty member. The Vice President for Academic Affairs notifies the student and faculty member in writing of his/her decision, which is final, with a copy to the appropriate dean and chair of the Graduate Academic Appeals Committee, within ten days from the date the appeal is received. Academic appeals by students must be filed no later than the end of the next regular term after the grievance occurred.

GRADES

Graduate students are awarded grades of A, B, C, D, or F on coursework but no graduate credit toward a degree is earned for a grade of less than C. The temporary mark of I (Incomplete) is given when, for reasons acceptable to the instructor, course requirements cannot be completed during the enrollment period. An I must be removed within a period of one year. This does not apply to thesis, dissertations, and other research or practicum courses. All I grades must be removed from the student's transcript before the student can be processed for graduation.

REPEATING COURSES

Graduate students may repeat a course only once but must have permission from their graduate advisor and the college or school dean to repeat a course. Repeating a course does not remove the grade previously earned in the course. The calculation of the cumulative grade point average is based on all grades received for graduate courses taken at Delta State University. Exceptions must be approved by the graduate advisor, department chair, and college or school dean.

ACADEMIC SUSPENSION AND DISMISSAL

Students who earn three grades of C or one grade of D or F will be dismissed from their degree program. Also, specialist level students must maintain a 3.25 GPA during the first nine semester hours of graduate work in a degree program. Failure to do so will result in dismissal from that program unless otherwise stipulated by the department offering the program. If, at any time after completion of nine hours, a student's overall grade point average on graduate courses drops below a 3.25, the student will be placed on probation. A student on probation is not a candidate for a degree. Probationary status is removed by raising the overall grade point average to 3.25 or better on all graduate work at the end of the next semester of enrollment after being placed on probation. (For students enrolled in the summer, both school terms will be used to determine if probationary status should be removed.) Failure to remove probation in the manner described will result in the student being dropped from the degree program. Students who have been dismissed from a graduate degree program may be eligible to apply for re-admission, upon approval from their respective graduate program and school, after one full semester has passed since their dismissal. One full semester

refers to one regular term (fall or spring) or both summer terms. During the dismissal term, students who intend to return to their graduate degree program are encouraged to address deficiencies in their academic work with their advisor and academic program. These deficiencies, whether in undergraduate or graduate course work, should be approved by the graduate program and the respective school. A student will not be eligible to seek readmission to the university after a second dismissal from a graduate degree program. If, at any period of enrollment, a student demonstrates to the satisfaction of the advisor and the department chair that a consistently satisfactory level of achievement cannot be maintained, withdrawal from the graduate program is advised.

CLASS ATTENDANCE

In no case shall absences exceed 25 percent of the scheduled meetings of class. In such cases, the student shall receive a grade of F in the class.

COMPREHENSIVE EXAMINATION

A final oral and/or written comprehensive examination in the candidate's major field, or the equivalent thereof, is required of all candidates and must be completed at least two weeks before the graduation date. A committee to administer the comprehensive examination is appointed by the college or school dean upon the recommendation of the department chair. The examination covers all major field content including transfer and off-campus work. To be eligible to take the major field comprehensive the candidate must be enrolled in, or have completed, the final coursework, have a 3.25 average in the program, and have approval from advisor. In order to be eligible to take comps, must have satisfactory dispositions (Minimal flags or satisfactory completion of improvement plan).

EDUCATIONAL SPECIALIST DEGREE

Purpose.

The Educational Specialist degree is designed to provide advanced training to students in three areas: Educational Administration and Supervision (Educational Leadership), Elementary Education, or Secondary Education (English, History, or Social Sciences).

Admission.

Requirements for admission are:

1. A master's degree from an institution fully accredited by one of the recognized accrediting agencies;
2. A Class AA teaching certificate, or its equivalent, and a master's degree in a related field; (Students applying to the Ed.S. program may be exempt from this requirement provided they meet special prerequisite requirements.)
3. A grade point average of 3.25 on coursework completed for the master's degree.
4. A satisfactory score on a nationally recognized, standardized test of verbal skills.
5. Two years of school related work experience (for Educational Administration and Supervision).

Degree Requirements.

A candidate for the Educational Specialist degree is required to meet the following:

1. Fulfill the general requirements for a graduate degree at Delta State University;
2. Complete a minimum of 30 semester hours of graduate work beyond the master's degree, at least one-half of which must be 700-level courses, consisting of 6 hours of core courses and 27 to 30 hours in major subject area and electives as are required by the major field division (Educational Administration and Supervision, Elementary Education, and Secondary Education). 500-level courses are not acceptable on the Educational Specialist degree program. Students enrolling in the Secondary Education major will determine an area of concentration (English, History, or Social Sciences). Elective courses to complete a program of study in the concentration area will be determined in collaboration with the program coordinator;
3. Maintain a grade point average of at least 3.25 on all graduate work attempted toward the Educational Specialist degree;
4. Pass a comprehensive examination in the major field during the last term of course work.

CURRICULA

Educational Specialist Degree

Note: Students employed full-time will be allowed to take **no more than six hours** per semester without prior written approval from their advisor. **All required coursework** must be taken at Delta State University.

	Semester Hours
1. Core Education Courses.....	6
CUR 701, ELR 702	
2. EDUCATIONAL ADMINISTRATION AND SUPERVISION (EDUCATIONAL LEADERSHIP).....	30
1. Required Courses	30
AED 636, AED 701, AED 702	
AED 704, AED 721, AED 725,	
AED 736, AED 739, SUP 631	
CUR 703	
Total	36

COURSE DESCRIPTIONS

AED 636. PRACTICUM I IN SCHOOL ADMINISTRATION. Practical experiences in school administration under the collaborative supervision of field based administrators and university instructors. The initial practicum experience focuses on supervision, instructional leadership, the assistant principalship, and Principalship at the building level. Prerequisite: Nine hours of Tier I specialist courses. 3

AED 701. INTRODUCTION TO EDUCATIONAL LEADERSHIP. An overview of Leadership theories, models, and applications at the local, state, and federal levels. Among the included topics are organizational structure, policies, culture, and climate. 3

AED 702. THE ROLE OF THE PRINCIPAL. An in-depth study of the roles and responsibilities of the school building level leader in P-12 schools. 3

AED 704. RESOURCE MANAGEMENT. An in-depth study of personnel management, finance, and facilities at the local, state, and federal levels for the P-12 school leader. 3

AED 721. LEADERSHIP FOR CONTINUOUS IMPROVEMENT. A comprehensive study of the change process and strategic planning required to facilitate an effective school community relationship that promotes a culture of continuous school improvement. 3

AED 725. DISTRICT LEVEL LEADERSHIP ROLES AND FUNCTIONS. A study of the various programs and roles, functions, and organizational structures of the school district office staff and the interrelating leadership skills employed in implementing instructional programs, state and federal programs, and the operational programs of the school district. 3

AED 736. PRACTICUM II IN SCHOOL ADMINISTRATION. Practical experiences in school administration under the collaborative supervision of field based administrators and university instructors. The second practicum experience focuses on the legal, financial, and regulatory aspects of the school district operation. Prerequisite: AED 636 and 24 hours of administration courses at the Specialist level. Fee required. 3

AED 739. SEMINAR IN EDUCATIONAL ADMINISTRATION. In-depth study of current administrative policies and procedures with interaction of advanced graduate students at the top management level of decision-making and policy formation. 3

SUP 631. SUPERVISION OF INSTRUCTION. Theories, principles, and practice of school supervision in grades K-12. 3

CUR 701. PHILOSOPHY OF EDUCATION. Various education philosophies and their application to modern practice. 3

CUR 703. DYNAMIC LEADERSHIP FOR CURRICULUM AND ASSESSMENT. This course will include current research and theory of effective teaching and learning as they relate to curriculum and instruction in P-12 schools. Also included will be effective analysis of student assessment and other types of data as related to decision making for P-12 school leaders. 3

ELR 702. EDUCATIONAL RESEARCH DESIGN. This course will provide detailed examination of types of research design as well as the statistical procedures associated with each. It will be a continuation of ELR 605. Prerequisite: ELR 605. 3

PROGRAM OF STUDY

Educational Specialist Program Administration and Supervision

TIER I (First 18 Hours)

Course Number	Course Title
CUR 701	PHILOSOPHY OF EDUCATION
AED 701	INTRODUCTION TO EDUCATIONAL LEADERSHIP
SUP 631	SUPERVISION OF INSTRUCTION
AED 702	THE ROLE OF THE PRINCIPAL
CUR 703	DYNAMIC LEADERSHIP FOR CURRICULUM AND ASSESSMENT
AED 636	PRACTICUM I IN SCHOOL ADMINISTRATION

TIER II (Second 18 Hours)

ELR 702	EDUCATIONAL RESEARCH DESIGN
AED 704	RESOURCE MANAGEMENT
AED 739	SEMINAR IN EDUCATIONAL ADMINISTRATION.
AED 721	LEADERSHIP FOR CONTINUOUS IMPROVEMENT
AED 725	DISTRICT LEVEL LEADERSHIP ROLES AND FUNCTIONS
AED 736	PRACTICUM II IN SCHOOL ADMINISTRATION

Appendices

**Delta State University
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Thad Cochran Center for Rural School Leadership & Research**

Protocol for Dispositions

1. Candidates will complete the Dispositions Rating Scale during ELR 605 and ELR 702 as a self-assessment.
2. Flag forms will be placed in each candidate's folder: Yellow for warning, red for deficiency, and green for exemplary.
3. Faculty who note evidence of deficiencies or exemplary practices in a candidate relevant to a disposition area enter this information on the appropriate flag form, provide details related to the reason for concern or commendation, and hold a conference with the candidate regarding concerns.
4. Based upon the number and severity of dispositional deficiencies, faculty will refer the candidate to the advisor or to a faculty committee for counseling. The faculty members and candidate will establish a written plan for improvement that will become part of the candidate's file. The plan will specify how and when the improvement will occur.
5. Exemplary (green) flags will be used by faculty to help select students for scholarships and for data when the student requests reference or recommendation letters.
6. Upon application for comprehensive examinations, faculty will meet to review each candidate in light of the dispositions. The *Dispositions Rating Scale* must be completed on all candidates at these two assessment points.
7. If the deficiency(ies) persist, the faculty will meet to consider whether or not the candidate should continue in the program.

**DELTA STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DISPOSITIONS RATING SCALE
GRADUATE PROGRAMS**

Student Name _____
 Rater _____ Date _____

Circle One Degree Program: Masters Ed.S. Ed. D.
 Major: _____

Directions: Use the Appraisal Scale to rate each of the six Dispositions. The Disposition Indicators (e.g., 1.1, 1.2) provide clarification. Provide evidence in the last column for ratings of 1, 2, or 4.

Appraisal Scale:

- 1 – Does not meet expectations 2 – Meets a few expectations, but not sufficient
 3 – Meets expectations 4 – Exceeds expectations

Characteristic (Disposition)	Rating of Disposition	Evidence for 1,2, or 4 Rating
<p>1. Fairness 1.1 Strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner</p> <p>1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs</p>	<p>1. Fairness _____</p>	
<p>2. The Belief That All Students Can Learn 2.1 Establishes a classroom, school, and/or school district climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population</p> <p>2.2 Effectively plans and implements teaching and assessment strategies that</p>	<p>2. The Belief That All Students Can Learn _____</p>	

<p>address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a diverse student population; or effectively participates in this process as an administrator</p>		
<p>3. Professionalism 3.1 Engages in ongoing self-reflection and professional development</p> <p>3.2 Consistently displays professional appearance and actions, including effective oral and written communication</p> <p>3.3 Collaborates with professors, students, colleagues, families, and/or community members</p>	<p>3 Professionalism _____</p>	
<p>4. Resourcefulness 4.1 Motivates self and others to perform well</p> <p>4.2 Acts in a proactive manner by anticipating what a situation calls for and responding appropriately</p> <p>4.3 Uses personal talents to enhance professional functioning</p> <p>4.4 Adapts willingly to change</p>	<p>4 Resourcefulness _____</p>	
<p>5. Dependability 5.1 Attends all expected classes and meetings, and arrives punctually</p> <p>5.2 Participates meaningfully in classes and meetings</p> <p>5.3 Fulfills responsibilities in the college classroom and in P-12 settings</p>	<p>5. Dependability _____</p>	

<p>6. Commitment to Inquiry 6.1 Is knowledgeable of the professional literature in his/her field of study</p> <p>6.2 Implements research-based strategies in his/her practice</p> <p>6.3 Uses data to make decisions regarding learning and teaching</p>	<p>6. Commitment to Inquiry _____</p>	
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APA and Grammar Tips – Lynn Varner

Summer, 2007

General Guidelines for formal papers.

- Use APA style.
- Times New Roman or Arial, 12-point font, one-inch margins on all sides, align left non-justified, at least 5-space indent for paragraphs, double space body
- Page numbers and page header, upper right hand, on all pages (including title page and reference page) unless otherwise instructed
- Reference page: double spaced, APA style
- Reference citations within body, **at least one citation per paragraph**, APA style
- References taken from the following:
 - Scholarly or professional textbooks and books
 - Hard copy professional journals (scholarly or practitioner-directed)
 - Scholarly or professional online sources (journals, university websites, web encyclopedias, ERIC digests, homepages of reputable organizations). Do **not** use homepages of individuals.
 - Published 2000 – 2007
- Find out how to do running heads and use the header and footer.
- Know and understand about cheating and plagiarism—**Do NOT do it!** (Know about quoting, citing, and even not re-using your own work.)
- Know the difference in citing primary and secondary sources (as cited in...)

Language Mechanics Guidelines for Literature Reviews

General Information.

- The APA publication manual, 5th edition, is the guide for writing in the field of education. The language style, mechanics, and formatting should follow APA guidelines.
- Keep the verb tense consistent.
- Always run grammar and spell check before submitting.
- PROOF! PROOF! PROOF! Read aloud to yourself....does it make sense?
- Unless otherwise instructed, get someone you trust to proof too!
- Affect is a verb; effect is a noun.

Sentences.

- Write in complete sentences. Do not use sentence fragments or run-on sentences.
- Use of commas and semicolons in compound and complex sentences.
- Do not use rhetorical questions.
- Check for subject-verb agreement, particularly in sentences where subject and verb are separated by a prepositional phrase.
- Place only one space (not two) between sentences. One space after all periods, commas, and colons—not two
- Eliminate slang, colloquial expressions, and wordiness. APA style is succinct – clear, concise, and professional.
 - Example of slang:
 - Incorrect: *Kids* are frequently influenced by their *buddies*.
 - Correct: *Teenagers* are frequently influenced by their *friends*.
 - Example of wordiness: Use *because* rather than *based upon the fact*; use *now* rather than *at the present time*
 - The word *colloquial* refers to language that is too informal. Example of colloquial expression:
 - Incorrect: The *write up* will be published.
 - Correct: The *report* will be published.
- Anthropomorphism: attributing human characteristics to animals or inanimate sources. Examples:
 - Incorrect: The college was persuaded to . . .
 - Correct: The college faculty was persuaded to . . .
- Be careful when using the following phrases; make sure that your style is professional and scholarly.
 - Rather than *a lot of*, use *many*. *Many of the teachers participated* rather than *a lot of the teachers participated*.
 - Rather than *like*, use *that*. *I felt that the training was effective* rather than *I felt like the training was effective*.
- No bold, use 12 pt. font (Arial or Times New Roman), double space all except long quotes
- Use as few direct quotes as possible; try to paraphrase.
- Usually do not bullet, number, or letter a series.
- Only use vocabulary that you are sure of...if you don't know the meaning....look it up or find another word.
- Parallel construction: Use the same grammatical structures in a series. Examples:
 - Incorrect: Mary went *swimming* in the river, *hiking* in the mountains, and *drove* through the desert.
 - Correct: Mary went *swimming* in the river, *hiking* in the mountains, and *driving* through the desert.

Paragraphs.

- Paragraphs must contain at least two sentences. Good rule of thumb: Paragraphs should be ½ to 2/3 a page length.

- The topic sentence must be clear and other sentences must provide supporting details.
- Indent all paragraphs at least 5 spaces (may have to reset this so it is not set on 3 spaces)

References.

- Direct quotes must have the author, year, and either page or paragraph number.
- Must have at least one citation in every paragraph. First time use a citation in a paragraph, use year too; after that in the same paragraph, use author without year.
- Do not use author's first name in paper.
- Ampersand (symbol for *and*) is used inside parenthesis and on reference page.
- Use hanging indent on reference list and use italics and not underlining for titles of books and journals.
- Learn how to use et al. The period is after the al, not the et and this means *and others*. Can only use after have given all authors once in the paper...are some specifics depending upon the number of authors.
- Use initials only (not first names of authors in reference list).

Grammar and Punctuation.

- Check for noun-pronoun agreement. APA suggests using plurals if possible (e.g., *leaders and their schools* rather than *the leader and his or her school*)
- That or Who: APA style requires the use of **who** when referring to humans and *that* or *which* when referring to animals or things.
 - Incorrect: The teachers *that* participated were pleased with their training.
 - Correct: The teachers *who* participated were pleased with their training.
- **APA requires commas in a series.**
 - Incorrect: the height, length and depth
 - Correct: the height, length, and depth
- That or Which: Use *that* in clauses essential to the meaning of the sentence (The leader must create an environment *that* accepts mistakes as stepping stones to success.) Use *which* in clauses that are nonessential (The new busses, *which* were purchased in August, are diesel driven.) Use commas with *which* clauses.
- **Do not use contractions or the term *etc*.** These are too informal.
- **No first person pronouns (I) or second person pronouns (you)** should be used.
- Use italics for emphasis; use quotations for direct quotes
- Spell out single digit numerals (0-9) and any at the beginning of a sentence...use numerals otherwise

Scoring Rubric for Literature Reviews

(Read carefully before you write and then use it to proof before you submit your work.)

	4	3	2	1
APA: Style, Format, References, Citations	All elements follow prescribed format	Most elements follow prescribed format	Common errors in prescribed format	Frequent errors prescribed format
Mechanics: Grammar, Vocabulary, Sentence Structure	Errors in spelling, capitalization, punctuation, grammar, and usage rare. Precise, appropriate word selection. No use of clichés, colloquialisms, personal or indefinite pronouns. No run-on sentences or sentence fragments.	Few errors in spelling, capitalization, punctuation, grammar, usage. Word selection usually appropriate. Occasional use of clichés, colloquialisms, personal or indefinite pronouns. Run-on sentences or sentence fragments rarely appear.	Occasional errors in spelling, capitalization, punctuation, grammar, and usage. Word selection often inappropriate or inaccurate. Common use of clichés, colloquialisms, or personal or indefinite pronouns. Run-on sentences or sentence fragments appear, but do not predominate.	Frequent errors in spelling, capitalization, punctuation, grammar, and usage. Word selection inappropriate, vague, and limited. Frequent use of clichés, colloquial language, and/or pronouns. Run-on sentences or sentence fragments frequently appear.
Organization: Introduction, Development, Conclusion, Transitions, Synthesis of Literature	Topic sentences stated and supported with relevant details. Appropriate variety in ordering details. Sentence length and structure varied. Smooth transition between sentences. Introduction, development, and conclusion well-structured and easily identified. Paragraphs clearly related by transitions. Synthesis of ideas from a variety of sources used throughout the paper.	Topic sentences usually stated and supported with relevant details. Appropriate variety in ordering details common as well as variety in sentence length and structure. Transition used when necessary. Introduction, development, and conclusion lacks structure but are easily identified. Transitions between paragraphs used with some inconsistency. Synthesis of ideas from a variety of sources is common.	Topic sentences usually not stated and/or not supported with relevant details. Limited variety in ordering details and/or in sentence length and structure. Transitions limited. Introduction, development, and conclusion lacks structure and are not easily identified. Transitions between paragraphs are used but without consistency. Synthesis of ideas from sources is limited.	Topic sentences seldom used; order of details haphazard. Little variety in sentence length and structure. Transitions limited. Introduction, development, and conclusion unclear. Paragraphs are seldom related with transitions. Heavy reliance on a limited number of sources.
Content: Relevance, Development, Presentation, Scholarly References	All ideas relevant to the topic, fully developed, and clearly presented. References from a variety of scholarly sources.	Most ideas relevant to the topic; a few unrelated. Minor problems in completeness and development. References are from scholarly sources, but little to no variety.	Some ideas relevant to the topic, many unrelated. Unevenness in completeness and development. References do not come from scholarly sources.	Little thought about ideas. Most vague, incoherent, inaccurate, underdeveloped, or incomplete. Inadequate number of references and are not from scholarly sources.