

Argosy University SF Bay Area
Human Development and Learning (PC 6025)

Fall 2009 09/08-12/19

Course Syllabus	
Course Title: Human Development	Office Hours: M,T 2:00-3:00; Wednesdays 10:30 -12:30 or by appointment
Instructor: Romana A. Norton, Ph.D.	
Email: rnorton@argosy.edu	
Phone: 510.217.4746	Office # 210

**This syllabus is subject to change throughout the course. Students will only be notified
when a significant revision has been made to the syllabus.**

Argosy Communication:

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

Final Date to Drop the Class:

To receive a “W” grade a student must officially drop this class by the date listed below that corresponds to this course’s term and length. Students may not withdraw from this course after this date. If a student chooses to discontinue course work after the final drop date, the student may receive an “F” grade for the course.

Fall Session I (7.5 week courses): October 11, 2009

Fall Session II (7.5 week courses): December 2, 2009

Fall Full Term (15 week courses): November 14, 2009

Required Texts:

1. Lives Across Cultures, 4/E ISBN-10: 020549475

Gardiner and Kosmitzki

2. Theories of Development, 5/E ISBN-10: 0131849913

William Crain

3. Reader. Copy Central.

Recommended Text:

APA Publication Manual, 6th Ed.

Other Required Materials:

1. I will assign several films throughout the course. I strongly recommend that you acquire a Netflix's membership or obtain access to a progressive video store. A few of the assigned films can be found in the Argosy library.

Description:

This course was designed to provide you with a theoretical and topical overview of human development and learning. One of the major purposes of this course is to introduce you to the basic developmental similarities common to all human beings. We will explore human chronological growth from the perspectives of biological, environmental, social, cultural, and psychological factors. We will explore the major traditional theories (and theorists) in the field of development (e.g., Piaget, Erikson) and how these theories help explain child and adult psychological functioning.

Another major purpose of this course is to introduce you to individual and group differences in development including the ways in which SES, gender, race, ethnicity, sexual orientation, and cultural factors influence human development. The theories underlying traditional developmental psychology are rooted in Western, industrial society and are therefore, to a large degree ethnocentric. Although these theories contend that they are universally applicable, they were based on observations and experiments involving a very narrow range of samples, usually European and European American children from middle-class sociocultural backgrounds (Segall, Dasen, Berry, & Poortinga, 1999, p. 53). There are in fact universal (etic) and culture-specific (emic) developmental processes and outcomes. An important goal of this course is to bring a cross-cultural dimension to the study of human development. In the 21st century, understanding and interacting with people of diverse cultural backgrounds will be a prerequisite for success in the family, school, workplace, and society. This class will help you develop an appreciation for, and sensitivity to, the cultural similarities and differences in human development. Towards this end, developmental theories and concepts will frequently be applied to real-life situations so that you will be better able to apply these theories and concepts in the real world.

Student Meetings. One of the most common comments that I get from students after any course is that they would like more **formative** and **summative** feedback. Formative feedback provided mid-term. Summative feedback is feedback provided near the end of class usually in the form of a final “summary” grade. I will provide you with both.

Course Objectives. At the end of this course students will be able to:

1. Identify and discuss the major theories and controversies in the field of human development.
2. Assess the research on the effects of cultural and social differences on development.
3. Identify the changes in growth and development in physical, cognitive, social, emotional, moral, and personality structures and functions throughout the lifespan.
4. Understand the research on the effects of transition, change, and stress on the processes of development and learning during the lifespan.
5. Discuss deviations and disorders that lead to developmental dysfunction and/or stem from developmental dysfunction.
6. Discuss contemporary social issues and controversies relevant to the field of human development.

Method of Instruction:

This course will be delivered in a graduate seminar format and will include lectures, group discussion, media presentations, and experiential exercises combined with text and article readings. **Journal and chapter articles** will supplement text readings and lectures and will be announced weekly.

Library Orientation. As a student of psychology, you are expected to become proficient in research review and writing. As such, you will be provided a library orientation on the first day of class. An Argosy librarian will familiarize you with the Argosy online library and how to peruse and obtain research online.

Lecture & Readings. Lectures are intended to supplement and/or reinforce the other required reading. You will be reading from the two texts as well as from journal articles. This is a *seminar-style class*—this means that you will be surveying the literature on human development and then discussing it. **Don't expect the material to flow like an undergraduate text book.** You will gain a good understanding of a week's topic only after you have read and "digested" all of the materials.

Group Work: You will be assigned to one of several groups. Your group will be assigned weekly discussion topics. These weekly discussions are designed to help you and your group members come to a collective understanding of critical concepts in the field of human development. The group will be given a small amount of class time to

discuss the topic and organize the groups approach to the topic. During the following meeting, the group will briefly present the topic to the class. **You will also be required to write a brief reflection paper on the topic—these help document your *unique contribution to the group*.**

In addition, I would like you to think of your group members as *support resources*. You are encouraged to *consult* with group members on all projects, including your homework assignments and major project. Nevertheless, I expect all work to be *original*. That is, you can consult with your group members but I have a **zero tolerance policy for plagiarism** and cheating (e.g., sharing answers). If I find striking similarities between papers, at best, I will give an alternate version of the assignment, at worse I will give you a failing grade.

Homework. You will be assigned individual homework assignments. They will become available to you at least one week before their due date. These assignments have been designed to help you understand key developmental theories and concepts. As the course progresses, the assignments will become more comprehensive, that is, they will begin to incorporate earlier concepts and theories. In this sense, the assignments will become progressively more difficult. If you are keeping up with the reading and posts this will not be difficult for you.

Films. You are required to watch several films in this course. I recommend that you get them on Netflixs, the library, Argosy, or your finer (read, progressive) video stores. We will watch a few of these films in class—at least as much as we can. Several you will watch on your own. Films that you will definitely watch include:
The 7-Up Series (Seven Up And 7 Plus Seven, 21 Up, etc)

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Secret of the Wild Child

A variety of “You Tube” videos (some shown in class)

Due Dates. All homework assignments, including group discussion topics are due by the next class period. **No late assignments will be accepted.** If you fail to submit work by its due date, you will not receive credit for that assignment. If you are absent during a group discussion presentation you will receive an F for the group discussion assignment.

Requirements:

- 1. Research Project.** See the instructions for the Research Project below. **You are required to submit a short paper proposal.** The proposal **MUST** include your interviewees' responses to the interview questions, a brief summary of the developmental topics and theories you anticipate discussing in your paper and **two references** (the references should also be cited within the body of your paper). **The due date of the rough draft is either November 2nd or November 3rd.** The final paper must include at least **5 references**, three of which must come from journal articles. **The paper must be written in APA-style.** **The final paper is due on the last day of class. (Research Project=30).**

Project: An Interview with a Child and her Parents

You are to interview a child between the ages of 4 and 10 years **and** his or her parents. If you can, interview a child between 5 and 8. It is best **not** to interview a child who is close to you—not a brother or sister or your own child. In addition, do **NOT** interview a child or parents who you know are dealing with unique issues.

You must obtain parental permission before beginning the interview. Write a simple permission form that informs the parent of the purpose of the interview and an example of the types of questions and tasks you will be asking the child to complete. Inform them of what the kinds of questions they will be asked to answer (e.g., I will ask you general questions about your child rearing practices). Have them sign the permission slip and date it. Also inform the parents that neither the child nor the parent will be identified in any way in your paper. Use a pseudonym in your paper and do not include specific information regarding their residence. For instance, you should just state their general location (e.g., Northern California or the West coast).

Clinical Tasks

1. Drawings. Ask the child to draw whatever she wants. Then, if she hasn't drawn a family, ask if she would draw one. You might also ask for separate drawings of a house and a tree.
2. Animal preference. Ask, "If you were to be an animal, which would you most like to be? Why? Which animal would you most not like to be? Why not?"
3. Recent dream. Ask the child to describe a recent dream.
4. Three wishes. "If you could have three wishes, what would they be?"
5. Likes and dislikes. "What things do you most like to do? Why? What do you not like to do? Why not?"
6. Friends. "Of all the children you know, who do you like best? Why? Who else? Why? Are there any children you really don't like? Why?"

Developmental Tasks

1. Conservation of continuous quantities (water). (see footnote 1)
2. Conservation of length. (see footnote 2)
3. Participation. Ask, " Why does it get dark at night?" (see footnote 3)
4. Moral judgment: Tell about two girls, Alice and Judy. One day when her father was out, Alice decided to help straighten her father's desk, but she made a large ink spot. One day when Judy's father was out, Judy thought it would be fun to play around at her father's desk, and she made a small ink spot. Which girl did worse? Why? (see footnote 4)

Parent Interview

(Questions 2 and 3 below were originally designed for mothers, but with slight adjustments the questions can be asked of the fathers, too.)

1. First, I would like to ask you some background information. How old is ____ child's name)? What grade in school is she (he) in? Does she have brothers and sisters? How old are they? Would you please tell me your occupation and that of your husband (or wife?). What are your ethnic backgrounds? Do you have religious affiliations? What are your ages? (This background information needs to be asked of one parent only.)
2. Now I'd like to get a picture of how ____ is being brought and what you considered important. (see footnote 5)
 - (a) Did or Do you allow ____ to sleep with you?
 - (b) Can you explain your decision? How you developed it?
3. What behaviors and values are you instilling in your girl/boy?
 - (a) What behaviors do you feel are appropriate for girls/boys?
4. What do you think about spanking a child when he or she misbehaves? Can you tell me what you think the best kind of discipline is for a young child? How did you come by that perspective?
5. Now I'd like to get a picture of ____'s current social life. How many friends does ____ have? How many close friends? Is she a sociable child?
6. What are some of things ____ most likes to do?
7. What are some things ____ doesn't like to do?

Write-Up

1. **Description of the child and parents.** Write a few sentences giving the age, gender, ethnic background, and birth order of the child. Briefly note her general appearance and behavior. Also describe the ages, occupations, ethnic backgrounds, and religious affiliations of the parents, and give a brief description of their appearance and temperament. For example:

“Mariana is a thin, perky, 5-year-old Latina with a ready smile. She has one sibling, a 3-year-old brother. Her mother, Maria, is a 35-year-old businesswoman who owns her own print shop. She has a sunny disposition. Mariana’s father, Alejandro, is a 36-year-old engineer who works for a large firm. He’s tall and has an elegant appearance. Both parents are of the Catholic faith.”

Speculate about how the child is being socialized within the family and perhaps outside of the family by the greater culture. Base your speculations on the parent interview.

2. **Method.** Provide a brief description of the tasks you administered.

3. **Results.** Write two or three pages describing the child’s responses to your tasks and questions. For example, “On the conservation of water task, Susan said the taller glass now had more water, indicating a lack of conservation.” (Do say, as in this example, what the Piaget tasks indicated in terms of conservation, participation, and moral judgment reasoning (consequences vs. intentions.) Similarly, give brief summaries of the clinical tasks. For instance, “On the clinical material, Susan responded in the following way. To the dream question, she told of a big monster that came in her mother’s room. Her drawings also were of monsters....”

Also summarize the parent interview, pointing to some highlights. Refrain from interpretation of the clinical material in the Results section, and only interpret the Piaget material in terms of the conservation, participation, and moral judgment reasoning. **Do not yet** consider the child’s overall stage or level.

4. **Interpretation.** This is where you pull things together and give your own interpretations. Talk about the Piaget tasks in general. What seems to be the child’s general stage? Is she primarily at the preoperational level? The level of concrete operations? Somewhere in between? Explain how the child’s responses lead to your overall conclusion with respect to Piaget’s stages. With regard to the question pertaining to morality, assess the child’s answer with an eye to Kohler’s model as well. Where appropriate, show how cultural factors might be influencing the child’s cognitive development (e.g., bilingualism).

Next, pull together the clinical material. As you look over all the responses, what seem to be the child’s major concerns and feeling? What are her attitudes toward her family and friends and the world in general? Do you see any themes appearing in the various responses (for instance, a concern for violence in the drawings, dream, and other material)? Do you see any relationships between the parents’ attitudes and those of the child?

Please type your write-up. I recommend that you take notes rather than tape-recording their interviews. If you tape record, they will need special permission from the parents to do so, and you will need to transcribe the tape, which is simply too tedious for this project.

Footnotes

1. I recommend the version of conservation of continuous quantities described on pages 123-124 in the textbook. The child is presented with two glasses of equal amounts of water, A1 and A2, and asked, "Does one glass have more water than the other, or do they both have the same? Why?" Then A2 is poured into P (a wider, shorter transparent container—like a plastic bowl). The child is asked the same question. Finally, the water is poured back, and the child is asked the same question again.

2. To administer conservation of length, students can present the child with two unsharpened pencils, arranged horizontally and parallel, with the ends aligned (see a., below). The student then asks the child, "Is one pencil longer than the other or are they both the same length? Why?" The student then moves one pencil forward, about a third of a pencil length (see b., below), and asks the same question. Finally, the student moves the pencil back to the original position (c.) and asks the same question again. (See Voyat, G.E., Piaget systematized. Hillsdale, NJ: 1982, pp. 36-37).

a. _____ b. _____ c. _____
_____ _____ _____

3. The preoperational child usually says it gets dark "so we can sleep." Piaget called this response participation because the child assumes everything participates in her own life. Participation reflects egocentrism; the child fails to distinguish between her own needs and the working of the rest of the world (see Piaget, J., *The child's conception of the world*, Paterson, NJ: Littlefield, Adams & Co., 1963, pp. 12, 2910293, 1247-168, 356).

4. This moral judgment question taps the consequences/intentions dimension summarized on page 152 in the text. You should assess moral judgment using Kohler's model.

5. Questions 2, 3, and 4 are adapted from the classic study by Sears, R.R., Maccoby, E.E., and Levin, H., *Patterns of child rearing*. Evanston, IL: Row, Peterson, and Co., 1957.

2. Group Discussion: You will be assigned to one of several discussion groups. Weekly discussion topics will be assigned to each group. Your group will be given class time each week to review the discussion topic, organize your thoughts on the topic, and present the groups' thoughts to the class. **(Group Discussion= 30%)**

- 3. Homework Assignments.** As previously discussed, you can expect weekly homework assignments. Please answer the questions fully. Cite at least one of your texts and/or a journal article. In other words, cite at least two reading assignments within the body of your paper and at the end of your assignment in a reference section. **You should ALWAYS use APA-style.** You will be provided an introduction to APA style by the Argosy librarians during a library orientation. **(Homework = 40%)**

Extra Credit Opportunities will be offered throughout the course—stay tuned.

Policies

1. **Late Work.** No late work will be accepted.
2. **Incompletes.** An incomplete grade (I) will be assigned only if two conditions have been met. First, the student must have completed the majority of course work, written assignments and examinations, and earned a grade of B- or better. Normally, a grade of I will be given only when there has been class attendance and participation until at least the last three weeks of the semester. Second, documented evidence must be submitted to substantiate the fact that course completion was prevented because of personal problems, such as a medical or family emergency. Failing to attend or to complete the course, whether due to negligence or indifference, will result in a grade of F unless there has been an official course withdrawal. If an I is assigned, completion of all course work is the responsibility of the student. All course work must be completed within one semester following the semester that the I was given.
3. **Academic Dishonesty/Plagiarism.** In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism. Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

4. **Scholarly writing:** The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You are responsible for maintaining an electronic copy of any work submitted, because you **will** be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Grading Criteria

Grades are determined by:

- 1) Research Project: 30%
- 2) Group Discussion 30%
- 3) Homework Assignments: 40%

Research Project/Homework Criteria for Evaluation

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
Introduction	Overview, significance, topic and organization well identified	Overview, significance, topic, and organization adequately identified.	Overview, significance, topic, and organization somewhat identified.	Overview, significance, topic, organization not identified.
Body and Conclusions	Articulates position in a well-arranged manner where each section develops topic; meets all requirements of assignment; discernment between facts and opinions; opinions supported by facts, theories, examples, quotations; synthesis of research; clear,	Articulates position; most sections develop topic; meets most requirements of assignment; mostly discerns between opinions and facts; opinions supported by some facts, theories, examples, quotations; some	Writing not arranged logically; fails to meet requirements of assignment; little discernment of facts and opinions; opinions not supported by facts, theories, examples, quotations; minimal synthesis of research; much use of jargon,	Writing lacks semblance of logical organization. Grammatical and editing errors distract or impair readability.

	simple, professional style free of jargon, empty, pretentious words, grammatical or editing errors, and redundancy; full use of transitional terms	synthesis of research; some use of jargon or empty or pretentious or idiomatic words; some repetition of words and/or ideas; some grammatical or editing errors; some use of transitional terms	empty, pretentious, and idioms, repetition of words and ideas; grammatical or editing errors, little or no use of transitional terms	
References	Correct application of APA guidelines to acknowledge sources with citations and references	Mostly correct application of APA guidelines to acknowledge sources with citations and references	Mostly incorrect application of APA guidelines to acknowledge sources with citing and references	Little or no application of APA guidelines
Research Notes	Notes from 4 research references with page numbers specified	Notes from 4 research references	Notes from less than 4 research references	No research reference notes
Library Visit Questions	Complete and detailed notes of library visit	Mostly complete and detailed responses to library visit	Missing details to responses to library visit	Little or no responses to library visit
Research Project Criteria Self-evaluation	Research Project Criteria highlighted in italics			Research Project Criteria not submitted

Class Participation

Complete a self-evaluation of your Class Participation using the criteria below.
Your self-evaluation of Class Participation is **DUE 8/10**.

Class Participation Evaluation Criteria

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
Personal goals	Pursues goals with high energy	Pursues goals actively and with	Pursues goals with low energy	Fails to set goals.

	and assertion.	some assertion.	and mostly with prompting from others.	
Member goals	Works toward shared goals in a highly cooperative manner (including active onsite/online attendance/ participation and timely submission of assignments). Consistently posting the first online assignment at about midweek.	Works toward shared goals in a mostly cooperative manner; at times with compliance or defiance; some missing participation/ attendance either onsite or online; Occasionally posting the first online assignment at about midweek.	Works toward shared goals mostly with compliance and defiance; missing participation/ attendance either onsite or online; Posting both online assignments on Sunday night at midnight.	Not cooperative in working toward shared goals; misses one day of onsite class
Creating climate of trust and openness	Uses active listening and responding skills which are highly facilitative.	Uses active listening and responding skills which are facilitative.	Uses active listening and responding skills which are minimally facilitative.	Uses active listening and responding skills which are destructively facilitative
Displaying sensitivity	Displays consistent sensitivity to similarities and differences with individuals from varied backgrounds.	Displays sensitivity to similarities and differences with individuals from varied backgrounds.	Displays some degree of sensitivity to similarities and differences with individuals from varied backgrounds.	Lacks sensitivity to similarities and differences with individuals from varied backgrounds.
Discussion board content	Concise; provide facts & assertions from text; clearly convey information; opinions supported by text or from personal/ professional experience.	One or two of the following: Lacking in specificity; opinions not supported by references to text and/or personal/ professional experience; not	Several or many of the following: Lacking in specificity; opinions not supported by references to text and/or personal/ professional experience; not	Missing many posts.

	Joining and building upon classmate's posts or counter-opinions supported by facts. Posts mostly free of grammatical errors.	joining and building upon classmate's contributions; counter-opinions not supported by facts; grammatical errors; missing posts	joining and building upon classmate's contributions; counter-opinions not supported by facts; many grammatical errors; missing posts	
Open to feedback	Demonstrates ability to reflect feedback; observes own defensive patterns; considers validity of feedback	Demonstrates some ability to reflect feedback; observes own defensive patterns when supported; considers validity of feedback	Demonstrates little ability to reflect feedback; minimally observes own defensive patterns; fails to consider validity of feedback	Demonstrates no ability to reflect feedback; does not observe own defensive patterns; rejects consideration of validity of feedback

Grading Scale

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 - 73
C-	72 – 70
F	69 and below

MA Counseling Program Outcome Expectancies

Program Outcome One: Professional Practice

Competency 1: Assessment and Skills

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

Competency 2: Theory

Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing

Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency 1: Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

Program Outcome Four: Ethics

Competency 1: Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision-making strategies while engaging in professional activities.

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

Competency 2: Multicultural Awareness

Examine personal values and biases, reflect on beliefs, and understand how they impact work with clients and interpersonal relationships with other students and faculty.

Competency 3: Multicultural Knowledge

Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and interpersonal relationships with other students and faculty.

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosyu.edu>.

Detailed descriptions of online resources are located at <http://library.argosyu.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosyu.edu/infolit/>

Academic Policies

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Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services.

Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request. Contact the Campus Director of Student Services at 510-215-0277.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.