1. **Course Designation and Identifier**

   1.1 Adler Graduate School  
   1.2 Course # 500  
   1.3 Principles of Research  
   1.4 Three (3) credits  
   1.5 Prerequisite(s): None

2. **Course Description**

   This course provides an introduction to the principles and processes of social science research. Topics covered include research methods, measurement, statistical analysis, literature reviews, needs assessments, and program evaluation. The course emphasizes the importance of research in advancing the counseling profession. Basic concepts for creating evidence-based assessments, collecting data, and making treatment decisions are reviewed. Ethical and culturally-relevant strategies for gathering data and interpreting research results are examined.

3. **Texts, Materials and Resources (required and optional)**

   3.1 Required texts:


   3.2 Optional Texts


4. **Competencies and Learning Outcomes**

Students in this course will:

4.1 Learn the purpose and process of research, especially as it relates to social science, advancing their field of academic study, and informing evidence-based practice (8a, 8e)

4.2 Differentiate between primary, secondary and tertiary sources of information; locate and critically use these sources (8e)

4.3 Gain a working knowledge of research design and basic statistical concepts in order to analyze, evaluate, and interpret statistical findings in empirical research studies and use these findings to inform practice (8b, 8c, 8d).

4.4 Learn ethical and culturally relevant strategies for interpreting and reporting the results of research (8f)

4.5 Continue to explore Adlerian research and practice

4.6 Recognize the ethical and scholarly purpose and function of APA standards and formatting.

4.7 Employ APA style guidelines to the final paper and assignments.

5. **Course Overview**

5.1 AGS on-line courses have the same total duration as residential courses – 7 weeks (5 weeks of coursework plus two weeks for completing final assignments). You should expect to spend approximately 135 hours on all course-related activities. Your instructor will be actively available for all class activities and individual consultations for the duration of the coursework and as needed until final papers grades are submitted.

5.2 Your course instructor will respond to your questions or comments within 48 hours (barring unforeseen circumstances). You will be expected to observe the same response
time-- replying within 48 hours. During the class, your instructor will post specific office hours on your class webpage.

5.3 Please stay current in the class. Generally, you will be expected to complete reading assignments, submit at least two substantive postings per week (in response to the questions and/or tasks by your instructor), and – in some cases - engage in experiential activities, per syllabus. These expectations are very general, as you will find unique teaching style and specific expectations presented in each online class.

5.4 Although you will likely find that you have a lot of experience in the discussed topics, please remember that the most convincing position is the one supported by the most current and relevant research. You will find these sources in peer-reviewed journals. Use APA style and format requirements in referencing sources.

6. **Course Outline**

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Unit Topic</th>
<th>Learning Outcomes</th>
<th>Knowledge, awareness, &amp;/or skills developed in each unit</th>
<th>Reading and other sources</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Purpose and process of research</td>
<td>8a,</td>
<td>What is research, defining a problem</td>
<td>L&amp;O: Ch 1, 2; APA Manual: Ch 1; Other materials in Moodle</td>
<td>postings</td>
</tr>
<tr>
<td>2.</td>
<td>Methodologies</td>
<td>8b, 8d</td>
<td>Describe what data are, define reliability &amp; validity, what is qualitative vs. quantitative, correlations</td>
<td>L&amp;O: Ch 4, 6, 7 to top of 178, Ch 8 up to p. 191; APA Manual: Appendix JARS &amp; MARS, Flow of Participants thru Research Study; Other Materials in Moodle</td>
<td>postings</td>
</tr>
<tr>
<td>3.</td>
<td>Understanding Statistical findings</td>
<td></td>
<td>Types of designs and choosing appropriate stats</td>
<td>L&amp;O: Ch 9 up to Ex Post Facto (pg 242), Ch 11; Other materials in Moodle</td>
<td>Postings</td>
</tr>
<tr>
<td>4.</td>
<td>Reading and Understanding Research Articles; Interpreting Findings</td>
<td>8e</td>
<td>Finding appropriate articles, creating synthesis from gathered info</td>
<td>L&amp;O: Ch 3 APA Manual: Ch 2; Other materials in Moodle</td>
<td>Postings</td>
</tr>
<tr>
<td>5.</td>
<td>Critical Thinking Skills in Interpreting</td>
<td>8e</td>
<td>How to discern</td>
<td>Materials posted in Moodle</td>
<td>Postings</td>
</tr>
</tbody>
</table>
### 7. Assessment/Evaluation Procedures

(Detailed descriptions of these assignments are available on Moodle)

#### 7.1 Assignment Overview

The assignments for this course will entail the typical posts, peer responses, SPT, 3 quizzes, and a final paper. Please see below for further information on each assignment.

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Due Date</th>
<th>Point Value</th>
<th>Course outcome Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular postings</td>
<td>Dates on Moodle Page</td>
<td>Total of 54 in 9 units</td>
<td>Per course outline above</td>
</tr>
<tr>
<td>SPT</td>
<td>Posted on Moodle page</td>
<td>11 points – 8 for project and 3 for peer responses</td>
<td>Per course outline above</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Posted on Moodle page</td>
<td>5 points each; 15 points total</td>
<td>Per course outline above</td>
</tr>
<tr>
<td>Final paper</td>
<td>Posted on Moodle page</td>
<td>20 points possible</td>
<td>Per course outline above</td>
</tr>
</tbody>
</table>
7.2 Grading:
A  90-100%
B  80-89%
C  70-79%
R  Retake – Needs more time or instruction to master the requirements of the class
NC Quality of work or participation falls below minimum expectations, including:
- Not attending class
- Not properly notifying registrar of a withdrawal
- Missing class periods in excess of the number allowed by AGS’s course attendance policy (see section 9 below)
- Not resolving a grade of incomplete within 45 days after the last class meeting (not the assignment due date) and an agreed upon extension has not been arranged by the student and instructor. The Incomplete turns to No Credit (NC) and the course must be repeated at full price.

7.3 Original Forum Posting Submissions
Original posts are graded on a scale of 0-4 points. Responses posted after the deadline will have two points deducted for every late post. You can earn a maximum of 36 points in this required activity.

<table>
<thead>
<tr>
<th>Points</th>
<th>Interpretation</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Excellent</td>
<td>Comments a) are accurate and relevant; b) demonstrate original thinking; c) use appropriate scholarly support; d) are well written, with no significant grammar and punctuation errors and no violation of “netiquette”. Four point comments contribute substantially to the course discussions and stimulate additional thought and further discussions about the topic discussed in the particular unit.</td>
</tr>
<tr>
<td>3</td>
<td>Above Average</td>
<td>Comments lack at least one of the above qualities, but are above average overall, with regard to their content, and make a good contribution to our understanding of the issue being discussed.</td>
</tr>
<tr>
<td>2</td>
<td>Average</td>
<td>Comments lack two or three of the required qualities. Comments which are based upon personal opinion but not supported by scholarly research or personal experience and/or comments violating important netiquette rules often fall within this category.</td>
</tr>
<tr>
<td>1</td>
<td>Minimal</td>
<td>Comments present little or no new information, lack three or more of the above qualities. However, one point comments may provide important social presence and contribute to a collegial atmosphere.</td>
</tr>
<tr>
<td>0</td>
<td>Unacceptable</td>
<td>The comment lacks all four qualities or in violation of AGS academic integrity policy</td>
</tr>
</tbody>
</table>

7.4 Peer Responses

Peer responses can earn 1.0 point per peer response (with the total of 2 points per unit, and a maximum of 18 points per course). Peer responses are graded on accuracy, relevance, presence of scholarly support (including citations and references), and
delivery (including compliance with major grammar and punctuation rules and netiquette). Peer responses posted after deadline will be not be graded.

In these responses, you will a) bring another aspect to the discussion, add a new insight to already offered ideas; b) find additional scholarly support for your classmate’s position and demonstrate that you have done some good additional reading on the issue; c) reply to a group of your classmates by comparing or contrasting their stated positions, or probing, offering a counter-thought; and/or d) integrate your classmates’ observations into your original position (whether supportive or not).

In meeting at least one of the above (a-d) requirements, a good peer response will bring the discussion to an advanced level and will parallel what you might observe in a live scholarly debate. While offering a good challenge in your peer responses, please don’t forget that validation and respect are two integral rules in any scholarly conversation.

7.5 SPT Description, timeline (deadline), and assessment (rubrics or an explicit narrative)

Please pick a topic related to research that scares, or is the most dreaded topic for, Master’s level students in your opinion. This could be related to statistics or other aspects of research. From your experiences with AGS online classes or other professional and personal experiences, select teaching methods that will be the most effective in making sure that we, your students in this topic, “get” it. The goal is to take the dreaded topic and teach it in a way that takes the fear of it away, or perhaps makes it easy to understand so it’s no longer feared/dreaded. This can be a PP or Prezi presentation, an audio, or a video presentation, a website, or any combination of the above. If you choose to make a PowerPoint presentation, please give serious consideration to including voice recordings with each slide. Having fancy animation won’t earn any additional points and it only makes the file harder to upload. You can work solo or in small groups. Those choosing to work in small groups will all receive the same grade on the assignment.

The criteria below will be used to grade your SPT presentations:

1. Description Skills (Observations and Interpretations)
2. Conceptualization Skills (Concept Application, evaluation, synthesis, and generation)
3. Scientific Attitudes and Values (enthusiasm for research, parsimony, skepticism)
4. Communication Skills (Resource-gathering skills, argumentation skills, conventional expression, ability to teach material in manner that reduces fear/anxiety about topic)

These skills will be observed in the presentation and in your dialogues with classmates following initial posting. A total of 8 points is possible for the presentation and an additional 3 points are possible for the three required peer responses. In the peer responses, focus on how the student was able, if at all, to reduce your fear of/about this topic in addition to any other comments, questions, etc. you include. The same expectations exist for these peer responses as for those in the other units (see above for criteria for peer responses). The total points earned will be a summative evaluation of your presenting and dialoguing skills.
<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Interpretation</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Superior</td>
<td>Presentation is 1) highly organized and well planned; 2) is thorough, covering all aspects of the topic; 3) creative and innovative, using graphics, images, sounds, or unique teaching methods to enhance presentation; 4) easy to understand and topics are explained clearly; 5) free of grammar and spelling errors; 6) strongly supported by scholarly sources with reference list included in APA format</td>
</tr>
<tr>
<td>7</td>
<td>Outstanding</td>
<td>Presentation is well executed, meeting almost all of the criteria (including APA format), but is not innovative or does not use creative teaching methods</td>
</tr>
<tr>
<td>6</td>
<td>Excellent</td>
<td>Presentation does not use creative or innovative teaching methods, has a couple of grammar and/or spelling errors, but generally meets the rest of the criteria (including APA format)</td>
</tr>
<tr>
<td>5</td>
<td>Above Average</td>
<td>Presentation is missing creative teaching methods, has between 3 and 5 grammar/spelling errors, and lacks clarity or organization at times, but meets the rest of the criteria (including APA format)</td>
</tr>
<tr>
<td>4</td>
<td>Average</td>
<td>Presentation is missing creative teaching methods, has 5 grammar/spelling errors, lacks clarity or organization at times, and no more than one of the relevant aspects of the topic is missing or wrong, but all other criteria are met (including APA format)</td>
</tr>
<tr>
<td>3</td>
<td>Below Average</td>
<td>Presentation is missing creative teaching methods, has more than 5 grammar/spelling errors, generally lacks organization and clarity, more than one of the important aspects of the topic is missing or wrong, and evidence of scholarly support is lacking and/or not APA-formatted</td>
</tr>
<tr>
<td>2</td>
<td>Little Effort</td>
<td>Presentation is missing creative teaching methods, has more than 10 grammar/spelling errors, generally lacks organization and clarity, more than 2 of the important aspects of the topic are missing or wrong, and evidence of scholarly support is lacking and/or not APA-formatted</td>
</tr>
<tr>
<td>1</td>
<td>Minimal Effort</td>
<td>Presentation is overall substandard, with almost all of the criteria not being met; presentation is incoherent due to lack of organization and clarity, much of the topic discussion is incorrect, it lacks scholarly support and APA-format</td>
</tr>
<tr>
<td>0</td>
<td>Unacceptable</td>
<td>Presentation lacks all of the criteria and/or violates AGS academic integrity policies</td>
</tr>
</tbody>
</table>

Please note that grammar and spelling errors can quickly impact your grade. Be sure to proofread your presentation multiple times and have others proofread it as well. Also, APA-format is expected for your references (in both a reference list and in your citations throughout your presentation) – any mistakes can quickly impact your grade as well. Don’t let small mistakes that are easily avoided drop your grade unnecessarily.
The final assignment is to examine how research will impact you in your career. The best place to start with this assignment is to consider your program track (marriage and family, mental health counseling, art therapy, etc.) and think about what you need to know in order to be successful in your chosen field. Then, think about how research can inform your practice and answer your needs for how to be successful. Next, answer these questions: What topics in this course seem most relevant? What approaches to conducting research might best fit your type of practice? What else comes to mind regarding research and your career path?

As part of this process, you will be expected to find 5 research-based articles (actual studies conducted and the article should have a Results section with data analyses reported) related to your field of practice that were published within the last 5 years (so 2008-present). The purpose of this part is for you to get into the most current literature about best practices, factors affecting the counseling process in your area, relevant research ideas related to your area, etc.

So your final paper will incorporate 2 things that you will integrate into a meaningful discussion – the first part includes how you think research will impact you in your career and the answers to the questions above, and the second part is your critique/discussion of the articles. **The intention is that, as you present your thoughts on research and answer the questions, you weave the results of the articles into your discussion, as support for your beliefs about the impact of research on your career.** The length of the paper should be 8-10 pages total (this includes title page, abstract, and references). Because I want your own perspective, you may use first-person language for this paper (“I,” “me”, “my”) when you share how research will impact your career. When you are discussing the articles, be sure to use proper in-text citations in APA format.

The grading rubric that will be used is below. The first set of criteria (for 20 possible points) establishes the goal for which I want you to strive. When working on APA related aspects, refer back to those criteria in the first row in order to see what is expected. PLEASE NOTE: APA format and spelling/grammar are big parts of this assignment; be sure to use the related resources and PROOFREAD YOUR WORK SLOWLY! Spelling and grammar errors reflect poorly on you and show a lack of pride in yourself and your work. Also, APA style is the standard within our profession so you need to spend the time learning it now (if you haven’t already). When in doubt, use the style manual or other helpful information.

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Final Paper demonstrates superior work: free of spelling and grammar errors; full compliance with APA format in references and throughout paper (headings, margins, font, in-text citations, double spacing, title pg, abstract, references); only quality sources were used (peer-reviewed journal articles within last 5 yrs, no</td>
</tr>
</tbody>
</table>
wiki sources, only one scholarly website if any, current books within last 5 years); logical and coherent progression exists from one section to the next with transition sentences; conclusions presented are clear, thorough and flow from the discussion in the paper

<table>
<thead>
<tr>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 (equal to 95%)</td>
<td>Final paper demonstrates outstanding work: no more than 2 spelling and/or grammar errors; no more than 2 errors with APA format in references and throughout paper; only quality sources were used; logical and coherent progression from one section to the next but may be missing transition sentences; conclusions are present and mainly clear with links to the discussion</td>
</tr>
<tr>
<td>18 (equal to 90%)</td>
<td>Final paper demonstrates excellent work: no more than 3 spelling and/or grammar errors; no more than 3 errors with APA format in references and throughout paper; the majority of sources were quality sources; logical and coherent progression is present for majority of the paper; conclusions are present but may not be as thorough or as connected to the discussion</td>
</tr>
<tr>
<td>17 (equal to 85%)</td>
<td>Final paper demonstrates solid work: no more than 5 spelling and/or grammar errors; no more than 5 errors with APA format in references and throughout paper; most of the sources were quality sources; logical and coherent progression is present for some of the paper and may suffer due to spelling and/or grammar mistakes and/or missing relevant information; conclusions are included but barely linked with discussion</td>
</tr>
<tr>
<td>16 (equal to 80%)</td>
<td>Final paper demonstrates acceptable work: no more than 8 spelling and/or grammar errors; no more than 8 errors with APA format in references and throughout paper; some of the sources were quality sources; logical and coherent progression is present for portions of the paper and may suffer due to spelling and/or grammar mistakes and/or missing relevant information or incorrect information; conclusions are included but no link with the discussion</td>
</tr>
<tr>
<td>15 (equal to 75%)</td>
<td>Final paper demonstrates below average work: 10 or more spelling and/or grammar errors; 10 or more errors with APA format in references and throughout paper; a few of the sources were quality sources; logical and coherent progression is missing in the paper and may suffer due to spelling and/or grammar mistakes and/or missing relevant information or incorrect information; conclusions are missing</td>
</tr>
<tr>
<td>14 (equal to 70%)</td>
<td>Final paper demonstrates little effort: 15 or more spelling and/or grammar errors; 15 or more errors with APA format in references and throughout paper; only one or two of the sources were quality sources; logical and coherent progression is missing in the paper and may suffer due to spelling and/or grammar mistakes and/or to missing or incorrect information; conclusions are missing</td>
</tr>
<tr>
<td>13 (equal to 65%)</td>
<td>Final paper demonstrates minimal effort: 18 or more spelling and/or grammar errors; 18 or more errors with APA format in references and throughout paper; only one of the sources were quality sources; logical and coherent progression is missing in the paper; no conclusion section at all</td>
</tr>
</tbody>
</table>
7.7 Other assignments (if applicable)

Quiz 1 – Methodologies and Statistics
Quiz 2 – Understanding Research
Quiz 3 – Intellectual Property and Human Participants

7.8 Summary of points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1: Methodologies and Statistics</td>
<td>5</td>
</tr>
<tr>
<td>Quiz 2: Understanding Research</td>
<td>5</td>
</tr>
<tr>
<td>Quiz 3: Intellectual Property and Human Participants</td>
<td>5</td>
</tr>
<tr>
<td>Online discussions (9 units x 6 points total per unit)</td>
<td>54</td>
</tr>
<tr>
<td>Special Project</td>
<td>11</td>
</tr>
<tr>
<td>Final paper</td>
<td>20</td>
</tr>
</tbody>
</table>

Total Points Possible: 100

**Please note that the points earned on each assignment translate into how much of your final grade is based on each assignment. For example, because your posts are the main component of the course, they are worth 54 possible points, or 54% of your total grade in the course. Similarly your paper is worth 20 points, or 20% of your final grade.

8. On-Line Discussions or Activities

On-line classes provide an opportunity for open and insightful dialogue. As in any dialogue, these discussions demonstrate many facets of diversity, including diversity of values, opinions, and experiences. We view these differences as welcomed and needed attributes of a scholarly discussion. Acknowledgement of and respect for these differences is a sign of mature scholarly debate.

Following are guidelines governing on-line discussions:

8.1 Faculty members monitor discussions and intervene when requested or deemed necessary.

8.2 NEVER post to the courseroom content:
- That is known to be illegal,
- That is potentially harassing, threatening, or embarrassing,
- That might be offensive and might be received as disrespectful in any way,
- That is vulgar or sexually explicit

8.3 The tone of the exchange is one of respect for individual differences. If you disagree with an opinion expressed by a classmate or instructor, respond in a scholarly manner, arguing about the subject of discussion vs. the person who posted it.
8.4 Students are encouraged to not overuse exclamation marks!!!!!!, CAPITAL LETTERS, or other marks of emotional reaction that may be received as yelling, etc.

8.5 On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.

8.6 During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion. Confidential client information is not appropriate in forum postings. Further, mental health related issues pertaining to you or your family members must be used with caution, if at all.

8.7 Be aware that some agency-specific information, such as descriptions of programs that have been developed or specialized treatment approaches, may potentially be a subject of copyright law. Although it is not always possible to know whether information is protected, the minimum expectation is to always identify and credit the source of information.

8.8 If the expectations in professional communication or other expectations specific to unique nature of online scholarly activities are not met, the concerning issue will be addressed with involvement of Program Director (or Academic VP, if needed or determined by the PD as requiring higher level of intervention). A student or a faculty member may raise the issue.

8.9 Any off-list communication between student and faculty will be conducted through Moodle, or redirected to Moodle if a student starts it via conventional private e-mailing.

9. **Special Project Time (SPT)**

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience, requiring at least 30 hours to complete.

SPT experiences may be constructed in such a way that they pertain to students’ unique degree plans. This is done in consultation with the course instructor.

SPT specifics for this course are posted on Moodle.

10. **Writing Guidelines including APA Format**

10.1 All written assignments in courses at the Adler Graduate School, including those submitted in on-line courses, must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (6th edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).
10.2 Strict APA publication rules in Online Peer Discussions might prove difficult, if not impossible, to maintain. Following the “letter” of the Manual (i.e., not using “I”, or passive voice, keeping proper margins, or complying with headings requirements) may be either difficult or counterproductive in forums such as peer discussions. However, it is still important to adhere to the “spirit” of the APA Manual (i.e., grammar, orderly presentation of ideas, reducing bias in language, and presenting scholarly statements and arguments).

10.3 Prior to submitting a response, please proofread carefully. Grammar and spelling errors may make your response difficult for other students to appreciate.

10.4 Please keep in mind that, while the internet offers a lot of exciting and up-to-date information, not all internet sources are considered scholarly. For example, Wikipedia is not an academically peer-reviewed source. Rather, it is an “anybody-reviewed” source and, therefore, can’t be used in presenting your argument in AGS classes-related tasks.

11. **Attendance and Participation Policy**

Since courses are structured according to an intensive five-week format, regular and punctual attendance is of prime importance. Students are **expected to attend all class meetings**. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using the e-mail or phone information provided at the end of this syllabus.

Most courses are divided into **nine units**. **One unit is equal to** one evening class session, ½ of a weekend day session, one unit/posting in an online class or, roughly, 3 ¾ hours of class time. If a student **misses** more than 2 class units, the decision whether to allow a grade or issue a retake is left to the discretion of the instructor. Students who miss four class sessions will automatically receive a grade of NC (No credit) for the class and are expected to retake the class at full price.

In **online classes**, the student fulfills the class session or unit by complying with posting and other submission deadlines.

It is the instructor’s prerogative to allow or not allow make up work or to deduct points or issue a lower grade based on missed class sessions.

Specific courses may have **additional attendance requirements** based on the structure of the course. Those specifics are listed here:

11.1 **At the beginning of each course**, please complete or update your student profile on Moodle and get familiar with your classmates and the instructor by visiting their profile information.

11.2 **You are expected to attend all the course learning activities**. In the AGS asynchronous on-line courses, you attend the class by complying with posting and other submission deadlines.

11.3 In most of the courses, you will have two deadlines per week during the five weeks of coursework. For each week, and in conjunction with on-line instruction and other learning activities, your course instructor will announce two discussion questions or
topics corresponding with two of the units in the course outline. The questions will appear in Moodle each Monday morning at least two weeks in advance for the five weeks of coursework. You will have until Tuesday night (11:59 PM CST) for the first question and Friday night (11:59 PM CST) for the second question to submit your original response.

11.4 Your original response will be at least 350 words, with at least one scholarly reference. Through discussions supported by in-text citations and other references, your response will reflect critical thought related to the topic and specific assignments for that unit.

11.5 Typically, you will then have until Wednesday night (11:59 PM CST) and Saturday night (11:59 PM CST) to respond to at least two of your classmates’ postings for each question (four responses per week). You will see occasional variations from that common practice, depending on specific needs in your classes. Your course instructor will provide you with more specific information.

11.6 You can post your peer responses at any time between Monday and Wednesday (for discussion topic One) and between Friday and Saturday night (for discussion topic Two), but not before you post your original response. Your course instructor will acknowledge your participation and will grade the quality of it by responding to your original posting, whether individually or in a summary format.

11.7 It is the AGS attendance policy that student have to attend at least 80% of the class sessions in order to be eligible for a letter grade. Online attendance is posting on time. Not complying with posting deadlines or not posting at all will be counted as a missed class.

Questions or appeals about the implementation of the attendance policy may be directed to the Academic Vice President.

12. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged.

As with other AGS courses, in this course, individual students must determine for themselves the level of personal disclosure/intimacy that is appropriate for them.

Faculty members and students do not disclose confidential, personally identifiable information concerning their clients, students, research participants, organizational clients, or other recipients of their services.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available on Moodle main page.

13. Academic Integrity Policy
Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- **Cheating** - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.

- **Fabrication** - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- **Facilitating academic dishonesty** - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

- **Plagiarism** - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

14. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

15. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with you. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

16. **Instructor Contact Information**

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