George Mason University
College of Education and Human Development
Counseling Program

EDCD 525.DL2 – Advanced Human Growth and Development
3 Credits, Fall 2021
Asynchronous Online

Faculty
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Prerequisites/Corequisites
None

University Catalog Course Description
Covers human development throughout the life span, including emotional, physical, and cognitive development; and emphasizes personal adjustment and achievement.

Course Overview
This course will cover human development throughout the life span, including emotional, physical, cognitive, and social development with an emphasis on the influences of cultural phenomena on behavior. Note: There are no prerequisites for this course. However, this is Advanced Human Growth and Development and students need to have a strong working knowledge of the basic theories of human growth and development and related issues. The course involves a critique of different theories of human development, culture, lifespan processes, and the relationship and among these. The journey will generally follow a sequential approach, looking at key processes and topics in each of life's stages.

Course Delivery Method
This course will be delivered online (100% or more) using asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on **Monday, August 23rd at 7:20pm.**

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

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. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on **Monday** and finish on **Sunday**.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the

student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Course Objectives
This course is designed to enable students to do the following:
1. Critique and examine the major theories of human growth and development and their applicability across different cultures; to include, individual and family development, learning, normal and abnormal personality development across the lifespan (CACREP 2.F.3.a.; 2.F.3.b.; 2.F.3.c.).
2. Understand biological, neurological, physiological, systemic, and environmental factors that affect human development, functioning, and behavior (CACREP 2.F.3.e.; 2.F.3.f.).
3. Apply a general framework for understanding differing abilities and strategies for differentiated interventions (CACREP 2.F.3.h.).
4. Gain knowledge of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP 2.F.3.i.).
5. Understand and appreciate the complexities of culture and its influence on human growth and development (CACREP 2.F.3.f.).
6. Impact of biological and neurological mechanisms on mental health (CACREP 5.C.2.g)

Professional Standards
Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016

CACREP Standard	Course Objective Coverage	Course Activities
theories of individual and family development across the lifespan (CACREP 2.F.3.a)	This Standard is part of Course Objective #1, which is addressed in Classes 2, 3, 5, 7, 8, 9, 10, 11, 12, 13 on "Theory, Research, and Foundations" and others. (Given the nature of this Standard, it is covered in most classes.)	Assigned readings that discuss this Standard include: Chapters 1 and 2 in *The life span: Human Development for helping professionals*
theories of learning (CACREP 2.F.3.b)	This Standard is part of Course Objective #1, which is addressed in Classes 2, 3, 4, 5, 6, 7, 9, 11 on "Early Years" and others. (Given the nature of this Standard, it is	Assigned readings that discuss this Standard include: Chapters 3, 6, 9, and 11 in *The life span: Human Development for helping professionals*

	covered in many classes.)	
theories of normal and abnormal personality development (CACREP 2.F.3.c)	This Standard is part of Course Objective #1, which is addressed in Classes 2, 3, 5, 7, 8, 9, 10, 11, 12, 13 on "Middle Childhood" and others. (Given the nature of this Standard, it is covered in many classes.)	Assigned readings that discuss this Standard include: Chapters 2, 5,6,8, 10, 12, 14, 16, & 18 in *The life span: Human Development for helping professionals*
biological, neurological, and physiological factors that affect human development, functioning, and behavior (CACREP 2.F.3.e)	This Standard is part of Course Objective #2, which is addressed in Classes 2, 5, 7, 8, 9, 10, 11, 12, 13 on "The Early Years" and others. (Given the nature of this Standard, it is covered in many classes.)	Assigned readings that discuss this Standard include: Chapters 2, 5, 7, 9, 11, 13,15, & 17 in *The life span: Human Development for helping professionals*
systemic and environmental factors that affect human development, functioning, and behavior (CACREP 2.F.3.f)	This Standard is part of Course Objective #2 and Course Objective #5 which are addressed in Classes 4, 5, 7, 8, 9, 10, 11, 12, 13 on "The emerging self and socialization" and others. (Given the nature of this Standard, it is covered in many classes.)	Course activities that address this Standard include readings from *The life span: Human Development for helping professionals* (Chapters 4-15) and class lectures/discussions. Additionally, this Standard is measured as part of the Research Paper Key Assignment, which assesses KPI A.3.a.1
a general framework for understanding differing abilities and strategies for differentiated interventions (CACREP 2.F.3.h)	This Standard is part of Course Objective #3, which is addressed in Classes 5, 7, 8, 9, 10, 11, 12, 13 on and others. (Given the nature of this Standard, it is covered in many classes.)	Course activities that address this Standard include readings from *The life span: Human Development for helping professionals* (Chapters 4-15) and class lectures/discussions.
ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP 2.F.3.i)	This Standard is part of Course Objective #4, which is addressed in Classes 5, 7, 8, 9, 10, 11, 12, 13 on "Identity Development in Adolescence," "Young Adulthood" and others. (Given the nature of this Standard, it is covered in many classes.)	Assigned readings that discuss this Standard include: Chapters 4, 5, 7, 8, 9, 10, 12, &14 in *The life span: Human Development for helping professionals* Additionally, this Standard is measured as part of the Research Paper Key Assignment, which assesses KPI A.3.a.1
impact of biological and neurological mechanisms on mental health (CACREP 5.C.2.g)	This Standard is part of Course Objective #6, which is addressed in Classes 5, 7, 8, 9, 10, 11, 12, 13 on "Adolescence" and others. (Given the nature of this Standard, it is covered in many classes.)	Assigned readings that discuss this Standard include: Chapters 5, 7, 8, 9, 11, 13,& 15 in *The life span: Human Development for helping professionals*

Additional professional standards addressed in this course:

- This course addresses the following Virginia Department of Education (VDOE) School Counselor Prek-12 Competency Topic requirements: 8VAC20-543-610.2
- This course addresses the following Virginia Department of Education (VDOE) Professional Studies requirements for Prek-12 Endorsements: 8VAC20-543-140.1.a, 1.b
- This course fulfills the Virginia Board of Counseling Licensed Professional Counselor (LPC) coursework requirement (18VAC115-20-51) for "Human growth & development"

Required Texts

Broderick, P. C. & Blewitt, P. (2020). The Life Span: Human Development for Helping Professionals Plus MyLab Education with Pearson e-text -- Access Card Package (5th ed.). Columbus, OH: Pearson

Additional Readings

Zyromski, B., Baker, E., Betters-Bubon, J., Dollarhide, C.T., & Antonides, J. (2020). Adverse Childhood Experiences: A 20-year content analysis of American Counseling Association and American School Counselor Association Journals. *Journal of Counseling & Development, 98*(4), 351-362. https://doi.org/10.1002/jcad.12338

Williams, J. M., Bryan, J., Morrison, S., & Scott, T. R. (2017). Protective factors and processes contributing to the academic success of students living in poverty: Implications for counselors. *Journal of Multicultural Counseling and Development, 45*(3), 183–200. https://doi-org.mutex.gmu.edu/10.1002/jmcd.12073

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., VIA).

- **Assignments and/or Examinations**
  The following assignments are designed to guide you in accomplishing the course objectives. Late assignments, if not arranged otherwise with me, will be penalized 10% for each day not submitted. You may submit assignments via e-mail before class if you are unable to attend class on the due date. All papers must be type written in APA (7th ed.) format. Papers that are not in APA format and/or are over the page limit will be penalized and result in a grade reduction. The page limit does not include title page, abstract or references.

1. **Discussion Forums:** Students will be required to participate in a discussion forum that pertains to questions related to the different stages of development. First read the instructor's post and then post your initial response which should be no more than 150 words. Your initial post must contain relevant information from the readings. **Your initial post is due the Monday & Wednesday of the week it is due (by 5:00 p.m.), and you must respond to two of your peers by that Sunday at 5:00 p.m. You will receive instructor feedback, within 72 hours of the initial post. Some may not receive feedback but will receive points for posting. Detailed information of the due dates is provided below.**

After your primary response to the instructor's post, please read the other responses. Look for common themes or other areas of interest or inquiry. Part of your grade will be 6 based on the interaction and meaningful replies that you have with other students' contributions as well as your own response to the question.

2. **Lifespan Collage**: The purpose of this collage assignment is to demonstrate the ability to apply the knowledge gained from the major theories of human development and the changes that occur over the course of development to one's personal experiences. For this assignment, you are expected to reflect on your own life history and discuss significant people and/or key event(s) that influenced your development (physical, psychosocial, emotional, cognitive, social, cultural, environmental, personal, spiritual/moral development, culture/gender development, self-efficacy and family) from childhood through the present. Apply at least 1 of the developmental theories to explain and interpret your development. This collage should cover any cultural, environmental, or personal factors that might have influenced your course of development. Students will prepare the collage in a visual format (such as Power Point, Prezi, Padlet, or Shadow Puppet App). The collage is based on your individual experience so use photos, your own writings and artwork, drawings, pictures, etc. and should have a limited written component (no more than 200 words).

3. **My Virtual Life Adult Simulation:** My Virtual Adult Simulation is an interactive and immersive simulation that provide students with the experience of parenting a virtual child and/or then living their own virtual adult life, as they observe first-hand the effects of their decisions on individual development across the life span. The child and adult are shown in the form of "avatars" that literally age, changing in appearance from infancy through the teen years, and then from adolescence through the elderly stages of late adulthood. My Virtual Life covers physical, social, emotional, and cognitive development across every period of the life span and students have the opportunity to visualize "the whole person" at many time points in development and aging.
The adult portion of My Virtual Life is a simulation of the possible development of an individual from 18 through late adulthood. It is designed to represent the normative development of an adult in a generic American middle-class environment, depicting some common experiences and providing some variation in variables such as personality, coping, and physical changes. The responses selected by users to questions and queries about behaviors, decisions, personality, and abilities are used throughout the program to set levels of specific variables relating to dimensions of self-concept. There will be discussions on the importance of individual differences, context effects, or environmental impacts on development.

4. **Quizzes:** There will be a total of 3 quizzes given during this course. Each of the quiz format will be either multiple choice questions or written response and will be submitted via Pearson MyLab Education and grades will be uploaded to Blackboard. The quiz will be available on Pearson MyLab Education on the day scheduled on the syllabus and must be submitted by the end of that class period (i.e., 10:00pm).

5. **Final Research Paper (Key Assignment: KPI A.3.a.1; CACREP 2.F.3.f, 2.F.3.i):** You are required to write a paper that reviews current research (majority within the past 10 years; at least 10 total references from peer reviewed journals) related to a topic that impacts human growth and development. You will be asked to select a topic of interest and include findings as well as a critique of the research and its findings. The influence of culture and environment on

the topic area must also be discussed. Your paper should be structured to include an introduction, literature review section that focuses on how this topic influences the 4 domains of development (physical, cognitive, social-emotional and language), cultural considerations, and counseling implications. The text of your paper must be at least 8 and no more than 10 pages long (not including cover page, abstract and references). If needed, I will provide you with a list of possible research topics to guide your topic selection process. This paper should be written in APA style (cover page, abstract, and references included) (CACREP A.3.a.1)

For additional clarification about course requirements and assignments, please contact me.

- **Other Requirements**
  NA

- **Grading**

GRADED ASSIGNMENTS:	
Discussion Forums/ Participation	10
Lifespan Collage	15
My Virtual Life Adult Simulation	15
Quizzes	30
Final Research Paper	30
Total Points	**100**

In accordance with the George Mason University Grading Policy, the following grades may be achieved:
A [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 and below]

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

Students must adhere to program professional dispositions:
shttps://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf

Professional Dispositions Assessment

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
Basic	602, 609, 606, 601, 525, 603, 604, 656 654, 652, 658	602, 606, 609, 601, 525, 603, 604, 656 613, 611, 626	2
Intermediate	608, 750, 660, 628, 619, 610, 797	608, 751, 660, 628, 619, 610, 797	3
Advanced	792, 793	794, 795	4

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should except to achieve this rank.

- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.

- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.

- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances, this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.

- **N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

Class Schedule

Date	Discussion Content	Assignments/Readings	Course Obj. #
23 Aug 21	Syllabus Review	Discussion Postings Due	
30 Aug 21	Theory, Research, and Foundations	Chapter 1 Discussion Postings Due	1
6 Sept 21	Genetics, Epigenetics, and the Brain: The Fundamentals of Behavioral Development	Chapter 2 Discussion Postings Due	1,2,3,4,5,6
13 Sept 21	Cognitive Development in the Early Years	Chapter 3 Discussion Postings Due	1,2,3,4,5,6

20 Sept 21	Emotional and Social Development in the Early Years	Chapter 4 Discussion Postings Due **Quiz 1**	1,2,3,4,5,6
27 Sept 21	The Emerging Self and Socialization	Chapter 5 Discussion Postings Due	1,2,3,4,5,6
4 Oct 21	Cognition in Middle Childhood	Chapter 6 Discussion Postings Due	1,2,3,4,5,6
11 Oct 21	Middle Childhood through Early Adolescence	Chapter 7 Discussion Postings Due	1,2,3,4,5,6
18 Oct 21	Middle Childhood through Early Adolescence	Chapter 8 Discussion Postings Due	1,2,3,4,5,6
25 Oct 21	Physical, Cognitive, and Identity Dev in Adolescence	Chapter 9 **Lifespan Collage Due** Discussion Postings Due	1,2,3,4,5,6
1 Nov 21	The Social World of Adolescence	Chapter 10 Discussion Postings Due	1,2,3,4,5,6
8 Nov 21	Physical and Cognitive Development in Young Adulthood	Chapters 11 Discussion Postings Due **Quiz 2**	1,2,3,4,5,6
15 Nov 21	Socioemotional and Vocational Development in Young Adulthood	Chapters 12 Discussion Postings Due	1,2,3,4,5,6
22 Nov 21	Middle Adulthood	Chapter 13 Discussion Postings Due	1,2,3,4,5,6
29 Nov 21	Stress, Coping, and Life Satisfaction in Adulthood	Chapter 14 Discussion Postings Due **Quiz 3**	1,2,3,4,5,6
6 Dec 21	Late Adulthood	Chapter 15 Discussion Postings Due **My Virtual Life Adult Simulation Due**	1,2,3,4,5,6
13 Dec 21	No Class	**Final Research Paper Due**	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Counseling Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.

Assessment Rubric:

Research Paper in 525 **(Key Assignment: KPI A.3.a.1; CACREP 2.F.3.f, 2.F.3.i)**

Area Assessed	Pts.	Exceeds Standards 4	Meets Standards 3	Approaching Standards 2	Below Standards 1
1. Literature review	10	Demonstrates an exceptional understanding of research methodologies used to study human development.	Demonstrates a good understanding of research methodologies used to study human development.	Demonstrates a limited understanding of research methodologies used to study human development and assesses their validity and reliability in a limited way.	Demonstrates limited or no understanding of research methodologies used to study human development and fails to accurately assess their validity and reliability.
3. Domains of development [KPI A.3.a.1; CACREP 2.F.3.f]	10	Demonstrates an exceptional ability to research and meaningfully and thoroughly assess the impact of selected topic on the 4 domains of development.	Demonstrates the ability to research and meaningfully assess the impact of selected topic on the 4 domains of development.	Demonstrates limited ability to research and assess the impact of selected topic on the 4 domains of development.	Demonstrates little or no ability to research or assess the impact of selected topic on the 4 domains of development.
4. Theories of human growth and development [KPI A.3.a.1; CACREP 2.F.3.f]	10	Provides an exceptionally thorough and robust critique and examination of the relevant theories of human growth and development and their applicability.	Provides thorough critique and examination of the relevant theories of human growth and development and their applicability.	Provides a limited critique and examination of the relevant theories of human growth and development and their applicability.	Provides little or no critique or examination of the relevant theories of human growth and development and their applicability.

5. Culturally and developmentally specific counseling considerations [KPI A.3.a.1; CACREP 2.F.3.i]	5	Demonstrates an exceptional ability to identify meaningful and relevant culturally and developmentally specific counseling considerations, including systemic and environmental factors that affect human development, functioning, and behavior.	Demonstrates the ability to identify relevant culturally and developmentally specific counseling considerations, including systemic and environmental factors that affect human development, functioning, and behavior.	Demonstrates a limited ability to identify culturally and developmentally specific counseling considerations, including systemic and environmental factors that affect human development, functioning, and behavior.	Demonstrates little or no ability to identify culturally and developmentally specific counseling considerations.
6. Counseling Implications [KPI A.3.a.1; CACREP 2.F.3.i]	5	Demonstrates an exceptional understanding of and ability to apply ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Demonstrates an accurate understanding of and ability to apply ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Demonstrates some understanding of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Demonstrates limited or no understanding of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
7. APA and Writing Style	5	Adheres to APA format (7th ed.) and is clear, understandable, exceptionally well organized, and grammatically correct. No APA errors. Language is appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers.	Adheres to APA format (7th ed.) with only a few errors; is clear, well organized, understandable, and grammatically correct with only a few errors. Language is mostly appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers with only a few errors.	Has errors in APA format (7th ed.), lacks clarity, not well organized, and has grammatical errors. Language is somewhat appropriate for the type of paper. Adheres to some of paper requirements for page limit and headers/sub-headers.	Does not follow APA format, is unclear, is poorly organized, and has many grammatical errors. Language is generally not appropriate for the type of paper. Adheres to few or none of the paper requirements for page limit and headers/sub-headers.