

Texas A&M University Central Texas
COUN 5304 115 / PSYC 5304 115
Human Development

Instructor: Levi McClendon, Ph.D., LPC, NCC, NCSC, Registered Play Therapist, CSC

Class Time: Asynchronous Online (Class does not meet in-person or synchronously)

Virtual: Asynchronous Online (Students complete assignments via Canvas)

Office: WH 318E

Email: lmccclendon@tamuct.edu

Office Hours: Virtual Hours – Monday 11:00 am to 1:00 pm, 3:00pm-5:00pm & Wednesday 12:00 pm to 4:00 pm; other days / times by appointment only. Please email me to set up a virtual appointment.

Student-instructor interaction:

Instructor will check email Monday through Friday between 8 a.m. and 5 p.m. and reply to student emails within 48 hours.

Emails received Saturday and Sunday will be addressed on Monday.

This is a 100% Asynchronous online course and uses the A&M-Central Texas Canvas Learning Management System

[<https://tamuct.instructure.com/>].

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Course Description

Study the development of human beings from conception to death. Analyze research and theory into physical, cognitive, social, and personality development in each of the different age groups: prenatal, infancy, childhood, adolescence, and adulthood.

Course level STUDENT LEARNING OUTCOMES (SLOs):

1. *Demonstrate comprehension and application of fundamental principles, generalizations, or theories regarding human growth and development.* Students will read information regarding theoretical concepts underlying developmental psychology. Students will demonstrate their ability to identify and recognize concepts in the reading reflections and study questions.
2. *Analyze and critically evaluate ideas, arguments, and points of view.* Students will respond to others' writing on human growth and development topics and substantiate their points of view with theory and research from the field. Students will demonstrate their ability to critically evaluate ideas in the reading reflections, and a literature review.
3. *Demonstrate skill in expressing oneself in writing.* Using appropriate APA style, students will write responses to a variety of assignments including discussions with replies, a literature review, and tests.

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

(IIF3: Human Growth and Development) Studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

CACREP Standards	Activity	SLOs
Common Core for all students:		
Counselors' roles and responsibilities as members of an interdisciplinary community outreach and emergency management response teams (IIF1c).	Weekly Assignment: Case Study	SLO1
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Weekly Assignment: Ethics of Conception	SLO2
multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Weekly Assignment Discussion: Stereotypes of Older Populations and Data	SLO1 SLO2
the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (IIF2d);	Weekly Assignment: Personal Reaction to Modern Love Episode	SLO1
theories of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b);	Weekly Assignment Discussion: Stereotypes of Older Populations and Data	SLO1 SLO2
help-seeking behaviors of diverse clients (IIF2f);	Weekly Assignment : Attachment Style Survey and Reflection	SLO1
strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	Weekly Assignment Discussion: Stereotypes of Older Populations and Data	SLO1 SLO2
Theories of individual and family development and transition across the life span (IIF3a);	Weekly Assignment: My Own Timeline	SLO1
Effects of crises, disasters, and other trauma diverse individuals across the lifespan (IIF3g);	Weekly Assignment: COPE scale completion scoring/reflection	SLO1
Systemic and environmental factors that affect human development, functioning, and behavior (IIF3f);	Weekly Assignment: Discussion of early memories	SLO1 SLO2

Biological, neurological, and physiological factors that affect human development, functioning, and behavior (IIF3e);	Weekly Assignment: Case Study	SLO1
Theories of normal and abnormal personality development (IIF3c); theories of learning (IIF3b); and	Weekly Assignment: Survey: Big Five Personality and comparison Discussion	SLO1 SLO2
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan(IIF3i).	Weekly Assignment: COPE scale completion scoring/reflection	SLO1
a general framework for understanding differing and strategies for differential interventions. (IIF3h).	Interview/Brief Literature Review of Happily married couples	SLO2 SLO3
approaches for conceptualizing the interrelationships among and between work, mental wellbeing, relationships, and other liferoles and factors. (IIF4b).	Weekly Assignment: Middle-aged adult occupational interview/discussion	SLO1 SLO2
importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. (FII8a).	Interview/Brief Literature Review of Happily married couples	SLO2 SLO3

Required Reading and Textbook(s):

American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7th ed.). ISBN13: 978143380561

Papalia, D. E. & Martorell, G. (2021). *Experience Human Development* (14th ed.) ISBN13: 9781260726602



COURSE REQUIREMENTS/METHODS OF EVALUATION

Activity	Points
Brief Literature Review	8 points
Weekly Assignments	52 points (13 x 4 points)
Celebrations of Knowing and Synthesizing (2 x 20)	40 points
Total	100 points

Grade Equivalent:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

59 - Below = F

***Posting of Grades:** Grades will be posted on the Canvas Gradebook. Grades will be posted within two weeks of assignment submission. Please check Canvas for grades and feedback on assignments.

****Late work policy:** 20% off the total grade for each day that the assignment is late. Nothing accepted after 5 days.

Course Grades:**Interview/Brief Literature Review (8 points possible)**

Objective: to investigate characteristics of individuals with happy and lengthy marriages

Type/length of activity: interviews and four- to six-page synopsis paper

Directions: Locate two couples who describe themselves as being happily married for at least 20 years. Set up a time to interview them and/or have them fill out a questionnaire that you develop regarding their marriage and each partner's personality. Develop a questionnaire that includes the following questions, as well as any others you want to include:

- How did you meet? At what age did you meet and marry?
- How many children do you have? At what age did you have children?
- Describe your educational backgrounds and occupations.
- Did both partners always work full time? Why or why not?
- How have you divided household chores in the past and at present?
- Are your children still at home? If not, how did you cope with the empty nest?
- At what stages in the marriage have you been the happiest? Unhappiest?
- How do you resolve conflict?
- What types of social outlets/hobbies does each of you have?
- Do you have common interests or very different ones?
- How large is your social circle of close friends/relatives?
- Do you have traditional or nontraditional views of gender roles?

Be sensitive to the feelings of your interview subjects. If they seem upset by a question, do not press for an answer; just go on to the next question. Following your interviews, write a synopsis that includes the following:

- The gender and age of each person you interviewed (no names; you may use initials).
- The list of questions you generated (if applicable).
- A brief life story of each of the couples, with a summary of their answers.
- Your conclusions about any common elements or characteristics of successful marriages.
- Compare your results to the video: John Gottman's "Four Horsemen of the Apocalypse" notion, which

has been presented in several *Dateline* and *20/20* TV news stories. Use the following YouTube link, <https://www.youtube.com/watch?v=1o30Ps-8is>, to identify commonalities between the Four Horsemen (problems) and antidotes to the Four Horsemen that the couples engages in.

- Gottman claims to be able to predict with 75–90% accuracy whether or not couples will remain together, based on their patterns of communication. His research findings are outlined in his book, titled *The Seven Principles for Making Marriage Work*. Compare his findings with students' thoughts about what promotes divorce and what can be done to help couples increase the longevity of their relationships.

Book Reference:

Gottman, J. M., & Silver, N. (2015). *The seven principles for making marriage work: A practical guide from the country's foremost relationship expert* (Rev. ed.). New York, NY: Harmony Books

Specifics for the paper:

The literature review should be between 2 and 3 pages long. You will need to be brief. Remember that a paragraph can be as little as three sentences. Papers must be in APA format. It is your responsibility to obtain and follow the APA Publication Manual (7th ed.). Please cite two scholarly journal articles in your paper. Like all APA papers, you need an intro, body, and conclusion. Rubric details more specific information. This assesses SLO2 and 3. ***Please note that you will NOT need an abstract for this submission. Additionally, your cover page and references will not be included in your page requirement.**

Celebrations of Knowing and Synthesizing (2x 20 points each = 40 points possible)

I do not believe in exams, but I do believe in Celebrations! Wear your party hat and get ready to celebrate what you know! We will celebrate twice. The first celebration will cover Chapters 1-12 and associated videos. Celebration II will cover material from Chapters 13-19 and associated videos.

Weekly Assignments (1 required most weeks = 13 points possible)

Each week students will complete activities that relate to the information gleaned from the course readings/videos. Weekly assignments will include but are not limited to discussions, interviews, personal reflections, completing activities with children, and case studies.

Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

September 6, 2021	Labor Day (University open and classes will be held)
October 18, 2021	Class Schedule Published for Spring Semester
December 10, 2021	Fall Semester Ends
December 10, 2021	Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)
December 10, 2021	Deadline for Fall Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee
December 10, 2021	Fall Commencement Ceremony Bell County Expo 7 pm

Week	Module	Readings/Videos	Assignments Due by Sunday at 11:59pm Unless otherwise specified (i.e., Celebration II)
Week 1: August 23 – 28	The Study of Human Development; Theory and Research;	Chapters 1-2 Weekly Required Videos on Canvas	Syllabus Agreement Assignment: Chapter 1: My Own Timeline
Week 2: August 29 – September 4	Forming a New Life Birth and Physical Development during the First Three Years	Chapters 3-4	Chapter 3: Discussion Ethics of Conception Cite at least 2 relevant codes from the ACA Code of Ethics or NAASP Code of Ethics
Week 3: September 5 – 11	Cognitive Development during the First Three Years; and Psychosocial Development during the First Three Years Coping Scale	Chapters 5-6 Attachment and Coping Article	Chapter 6 Assignment: Identifying Your Attachment Style Survey Completion COPE Scale Completion Personal Reflection connecting both Attachment scores and COPE scores
Week 4: September 12 – 18	Physical and Cognitive Development in Early Childhood;	Chapter 7	Chapter 7 Discussion: Childhood Memories

Week 5: September 19 – 25	Psychosocial Development in Early Childhood	Chapter 8	Chapter 8 Assignment: Drawing with a Young Child p. 241 (Counselor text)
Week 6: September 26 – October 2	Physical and Cognitive Development in Middle Childhood	Chapter 9	Chapter 9 Assignment: Testing Conservation for Concrete Operational Stage
Week 7: October 3 – 9	Psychosocial Development in Middle Childhood	Chapter 10	Case Study: Tim (p. 296, 299-300 (Counselor text)
Week 8: October 10 – 16	Physical and Cognitive Development in Adolescence	Chapter 11	Discussion: Children and sex education
Week 9: October 17 – 23	Psychosocial Development in Adolescence	Chapter 12	Personal Reflection: Perceptions of Parenting Style (p. 362) Counselor book
Week 10: October 24 – 30	Physical and Cognitive Development in Emerging and Young Adulthood	Chapter 13	Celebration of Knowing and Synthesizing I Chapters 1-12 Readings and Videos

Week 11: October 31 – November 6	Psychosocial Development in Emerging and Young Adulthood	Chapter 14	Survey Completion/Personal Reflection https://openpsychometrics.org/tests/IPIP-BFFM/ vs. Erikson Intimacy vs. Shame and Doubt Compare/Contrast
Week 12: November 7 – 13	Physical and Cognitive Development in Middle Adulthood	Chapter 15	Interview/of Middle Age Employment and Discussion /comparison of results to one of the following career development theories: Holland Theory of Vocational Types, Bandura Social Learning Theory, Super's Developmental Self-Concept Theory
Week 13: November 14 – 20 Class Day: November 15	Psychosocial Development in Middle Adulthood	Chapter 16	Brief Literature Interview/Review: Successful Married Couples x2
Week: 14: November 21 – 27	Physical and Cognitive Development in Late Adulthood;	Chapter 17	Discussion: Older Adults, Stereotypes, and Data
Week 15: November 28 – December 4	Psychosocial Development in Late Adulthood; Dealing with Death and Bereavement	Chapters 18-19	Watch Modern Love: Season 1: Episode 8. The Race is Sweeter Near Its Final Lap. Discussion: Personal Reaction and Connection to Text
Week 16: December 5 – 10	Celebration of Knowing and Synthesizing II		Celebration of Knowing and Synthesizing II: Due by Friday December 10th at 11:59pm. Chapters 12-19, Readings and Videos

*** This syllabus is eligible for review and can be changed with prior notice from the instructor.

Technology Requirements and Support

This course uses the learning management software: Canvas. You will need a reliable internet connection for the Asynchronous course. Wired internet is best for fast processing speed.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.aspx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](#), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](#), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability

receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index)

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OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [<https://www.tamuct.edu/compliance/titleix.html>].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/bit) website for more information [<https://www.tamuct.edu/bit>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

OTHER POLICIES

If you have concerns about copyright protection of your syllabus or course materials, consider adding the following notice

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Syllabus Receipt Confirmation and Compliance Statement

I, _____ (full name) have received, read, and agreed to comply with the attached syllabus. I agree to be held to all policies, procedures, and standards listed above. I also understand that the instructor has the discretion to change the syllabus with prior notice.

(Written Full name)

(Course #)

(Signature)

(Date)



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