

## Adler Graduate School

1550 East 78<sup>th</sup> Street  
Richfield, MN 55423

### **AGS Course 500 OL Principles of Research**

#### 1. Course Designation and Identifier

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

#### 2. Course Description

This course provides an introduction to the principles and processes of social science research. It gives students tools for understanding the process of applying the scientific method to social science issues, reading/analyzing primary sources, online and library resources and critical thinking. It also provides the opportunity to begin formulating ideas for the Master's Project and begin gathering references for it.

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

##### 3.1 Required texts:

American Psychological Association (2009). *Publication manual of the American Psychological Association, 6<sup>th</sup> ed.* Washington, DC: American Psychological Association.

Sternberg, R. J. (Ed.) (2006). *Reviewing scientific works in psychology.* Washington, DC: American Psychological Association.

*The Baloney Detection Kit* by Shermer and Linse

AGS Master's Project Manual

##### 3.2 Required Handouts (see online course forum for these resources):

Handout: Primary and Secondary Sources

Handout: Primary Databases for Social Science Research

Handout: Library Search Strategy Exercise

Handout: Professional Organizations in the Social Sciences

Handout: Writing a Literature Review

Handout: Basic APA Requirements for Academic Papers

Handout: Study Guide for Research 500

3.3 Required Web Resources:

Elementary Concepts in Statistics: [www.statsoft.com/textbook/esc.html](http://www.statsoft.com/textbook/esc.html)

TED Video: Larry Brilliant:

[http://www.ted.com/index.php/talks/larry\\_brightiant\\_wants\\_to\\_stop\\_pandemics.html](http://www.ted.com/index.php/talks/larry_brightiant_wants_to_stop_pandemics.html)

Overview of APA: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

3.4 Optional texts:

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches (2nd Edition)*. London: Sage Publications Inc.

Mann, T. (1998). *The Oxford guide to library research*. New York: Oxford University Press.

Patten, M. L. (2009). *Understanding research methods: An overview of the essentials (7<sup>th</sup> Edition)*. Glendale, CA: Pycszak Publishing.

Sherman, C. and Price, G. (2002). *The invisible web*. Medford, New Jersey: Information Today, Inc.

## 4. Competencies and Learning Outcomes

Students in this course will:

- 4.1 Learn about the purpose and process of research, especially as it relates to the field of mental health. (8a)
- 4.2 Gain a basic understanding of quantitative and qualitative research methodologies. (8b, 8d)
- 4.3 Understand the difference between primary, secondary and tertiary sources of information. (8e)
- 4.4 Be able to understand and interpret statistical findings in research articles. (8c)
- 4.5 Develop critical thinking skills for use in analyzing and evaluating empirical research studies. (8e)
- 4.6 Acquire solid investigative research skills for locating research articles both online and in print. (8c)
- 4.7 Begin the process of conceptualizing and planning for the Master's Project. (8a)

- 4.8 Learn about and connect with one or more professional organizations. (8f)
- 4.9 Have the opportunity to identify a body of literature of interest to the student and explore it in depth. (8e)
- 4.10 Understand the ethical and scholarly purpose and function of APA standards and formatting guidelines. (8f)

## 5. AGS Online Course Overview

- 5.1 AGS on-line courses have the same total duration as residential courses – 7 weeks (5 weeks of coursework plus two weeks for completing final assignments). You should expect to spend between 90 and 120 hours on all course-related activities. Your instructor will be actively available for all class activities and individual consultations for the duration of the coursework and as needed until final papers grades are submitted.
- 5.2 Your course instructor will respond to your questions or comments within 48 hours (barring unforeseen circumstances). You will be expected to observe the same response time-- replying within 48 hours. During the class, your instructor will post specific office hours on your class webpage.
- 5.3 Please stay current in the class. Generally, you will be expected to complete reading assignments, submit at least two substantive postings per week (in response to the questions and/or tasks by your instructor), and – in some cases - engage in experiential activities, per syllabus. These expectations are very general, as you will find unique teaching style and specific expectations presented in each on-line class.
- 5.4 Although you will likely find that you have a lot of experience in the discussed topics, please remember that the most convincing position is the one supported by the most current and relevant research. You will find these sources in peer-reviewed journals. Use APA style and format requirements in referencing sources.

## 6. System Requirements for *Adlermoodle* Learning Platform

- 6.1 The system requirements for the Moodle user are modest. All you really need is a solid, reliable internet connection and a modern web browser. It may help to have a 200+Mhz processor on your computer if you are running Windows or MacOS.
- 6.2 Moodle will work in any modern web browser. However, it works best in the following:
  - Internet Explorer (v5.5 or later)
  - Firefox (all versions)
  - Netscape (v7 or later)
  - Others that MAY be less effective:
    - Opera
    - Safari
    - Camino
- 6.3 Your browser should also have both cookies and javascript enabled. These are typically enabled by default, but if you think these settings might need enabling, check the

documentation for your particular browser for how to do these. Some examples are provided in the “Systems Requirements” tab on the login page of adlermoodle.com.

- 6.4 You should also enable pop-ups for your Moodle site. Consult “Help” for your particular browser on how to enable pop-ups.

**What else may I need?**

- 6.5 Many courses have Office documents that you will need to access. If you do not have Microsoft Office, you can download Open Office which allows you to view and edit MS Office files, and is available free for Windows and for non-Windows computers.
- 6.6 Some courses may have documents in Adobe Acrobat format (.pdf) so you may need a PDF reader. You can download Adobe Reader for free.
- 6.7 Some courses may have multimedia animations created using Adobe Flash that require you to have the Flash Plugin installed on your computer. You probably have it already if you have a modern computer.

## 7. Course Outline

### Week 1

7.1 Unit 1: The Purpose and Process of Social Science Research

Why do Master’s level clinicians need to know how to read and interpret research?  
 Overview of the purpose and process of research from idea to publication  
 Primary, secondary and tertiary sources of information

Unit 1 Power Point – Purpose and Process of Social Science Research

Readings: APA Manual, Chapter 1: Writing for the Social Sciences  
 APA Manual, Chapter 8: The Publication Process

7.2 Unit 2: Research Methodologies

Introduction to the Scientific Method  
 Steps in Psychology Research  
*A non-experimental correlational research study example*  
 Qualitative and Quantitative Methodology  
 Specific Types of Study Designs

Unit 2 Power Point – Research Methodologies

Readings: The Scientific Method  
 APA Appendix: JARS and MARS  
 APA Appendix: Flow of Participants through Research Study

## Week 2

### 7.3 Unit 3: Understanding Statistical Findings in Research articles

Designing experimental studies in the social sciences  
*An experimental research study example*  
Understanding and Interpreting Basic Statistical Analysis  
Structure of Scientific articles

Unit 3 Power Point – Understanding Statistical Findings

Readings: Sternberg, Chapters 1 and 2  
APA Manual, Chapter 2: Manuscript Structure  
Elementary Concepts in Statistics: [www.statsoft.com/textbook/esc.html](http://www.statsoft.com/textbook/esc.html)

## Week 3

### 7.4 Unit 4: Critical Thinking Skills in Interpreting Social Science Research

Quiz 1: Units 1-3 (10 points)  
Critical thinking skills in the social sciences  
*A qualitative research study example*  
Adlerian concepts and scientific method

Unit 4 Power Point – Critical Thinking Skills in Interpreting Research

Readings: Sternberg, Chapters 3 and 4  
The Baloney Detection Kit handout

Video: TED: Larry Brilliant  
[http://www.ted.com/index.php/talks/larry\\_brilliant\\_wants\\_to\\_stop\\_pandemics.html](http://www.ted.com/index.php/talks/larry_brilliant_wants_to_stop_pandemics.html)

## Week 4

### 7.5 Unit 5: The Master's Project and Conducting a Literature Search

Understanding and analyzing primary and secondary sources  
Review of the Master's Project  
Special Project Overview

Unit 5 Power Point – Understanding and Analyzing Primary and Secondary Sources

Readings: APA Manual, Chapter 3: Grammar and Usage  
AGS Master's Project Manual

### 7.6 Unit 6: Library Research & Interpreting Research Studies

Research databases including AGS resources  
Library research assignment

Readings: APA Manual, Chapter 4: Mechanics of Style  
Handout: Primary Databases for Social Science Research  
Handout: Library Search Strategy Exercise

**Week 5**5.7 **Unit 7: Writing a Literature Review and APA format**

**Quiz 2: Units 4-6** (10 points)

Overview of APA: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Readings: Handout: Writing a Literature Review  
Handout: Basic APA Requirements for Academic Papers

5.8 **Unit 8: Professional Organizations**

Readings: APA Manual, Chapter 6: Crediting Sources  
APA Manual, Chapter 7: References  
Handout: Professional Organizations

5.9 **Unit 9: Final Class**

Readings: Handout: Study Guide for Research 500

**Final Exam** – 80 points

**8. Assessment/Evaluation Details and Procedures**

8.1 Quiz 1: Units 1-3 (10 points)

8.2 Quiz 2: Units 4-6 (10 points)

8.3 Discussion Responses (36 points)

For **each unit** (there are 9 units in all AGS courses) choose **1 discussion question** to answer. Post your response to your chosen questions in the appropriate discussion thread in the main forum. Discussion question responses should be at least 250-350 words (see grading rubric below). Please make sure to proofread carefully. Grammar and spelling errors may impact the grading.

I expect your discussion question responses to reflect critical thought. Whenever possible, please try to relate the course content to real-world applications from your personal life and work experience, and use at least **one reference** to support your positions.

8.5 Participation Posts (10 points)

**Each week** you will also be required to post **2 substantive messages**. Substantive messages are posted in response to other individual DQ responses and other individual substantive messages. Substantive messages may include:

- Explaining why you agree or disagree (use examples to support your position).
- Relating your personal or work experiences to the topic at hand.
- Asking additional questions of your classmates.

- Making connections between the topics at hand and the readings in the text.
- Citing additional references that expand upon the topic.

Please note that both quantity and quality are important considerations when it comes to participation. For example, a message which says simply, "I agree," does not constitute participation, because it does not add anything of substance to the discussion. In order to earn full participation points, you must answer **1 DQ per unit** (that turns into 2 discussion question posts for most weeks) and add something of substance to the discussion by submitting at least **2 discussion posts throughout the week**. You will find it is much easier to keep up with this online class when you are logging in and participating regularly.

8.6 Comprehensive Final Exam (70 points)

8.7 Special Project (64 points)

The SPT in this class is designed to help you begin planning, organizing and executing your Master's Project and will include several parts.

**Additional information on your Master's Project:** The MP affords you the opportunity to select a topic of interest to you and explore it in depth. You are not expected to design and conduct original research, but rather to read, analyze, interpret and apply what others have published. You are expected to have an Adlerian perspective in your MP. The only requirement for a topic is that there are enough available primary sources (with judicious use of secondary sources) for a paper of 3 credit length (45 pages). Please read your MP manual for more details about the paper. For most students, the MP is a 9-12 month experience and requires considerable planning and organization.

**The Special Project time** for this class is designed to help you begin formulating your Master's Project by simulating the process you would use but on a smaller scale. You'll need to locate 8 articles (6 primary sources and 2 secondary sources) on a topic of interest to you (this could potentially be your MP topic). You'll need to read them several times and then answer the following questions for each article:

1. List the article information in APA reference format.
2. Describe the purpose of this article. What question(s) was it trying to answer?
3. If it is a research study summary, briefly describe the methods used.
4. Briefly describe what the author(s) concluded.
5. What are the strengths of this article?
6. What are the weaknesses of this article?
7. Overall, on a scale of 1-10 (10 being very strong, 1 being very weak) how much 'weight' should be given to this article? Consider the methods they used, the size of the sample, the measures they incorporated, the type of data they collected and the results they obtained. Explain why you gave it the number rating you did.
8. Summarize in the final section of your paper what you learned about research from this assignment, and describe how this assignment has helped prepare you for your Master's Project.

Use **Times New Roman** and 12 pt font. Include a title page and format your references in APA 6<sup>th</sup> edition format. Separate the primary and secondary sources and use headings. This paper should be 12-16 pages, double spaced including the title page.

Special Project Time papers are due exactly 2 weeks from the last day of class by midnight. Papers turned in after that date will be docked 1 point per day late up to 10 days when the paper will no longer be accepted for credit. Please understand these logical consequences for late papers. Logical consequences are a basic Adlerian principle.

Extensions on papers are granted only for significant family emergencies or personal illness. Reasons such as, “Something came up”, or “I’ve been really busy”, or “Relatives came unexpectedly”, or “My computer crashed”, etc. are unacceptable. Plan carefully and your papers will not be late.

8.8 Grading (Total Points Possible: 200)

A	90-100% (180-200 points)
B	80-89% (160 – 179 points)
C	70-79% (140 – 159 points)
R	69% or less (139 points or less)

8.9 Assignment Summary Possible Points

Quiz 1 (Units 1-3)	10
Quiz 2 (Units 4-6)	10
Discussion question posts (9 units * 4 pts)	36
Response Posts (5 weeks * 2)	10
Final exam	70
Special Project	64
<b>Total Points Possible:</b>	<b>200</b>

8.10 The weekly **discussion questions** are as follows (Choose **one per unit** to answer):

**Week 1**

Unit 1: The Purpose and Process of Social Science Research

1. Why do Master’s level clinicians need to know how to read and interpret research?
2. Share a research study with the class that you have read about or learned about in one of your psychology classes. What was the purpose of the study and what were the findings? How did this study impact your understanding or behavior?

Unit 2: Research Methodologies

1. What is the scientific method. How did it originate? What are the benefits and limitations of the scientific method.
2. What are the general steps that are taken in conducting a research study? How might they differ between qualitative and quantitative research studies?
3. What is the difference between correlational research and an experimental research study? Share an example of a correlational study that you find interesting.

## **Week 2**

### **Unit 3: Understanding Statistical Findings in Research articles**

1. Design your own basic experimental study and share with the class the steps you would take in implementing this study.
2. What are the differences between inferential statistics and descriptive statistics, give a couple examples of each.

## **Week 3**

### **Unit 4: Critical Thinking Skills in Interpreting Social Science Research**

1. Define skepticism and describe the differences between sophisticated and unsophisticated thinking.
2. What is phenomenological research. How does it differ from grounded theory?

## **Week 4**

### **Unit 5: The Master's Project and Conducting a Literature Search**

1. What are the differences between primary and secondary sources? Give examples of each. In what ways can you use a secondary source to support you in finding materials for your Special Project or Master's project?
2. Describe your preliminary Master's project. Indicate the type of MP (research, experiential or school counseling project and portfolio), state the title, describe the project and methods to be employed, state whether your project will include human subjects (if yes, describe your subjects and how they will be integrated into your project including your process for getting informed consent and collecting data). If your project will be experiential, what is your plan for a community or professional presentation.

### **Unit 6: Library Research & Interpreting Research Studies**

1. Use your Primary Databases for Social Science Research Handout and your Library Search Strategy Exercise Handout to find one research study that is very interesting to you. Post a summary of this research study that includes the following:
  - a. Question/Problem/Hypothesis of Study.
  - b. Research Method (Quantitative: Experimental, Descriptive/Non-experimental or Qualitative)
  - c. Data Collection (Survey, interview, observation) and Participant demographics
  - d. Method of Data Analysis (Correlation, Statistical Significance, Thematic Analysis, etc.)
  - e. Findings
  - f. Implications

**Week 5****Unit 7: Writing a Literature Review and APA format**

1. What is a literature review and how does it differ from a theoretical research paper. When are literature reviews needed?
2. What is the point of APA format? What do you see as the biggest advantages and challenges innate in using APA for your academic writing?

**Unit 8: Professional Organizations**

1. Review the Professional Organizations Handout and choose one organization's website to explore. Share with the class what you found, and state how you see yourself benefiting from possible membership in this organization.

**Unit 9: Final Class**

**Final Exam** – 70 points

## 8.11 Grading of discussion posts

Original discussion posts are graded on a scale of 0-4 points. Responses posted after the deadline will not be graded. You can earn a maximum of 36 points in this required activity (9 posts \* 4 points possible).

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

## 8.10 Peer Responses

Peer responses can earn 1.0 point per each peer response (with the total of 2 points per week, and a maximum of 10 points per course). Peer responses are graded on accuracy, relevance, presence of scholarly support, and delivery (including compliance with major grammar and punctuation rules and netiquette). Peer responses posted after deadline will be not be graded.

## 9. On-Line Discussions or Activities

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

Following are guidelines governing on-line discussions:

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

9.2 NEVER post to the courseroom content:

- That is known to be illegal,
- That is potentially harassing, threatening, or embarrassing,
- That might be offensive and might be received as disrespectful in any way.
- That is vulgar or sexually explicit

9.3 The tone of the exchange is one of respect for individual differences, If you disagree with an opinion expressed by a classmate or instructor, respond in a scholarly manner, arguing about the subject of discussion vs. the person who posted it.

9.4 Students are encouraged to not overuse exclamation marks!!!!, CAPITAL LETTERS, or other marks of emotional reaction that may be received as yelling, etc.

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

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

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

## 10. Special Project Time (SPT)

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience, requiring 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with a short, 2 page integrative writing component or (b) a research exercise and a short, 2 page integrative writing component.

An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment.

SPT experiences may be constructed in such a way that they pertain to students' unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students may construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

SPT specifics for this course are described above in 8.7.

## 11. Writing Guidelines including APA Format

- 7.1 All written assignments in courses at the Adler Graduate School, including those submitted in on-line courses, must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (6<sup>th</sup> edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).
- 7.2 Strict APA publication rules in Online Peer Discussions might prove difficult, if not impossible, to maintain. Following the "letter" of the Manual (i.e., not using "I", or passive voice, keeping proper margins, or complying with headings requirements) may be either difficult or counterproductive in forums such as peer discussions. However, it is still important to adhere to the "spirit" of the APA Manual (i.e., grammar, orderly presentation of ideas, reducing bias in language, and presenting scholarly statements and arguments).
- 7.3 Prior to submitting a response, please proofread carefully. Grammar and spelling errors may make your response difficult for other students to appreciate.
- 7.4 Please keep in mind that, while the internet offers a lot of exciting and up-to-date information, not all internet sources are considered scholarly. For example, Wikipedia is not an academically peer-reviewed source. Rather, it is an "anybody-reviewed" source and, therefore, can't be used in presenting your argument in AGS classes-related tasks.

## 12. Attendance and Participation Policy

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

- 12.2 You are expected to attend all the course learning activities. In the AGS asynchronous on-line courses, you attend the class by complying with posting and other submission deadlines.
- 12.3 In most of the courses, you will have two deadlines per week during the five weeks of coursework. For each week, and in conjunction with on-line instruction and other learning activities, your course instructor will announce two discussion questions or topics corresponding with two of the units in the course outline. The questions will appear in Moodle each Monday morning for the five weeks of coursework. You will have until Tuesday night (11:59 PM CST) for the first question and Thursday night (11:59 PM CST) for the second question to submit your original response.
- 12.4 Your original response will be at least 250 words, with at least one scholarly reference. Through discussions supported by in-text citations and other references, your response will reflect critical thought related to the topic and specific assignments for that unit
- 12.5 You will then have until Saturday night (11:59 PM CST) to respond to at least three of your classmates' postings. These peer responses have to be substantive. In these responses, you will bring another aspect to the discussion, find additional scholarly support for your classmate's position, reply to a group of your classmates by comparing or contrasting their stated positions, integrate your classmates' observations into your original position. In sum, an ideal peer response will bring the discussion to an advanced level and will parallel what you might observe in a live scholarly debate.
- 12.6 You can post your peer responses at any time after you post your original DQ response. Your course instructor will acknowledge your participation and will grade the quality of your posts.
- 12.7 It is the AGS attendance policy that student have to attend at least 80% of the class sessions in order to be eligible for a letter grade. Not complying with posting deadlines or not posting at all in response to a unit will be counted as a missed class.

### 13. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

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

### 14. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the

event of a second incident of academic dishonesty, suspension from the Adler Graduate School . Here are examples of academic dishonesty:

- Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.
- Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.
- Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

## 15. Nondiscrimination Clause

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

## 16. Learning Accommodations (including students with disabilities)

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

## 17. Instructor Contact Information

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