



## **Syllabus**

### **EDUA/EDSR 6308: Human Growth & Development**

**Sul Ross State University**

**Fall 2025**

**Instructor:** Barbara Tucker, PhD

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**Office Number:** 432.386.0246 **Office Location:** MAB-309-G

**Office Hours:** Tues and Thurs. 12:00-5:00 and by appointment

#### **Supportive Statement**

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to reach out to me. I want to be a resource for you.

#### **CATALOG COURSE DESCRIPTION:**

A study of the life span human development from conception to death encompassing physical social and emotional theories of development. Including an emphasis on childhood and adolescence and the implications for effective academic and interpersonal experiences.

**REQUIRED TEXTS:**

Santrock, J.W. (2017). Life-Span Development (16th Ed.). New York: McGraw-Hill.

ISBN 978-1-259-55090-4

American Psychological Association (2020). The publication manual of the American Psychological Association. 7<sup>th</sup> Edition. Washington, D.C. American Psychological Association.

**DOMAINS****DOMAIN I—KNOWLEDGE OF LEARNERS****COMPETENCIES**

**Competency 001 (*Human Development and Learning*): Understand theories and processes of human development and learning as well as factors that influence development and learning.**

**CACREP STANDARDS FOR CMHC STUDENTS**

Section 2: Professional Counselor Identity Subsection

F3: Human Growth and Development

- a. Theories of individual and family development across the life span
- b. Theories of learning
- c. Theories of normal and abnormal personality development
- d. Theories and etiology of addictions and addictive behaviors
- e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. Systematic and environmental factors that affect human development, functioning, and behavior
- g. Effects of crisis, disasters and trauma on diverse individuals across the lifespan
- h. A general framework for understanding differing abilities and strategies for differentiated interventions
- i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

Section 5: Entry-Level Specialty Areas Clinical Mental Health Counseling

Subsection C2: Contextual Dimensions

- g. impact of biological and neurological mechanisms on mental

**COURSE OBJECTIVES:**

- Identify and correctly list stages of development (biological, cognitive, moral, and social) during the life cycle of the individual as proposed by various psychological theories.
- Describe the developing person at different periods in the life span.
- Identify disturbances in the developmental process along with possible reasons for these disturbances.
- List different methods of studying human behavior along with the strengths and weaknesses of each.
- Apply implications from various developmental models to counseling and/or educational processes and situations.
- Recognize the similarities and differences within and among people of all ages, cultures, and social backgrounds.
- Identify major problems of children and adolescents as they grow toward maturity and think about possible solutions based on specific developmental theories.
- Review research studies related to various aspects of human development and translate their meanings and implications for education and counseling.

**STUDENT LEARNING OUTCOMES:**

The student will be able to:

1. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential
2. Demonstrate their ability to plan, implement, and evaluate a developmental counseling program, this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, and educational needs.
3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

**COUNSELOR EDUCATION MARKETABLE SKILLS:**

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.

3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

### **DISTANT LEARNING STATEMENT:**

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint

are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

### **Required Student Responsibilities Statement**

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

### **TECHNICAL REQUIREMENTS**

To participate in this course, students will need to satisfy the following technical requirements: High-speed Internet access with standard up-to-date browsers. Students must maintain consistent and reliable access to their Sul Ross University email and Blackboard, as these are the official methods of communication for this course.

### **ACADEMIC INTEGRITY:**

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: submitting work as original that was used in whole or part for another course and/or professor; turning in another

person's work as one's own; copying from professional works or internet sites without citation. Acknowledge when using AI-generated content in assignments. Ensure AI acts as a tool to enhance learning without replacing critical thinking.

## **Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

## **Libraries**

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu/](http://library.sulross.edu/). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu).

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

## **Tutoring Center**

[The Lobo Den Tutoring Center](#) offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

### **Important Information:**

- **Drop-in and Scheduled Appointments:** Flexible options to fit your needs.
- **Hours of Operation:** Monday–Friday, 8:00 AM – 5:00 PM.
- **Workshops:** Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.

- **Location:** BWML Room 128.
- **Contact Us:** For more information or to book an appointment, email [tutoring@sulross.edu](mailto:tutoring@sulross.edu) or call (432) 837-8726.

### Looking for additional support?

- **Tutor.com** offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- **Access Tutor.com via Blackboard:** Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

ADA (Americans with Disabilities Act)

### **SRSU DISABILITY SERVICES:**

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) or [ronnie.harris@sulross.edu](mailto:ronnie.harris@sulross.edu). Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

### **Counseling**

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](https://www.timelycare.com/SRSU). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

### **SAFE ASSIGN:**

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to

Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will

click on the tab within the colored square to see the percentage of the similarity.

**Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections.** You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. **You can submit your draft study as many times as you would like.** This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

### **PARTICIPATION POLICY:**

Since EDUA/EDSR 6308 is an online course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email DAILY for the duration of the course. In order for you to remain enrolled in EDUA/EDSR 6308, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

**Each student will be expected to stay in regular communication with his/her professor and will be required to respond to emails sent to your Sul Ross email and/or telephone calls initiated by the professor within two days. If a timely response is not received, 50 points will be deducted from your overall grade. (No Excuses)**

### **COURSE REQUIREMENTS:**

Course Assignments:

#### **1. Chapter Quizzes: (30% of overall grade)**

There will be 20, chapter quizzes worth 40 points each. There is no time limit for taking each quiz but you must complete each quiz in one setting. You may not logon, logoff, and logon again. You may take the quiz only one time. You MAY NOT collaborate on the chapter quizzes. To do so will violate stated rules regarding academic honesty and you will be dropped from the course.

## 2. Discussion Board Activities: (20% of overall grade)

Chapter discussion board POSTS and RESPONSES are due by 11:59 p.m. CST on the given due date. Each chapter discussion board post is worth 20 points and each discussion board response is worth 10 points=30 points total. A response is directed towards a fellow student's posting. In other words, you are going to review a fellow student's chapter discussion board post and provide a response. Response postings must entail more than "great posting" or "good job". Although these phrases may be included, you must expand on your thoughts and present good responses. **Students must acknowledge when using AI-generated content in assignments. Ensure AI acts as a tool to enhance learning without replacing critical thinking.**

## 3. Developmental Studies: (50% of overall grade)

The developmental case studies for this course will serve as both the midterm and final exams and are worth 100 points each.

The first case study (childhood through adolescence) will serve as the midterm.

The second case study (young adulthood through older adulthood) will serve as the final exam.

### Developmental Studies:

You will write two developmental studies during this course.

The first developmental study will be written on a child/youth/adolescent. You need to have a participant for this study, someone that you can spend time with and observe. With children you will need to spend time with the actual child and parents. You may choose the developmental level (Infancy, Early Childhood, Middle & Late Childhood or Adolescence) and include multiple theories/theorists (Piaget, Bruner, Vygotsky, Erikson, Kohlberg, Bandura, etc.) which you will investigate as a part of this study.

You will provide the following information for your subject:

- I. Identifying Information;
- II. Developmental Changes (Physical, Emotional, Social, Cognitive, Language and Moral);
- III. General Assessment. Select the theories/theorists that are appropriate for your subject on which to base your assessment in each area.

*This paper will serve as your midterm examination. Please review the rubric.*

The second developmental study will be similar to the first with the exception that it will be written on an adult, but please see the rubric for additional details. You need to have a participant for this study, someone that you can spend time with and observe. You may choose the developmental level from Early Adulthood, Middle Adulthood, or Late Adulthood.



You will provide the following information as is relevant for your subject:

- I. Identifying Information;
- II. Developmental Changes (Physical, Cognitive, Personality, Careers, Work, Leisure, Relationships, Religion, Meaning in Life, Health, and Aging);
- III. General Assessment. Select the theories/theorists that are appropriate for your subject on which to base your assessment in each area. It is recommended you use several theories in regards to your analysis.

### **This study will serve as your final examination**

Example theory/theorist:

- Erickson: Stages of Identity Development
- Kohlberg: Levels of Moral Development
- Piaget: Stages of Cognitive Development
- Super: Life Stages

NOTE: The studies must be written using APA guidelines using appropriate documentation. *These are NOT opinion studies so do not use personal pronouns that refer to you.* You must analyze the development of an individual of your choosing.

You MAY NOT use your spouse or your own children as the subject of the developmental study. You MAY use a parent, grandparent, or other such relative. The developmental study must be current, you may not base your study on a previous experience. The written body of the studies should be 7-8 pages in length (Times New Roman 12 pt. font, double spaced), in addition include a cover page and a reference page, and provide specific information related to how the subject you are analyzing “fits” in the categories used for analysis (see above) according to the theory/theorist you have chosen to review.

*You must use the textbook and other supporting information to support your statements. See the Writing Rubric at the end of the Syllabus. References must be cited within the body of your studies. Studies with multiple errors and/or excessive similarity reported through SafeAssign will receive a reduction in grade.*

### **EVALUATION/GRADING POLICY:**

Note: Grades are earned based on the quality of the work completed. **Assignments submitted after due dates will receive no credit.** Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations.

A grade of “A” will not be given in this course unless the student’s writing reflects graduate level quality. See writing rubric at the end of the syllabus.

<b>Grading</b>	<b>A=100-91% B=90-81% C=80-71% D=70-61%</b>
Chapter Quizzes	30 %
Discussion Boards	20 %
Developmental Study and Final Exam	50 % (25% each)
Total	100%

Graduate students must maintain a 3.0 GPA to remain in good standing.

Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations

A grade of “A” will not be given in this course unless the student’s writing reflects graduate level quality and the written program is superior. A grade of “C” will result in the student retaking the course.

### **SCHEDULE/DUE DATES:**

All Assignments are due by 11:59pm (CST). **No late work will be accepted.**

**August 25 - Online EDUA/EDSR 6308 course officially begins.**

### **Due Wednesday, August 27, 2025 (11:59 pm)**

**Complete** Online Participation Policy Agreement posted on Discussion Board.

Must be completed before receiving credit for assignments. Include the statement that you have read and understand the syllabus.

**Complete** Confidentiality Agreement

**Introduce Yourself on the Discussion Board**

### **Module One – Due Sunday, August 31, 2025 (11:59 pm)**

**Chapters 1 and 2**

Discussions and Responses (Chapters 1 and 2);  
and Quizzes (Chapters 1 and 2)

### **Module Two – Due Sunday, Sept. 7, 2025 (11:59 pm)**

**Chapters 3 and 4**

Discussions and Responses (Chapters 3 and 4);  
and Quizzes (Chapters 3 and 4)

**Module Three – Due Sunday, Sept. 14, 2025 (11:59 pm)**

**Chapters 5 and 6**

Discussions and Responses (Chapters 5 and 6);  
and Quizzes (Chapters 5 and 6)

**Module Four – Due Sunday, Sept. 21 (11:59 pm)**

**Chapters 7 and 8**

Discussions and Responses (Chapters 7 and 8);  
and Quizzes (Chapters 7 and 8)

**Module Five – Due Sunday, Sept. 28, 2025 (11:59 pm)**

**Chapters 9 and 10**

Discussions and Responses (Chapters 9 and 10);  
and Quizzes (Chapters 9 and 10)

Work on Child Development Study

Strongly recommended to submit a draft of your Child Development Study SOON to the “DRAFT” link so that you have time to review the SafeAssign report and make possible needed revisions.

**Due, Sunday, Oct. 5, 2025, 11:59 pm-Child Development Study due**

**Module Six 19– Due Sunday, Oct. 12, 2025 (11:59 pm)**

**Chapters 11 and 12**

Discussions and Responses (Chapters 11 and 12);  
and Quizzes (Chapters 11 and 12)

**Module Seven – Due Sunday, Oct. 16, 2025 (11:59 pm)**

**Chapters 13 and 14**

Discussions and Responses (Chapters 13 and 14);  
and Quizzes (Chapters 13 and 14)

**Module Eight – Due Sunday, Oct. 26, 2025 (11:59 pm)**

**Chapters 15 and 16**

Discussions and Responses (Chapters 15 and 16);  
and Quizzes (Chapters 15 and 16)

**Module Nine – Due Sunday, Nov. 2, 2025 (11:59 pm)**

**Chapters 17 and 18**

Discussions and Responses (Chapters 17 and 18);  
and Quizzes (Chapters 17 and 18)

**Module Ten – Due Sunday, 9, 2025 (11:59 pm)**

**Chapters 19 and 20**

Discussions and Responses (Chapters 19 and 20);  
and Quizzes (Chapters 19 and 20)

Work on Adult Development Study

Strongly recommended to submit a draft of your Adult Development Study SOON to the “DRAFT” link so that you have time to review the SafeAssign report and make possible needed revisions.

**Due, Sunday, Nov. 16, 11:59 pm- Adult Development Study due**

SUL ROSS STATE UNIVERSITY  
**EDUA/EDSR 6308**  
**Advanced Human Growth and Development**  
 Fall 2025

**Calendar of Assignments and Due Dates**

Late Assignments will not be accepted for grading-You will receive a 0, no exceptions!

Assignment:	Date Due:	Time Due:	Date Completed:
Discussion Board-Online Participation Policy-Response Required	8-27-25	11:59 pm central	
Confidentiality Agreement	8-27-25	11:59 pm central	
Discussion Board-Introduce Yourself	8-27-25	11:59 pm central	
Discussion Board Chapters 1 and 2	8-31-25	11:59 pm central	
Quizzes Chapters 1 and 2	8-31-25	11:59 pm central	
Discussion Board Chapters 3 and 4	9-7-25	11:59 pm central	
Quizzes Chapters 3 and 4	9-7-25	11:59 pm central	
Discussion Board Chapters 5 and 6	9-14-25	11:59 pm central	
Quizzes Chapters 5 and 6	9-14-25	11:59 pm central	
Discussion Board Chapters 7 and 8	9-21-25	11:59 pm central	
Quizzes Chapters 7 and 8	9-21-25	11:59 pm central	
Discussion Board Chapters 9 and 10	9-28-25	11:59 pm central	
Quizzes Chapters 9 and 10	9-28-25	11:59 pm central	
Child Development Study	10-5-25	11:59 pm central	
Discussion Board Chapters 11 and 12	10-12-25	11:59 pm central	
Quizzes Chapters 11 and 12	10-12-25	11:59 pm central	
Discussion Board Chapters 13 and 14	10-16-25	11:59 pm central	
Quizzes Chapters 13 and 14	10-16-25	11:59 pm central	
Discussion Board Chapters 15 and 16	10-26-25	11:59 pm central	

Quizzes Chapters 15 and 16	10-26-25	11:59 pm central	
Discussion Board Chapters 17 and 18	11-2-25	11:59 pm central	
Quizzes Chapters 17 and 18	11-2-25	11:59 pm central	
Discussion Board Chapters 19 and 20	11-9-25	11:59 pm central	
Quizzes Chapters 19 and 20	11-9-25	11:59 pm central	
Adult Development Study	11-16-25	11:59 pm central	

**WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:**

<b>Sub-skill</b>	<b>Beginning 1</b>	<b>Basic 2</b>	<b>Proficient 3</b>	<b>Advanced 4</b>	<b>Exceptional 5</b>	<b>Score</b>
<b>Integration of Knowledge</b>	The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways	The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways	The paper incorporated knowledge from the literature in relevant and meaningful ways	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways	The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways	
<b>Organization and Presentation</b>	The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	
<b>Focus</b>	The paper's topic lacked focus and a clear direction	The paper's topic had occasional focus, direction, and purpose	The paper's topic had focus and clarity of direction and purpose	The paper's topic had effective focus and clarity of direction and purpose	The paper's topic had very effective focus and clarity of direction and purpose	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
<b>Level of Coverage</b>	The paper lacked depth, elaboration, and relevant material	The paper occasionally included depth, elaboration, and relevant material	The paper included depth, elaboration, and relevant material	The paper effectively included depth, elaboration, and relevant material	The paper very effectively included depth, elaboration, and relevant material	
<b>Grammar/ Spelling</b>	The paper contained numerous errors of grammar and spelling	The paper contained some errors of grammar and spelling	The paper contained very few errors of grammar and spelling	The paper contained only one or two errors of grammar and spelling	The paper contained no errors of grammar and spelling	

<b>References and Sources</b>	The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity	The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility	The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites	
<b>APA Style</b>	The paper did not use APA style	The paper was partly based on APA style	The paper was mostly based on APA style	The paper was based on APA style with only a few exceptions	The paper was completely and accurately based on APA style	
<b>Total Score</b>						
<b>Mean Score</b>						



Comments: \_\_\_\_\_

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Student

Name: \_\_\_\_\_ A# \_\_\_\_\_

Assignment: \_\_\_\_\_ Date: \_\_\_\_\_