

COUN/PSYC 5304 Human Development

Summer 2023

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

January 17 - May 12, 2023

This course is an online asynchronous course, which will be conducted through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Madelynn Shell, Ph.D.

Office: Warrior Hall 318H

Email: mshell@tamuct.edu

Phone: 254-501-5879

Office Hours: I am generally available for student meetings Monday through Friday 9-3. Meetings will be held online via Microsoft Teams, unless arranged otherwise. You can sign up for a time that works for you [via bookings](#) or by following the QR code. Once you sign up, you will be emailed a link to the meeting. Please feel free to contact me via email if we need to arrange an alternate form of communication.



Student-instructor interaction

Learning is best fostered when open lines of communication are maintained among students and between students and the instructor. You are always encouraged to contact me via email at mshell@tamuct.edu. I will check for messages daily M-F. I will do my best to respond to you within 48 hours. I will also create a discussion boards for you to pose general class questions to your colleagues. This is often a good place for students to help each other find the answers to course-relevant questions. Please remember to maintain appropriate decorum in these interactions. During my posted office hours I can meet with you via Microsoft Teams. If you need to meet with me outside of my regularly scheduled office hours, just let me know and we can find a time.

Participation and Attendance

In an asynchronous online class, you have flexibility as to when you choose to login to the class each week, but **you will be expected to log on at least once per week**, and generally will need to log on multiple times per week. This will keep you on track working your way through the course material, and ensures that you remain engaged in the course.

How to succeed in this class

Remember that in three credit a face to face class in the long semester, you'd spend approximately 3 hours per week in class, plus another 3 hours per week on reading, assignments, or prep work (so a total of 6 hours per week in the long semester). The same amount of time is expected in an online course. Because this class takes place over 8 weeks instead of 16, that means that you should plan to spend at least 12 hours per week on this course.

In order to succeed in this online format you need to be sure to do several things. (1) **Stay on top of the material.** Do the readings and watch the lectures early so you have plenty of time to make sure you understand. (2) **Do the assignments!** These are there to help you and are a significant part of your grade. They are your opportunity to engage with the material as we would during class time in a face to face class. (3) **Ask questions (and read the answers)!** In addition to emailing me, there is a question forum designed to help you feel comfortable asking questions and to help you learn from others' questions. Check this often to help with challenges.

If you are experiencing trouble in the course: Contact me immediately! If you are struggling with the early assignments or tests, please take the initiative to talk to me about how to make things better. Do not be embarrassed – I am here to help you.

Technology Notes

Integrating technology into academic training is important to help prepare you for the increasing demands in the educated workforce for individuals with technological proficiency. Because this is an online course, you will need to ensure you have access to the apps and programs listed below.

1. **CANVAS:** This course is conducted through the College's Learning Management System (LMS), called Canvas. To access the site, go to <https://tamuct.instructure.com/>.
2. **EMAIL:** You are *always* encouraged to contact me via e-mail with any questions or concerns that you may have. In order to help me respond effectively and efficiently to your emails, I ask that you follow a few guidelines: (1) Please send email and reply to my e-mails from your TAMUCT account. Email from other accounts often go to my junk folder. (2) Check the syllabus and Canvas first to see if your question can be answered by resources already provided. (3) Please use appropriate etiquette when you email and I will do the same in return: (a) begin with a greeting; (b) state who you are and which class/section you are in; (c) end with an appropriate signature.
<https://tamuct.onecampus.com/task/all/student-email>
3. **MICROSOFT TEAMS:** We will use Teams for any one on one or optional meetings. I recommend that you download the program or app and ensure it is working on your device before classes start. <https://tamuct.onecampus.com/task/all/teams-microsoft>.
4. **MICROSOFT OFFICE 365:** We will be doing a lot of writing in this class, and you may need to submit papers in .doc or .docx formats to ensure that your formatting is correct and you are able to receive feedback. TAMUCT provides students with free access to Microsoft Office 365 here: <https://tamuct.onecampus.com/task/all/office365-software>

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

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts. Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the SafeZone website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - a. iPhone/iPad: [<https://apps.apple.com/app/safezone/id533054756>]
 - b. Android Phone / Tablet
[<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

COURSE INFORMATION

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.

What will you learn in this course?

This class involves students from many different fields, who will be working with a diverse array of individuals. However, you have all chosen fields that focus on people and their relationships. Whether you go on to work with children, adults, or families, everyone has had a childhood that will influence their current state. With that in mind, we will be exploring some “big questions” in this course:

- A. In what way do early experiences influence who we become in adulthood?
- B. How do biological and environmental factors contribute to development and adult behaviors?
- C. Why is it important to consider the context of development, including family, socioeconomic status, culture, ethnicity and race, and historical context?
- D. How can clients’ developmental background be incorporated into therapeutic treatment approaches, and why is this important?

Throughout the class, you will have a lot of flexibility in your focus. You are encouraged to select assignment topics that will be relevant to your future practice to make the class most useful for you.

Student Learning Outcomes (SLO)

Upon satisfactory completion of this course, students will:

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 test questions.
2. *Analyze and critically evaluate ideas, arguments, and points of view.* Students will respond to others’ writing (including that of peers and experts in the field) 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 the Article review.

3. *Demonstrate skill in expressing oneself in writing.* Students will write responses to a variety of assignments including discussions each week with replies, the Article review, and tests.

MS APPLIED PSYCHOLOGY STANDARDS. This course addresses the following program learning outcomes.

1. Comprehend and apply fundamental principles, generalizations, theories (SLO)
2. Express oneself in professional writing
3. Analyze and critically evaluate ideas, arguments, and points of view

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

- 2.F.3.a. theories of individual and family development across the lifespan
- 2.F.3.b. theories of learning
- 2.F.3.c. theories of normal and abnormal personality development
- 2.F.3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- 2.F.3.f. systemic and environmental factors that affect human development, functioning, and behavior
- 2.F.3.g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- 2.F.3.h. a general framework for understanding differing abilities and strategies for differentiated interventions
- 2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

KPI 3.1. Knowledge: Demonstrate comprehension and application of fundamental principles, generalizations, or theories regarding human growth and development

COAMFTE STANDARDS. COAMFTE Developmental Competency Components

This course will address the following components to help ensure students obtain the knowledge and skill to become effective and ethical marriage and family therapists:

- Knowledge of the MFT profession
- Practice of relational/systemic therapy as a qualified behavioral/mental health provider
- Commitment to ethical practice through ethical codes of the MFT profession and pertinent regulatory bodies
- Awareness, knowledge and skill to responsibly serve diverse communities
- Development and application of research to further the knowledge and practice of the MFT profession.

Readings and article reviews in this course reflect diverse perspectives and social identities including those of marginalized groups in an effort to provide a full spectrum of understanding of human development and application to underserved populations.

NASP STANDARDS. This course addresses NASP domains 4 and 8.

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social

influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Textbook (Required):

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

American Psychological Association. (2020). *Publication Manual of the American Psychological Association (7th ed.)*. Washington, DC. —**This book is optional, but students will be expected to follow APA guidelines in their writing.**

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore.

COURSE REQUIREMENTS

Assignments and Evaluations

(a) Chapter Quizzes (18 x 5 points = 90): In order to ensure that you have read the assigned readings and have a basic understanding of the content, you will take short multiple choice quizzes on each chapter (plus the syllabus). These are primarily a learning tool for you to ensure that you understand the information, and you may take these as many times as needed.

(b) Discussion Forums (8 forums x 12 points each = 96 points): Each week, you will post on a discussion forum and respond to your classmates' posts. These posts will provide evidence that you understand and have thought critically about the material. Forum posts should be at least 6-8 sentences. Many of the prompts have multiple questions. You must answer all of the questions completely in order to get full credit. In addition, you must substantively respond to at least two others' posts in a timely manner and engage in in-depth, multi-post discussions. You can earn up to 10 points for each initial post, and another 1 point for each response (up to 2 points). Posts

will be graded on the rubric below (and it is also posted with each assignment).

Criteria	Poor	Good	Excellent
Thoroughly addresses all parts of the questions/assignments	1 points	3 point	4 points
Post clearly demonstrates reflection, critical thinking, and analysis of the topic.	1 points	3 point	4 points
Professional communication and etiquette. No spelling or grammatical errors.	0 points	1 point	2 points
Substantively responds to at least two others' posts in a timely manner and engages in in-depth, multi-post discussions	0 points	1 point	2 points

Your initial posts will be due on Friday at 11:59 pm. This ensures that others will have time to read and respond to your posts. Unless otherwise noted, **responses are due on Sunday at 11:59 pm.** Late work will not be accepted.

(c) Article Reviews (4 x 15 points each = 60 points): Four times throughout the semester you will find a peer reviewed empirical journal article (via EBSCO or other library sources) published in the last 10 years from a psychology or counseling journal with a developmental focus. Selected articles should be relevant to topics in the previous and or current modules (since the last article review). In 1-2 double-spaced pages, you will summarize the article. This summary should include information about the introduction (what they were studying and why), method (who participants were and what they did), results (what they found, how variables were related), and discussion (why is this important, implications for practice or future research). In addition, you should include one paragraph that summarizes your own reaction to the article.

This review must be original work, meaning that you based your work on your own library research and intellectual work expressly for this class. While you are encouraged to pursue topics that you have an interest and background in, it is not acceptable to recycle work completed for other courses. Furthermore, your summary must be paraphrased in your own words (i.e., direct quotes are not acceptable). APA citations could be used in-text, and an APA-style references page should be included.

(d) Reading Reflection (4 x 15 points each = 60 points): Four times throughout the semester, you will turn in a 1-2 page (double spaced) reading reflection. Reading reflections should be a description of how concepts from previous and current modules (since the last reading reflection) relate to a real world experience. As this will involve the use of "I", these reflections will not be in APA format. Autobiographical content is expected but should not be overly sensitive as confidentiality may not be maintained. Reflections are class work, and so protecting the identity of third parties is important. Do not identify other people involved in the situation used to illustrate the concept being discussed beyond generic "my brother" or "my aunt" descriptions. The reading reflections should NOT be a summary of the chapter, but rather a reflection of the

information to real life experiences. Each reflection should contain at least three terms (bolded) from the readings and relate each to real-world examples.

(e) Case Study (50 points): You will use what you have learned about development to write up a 3-4 page case study and treatment plan related to a developmental issue. The case may be real or fictional, although any names should be changed and the paper should be written in the third person (i.e., do not describe from a personal perspective). First, the case study should describe the individual's developmental challenge or need for treatment. You can identify a challenge at any point in the lifespan, and it can be a specific diagnosis, adjustment problems, environmental challenges such as divorce, etc. Next, your paper will describe the individual's developmental history, including (1) cognitive development, (2) physical development, (3) social/emotional development, (4) contexts of development (family, socioeconomic status, culture, ethnicity and race, historical context). Finally, you will propose a treatment to address the problem. The treatment must be developmentally appropriate and take into consideration the developmental history that you identified previously.

(f) Presentation: Public Awareness of Issues in Human Development (84 points): For your final project, you will develop a presentation designed to raise awareness and propose a solution for a "problem" or "concern" in developmental psychology, or a social issue related to developmental psychology. This might include things like decreasing SIDS risk, promoting early childhood education, developing ideal senior living facilities, or anything in between. The goal is to identify an issue related to human development, review the literature on what we currently know about the issue, and propose some ways in which we might "solve" the problem. You will use this information to develop a presentation targeted toward the community (you can identify a specific audience if you want) in hopes of increasing knowledge and addressing the concerns related to your issue. Your presentation will include slides and an audio narration, and should be no longer than 10 minutes. Your grade will be broken down as follows:

- a. Presentation proposal – 10 points
- b. Presentation outline and references – 10 points
- c. Submitted slides – 4 points
- d. Final presentation – 60 points

(g) Final Exam (60 points): In order to assess your comprehension of the principles and theories we have discussed throughout the course, you will have one final exam. The exam is open book and notes, and will assess content knowledge and comprehension of the material, your ability to apply the concepts that you have learned to novel problems, and analytic and critical thinking skills about the theories and research that we have discussed. The exam will cover reading and any additional materials on Canvas and will consist of multiple choice questions.

Table 1 Assignments and Point Values

Assignment	Number Due	Points Each	Points Total	Percentage
Chapter Quizzes	18	5	90	18
Discussion Forums	8	12	96	19
Article Review	4	15	60	12
Reading Reflection	4	15	60	12
Case Study	1	50	50	10
Presentation Proposal	1	10	10	2
Presentation Outline	1	10	10	2
Presentation and slides	1	64	64	13
Final Exam	1	60	60	12
			500	100%

Posting of Grades

All students' grades will be posted in the Canvas Grade Center after the assignment due date has passed. On the writing assignments, the professor will begin reading, grading, and recording grades after they are due and will have all grades posted within approximately one week. Students should regularly monitor their grades in the Canvas Grade Center, and *students should not hesitate to ask the professor about any grade or concern.*

Grading Scale

Grades are not 'given' in this course; they are earned. Students earn grades by actively utilizing course content to learn the material and by demonstrating their grasp of subject-matter content on written assignments. Grades are determined based on the percentage of points earned on each assignment and the assignment's weight toward the overall course grade.

Grade	University Definition	Percentage
A	Excellent	90-100
B	Good	80-89
C	Fair	70-79
D	Passing	60-69
F	Failing	59 or below

Grading Policies

Students are responsible for meeting the course requirements as scheduled for each module in the course calendar. Assignments will generally be due Sunday evenings at 11:59pm, unless noted otherwise. If you turn in an assignment after the due date, you will receive a grade reduction of 10% for each day it is late (with a maximum reduction of 30%). However, no late work will be accepted for assignments turned in more than 7 days past its due date. **This policy may be waived with my permission if you have a personal emergency and contact me within 24 hours of the due date.** In order to request an extension, please email me at mshell@tamuct.edu with the following information: 1. Course name and number, 2. Assignment name and due date, 3. What prevented you from completing the assignment on time, 4. When the assignment will be completed (date and time), and 5. How you will avoid the problem in the future.

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, and writing assignments are designed help you learn the material, all writing assignments should be prepared by you. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, **AI-generated submissions are not permitted and will be treated as plagiarism.** Likewise, no credit will be awarded for quoted or plagiarized material on any assignment. **Quoting or paraphrasing that closely mirrors the source (textbook or other reference material) will receive no credit even if properly cited.** Students must write original sentences conveying the information they have learned to the reader (i.e., paraphrasing) and properly cite the source of the information to receive credit for writing.

All assignments should be written in proper APA style. Students must follow the APA style guidelines provided in the Publication Manual and use online style resources provided by the American Psychological Association at www.apastyle.org.

COURSE OUTLINE AND CALENDAR

This is a *rough outline* and it will vary for a number of reasons. I recommend that you read the chapter BEFORE completing any additional class work. Initial forum posts are due Wednesdays at 11:59, and all other assignments are due on Sundays at 11:59pm unless otherwise noted.

Week	Readings/Activities	Assignments Due
Week 1 <i>June 5 - June 11</i> About Human Development	<ul style="list-style-type: none"> -Watch: Welcome and Introduction to the Human Development -Review the Syllabus -Read Chapter 1: The Study of Human Development -Chapter 1 Powerpoint -Read Chapter 2: Theory and Research -Chapter 2 Powerpoint -Watch Little Albert and Classical Conditioning -Watch Bandura's Bobo Doll Experiment -Watch Research Methods in Developmental Psychology -Read Chapter 3: Forming a New Life -Chapter 3 Powerpoint -Watch Epigenetics: Why Inheritance is Weirder than We Thought -Optional: Watch In the Womb (1 hour 45 minutes) -Watch Finding Research Articles at TAMUCT -Watch APA Style Basics 	<ul style="list-style-type: none"> -Chapter Quiz 0 (Syllabus) -Chapter Quiz 1 -Chapter Quiz 2 -Chapter Quiz 3 -Discussion Forum 1: Introduce Yourself -Article Review 1
Week 2 <i>June 12 - June 18</i> Beginnings	<ul style="list-style-type: none"> -Read Chapter 4: Birth and Physical Development During the First Three Years -Chapter 4 Powerpoint - Read The Postpartum Experience -Read The Story Behind the Apgar Score -Read SIDS Prevention Data -Read Parental Feeding Styles and Children's Weight -Read Breastfeeding and the Reality of American Moms -Watch Newborn Reflexes -Watch Stages of Crawling -Listen to Emily Oster on Infant Mortality (1 hour) 	<ul style="list-style-type: none"> -Chapter Quiz 4 -Chapter Quiz 5 -Chapter Quiz 6 -Discussion Forum 2: Maternal Mortality -Reading Reflection 1

	<ul style="list-style-type: none"> -Read US Mothers Keep Dying while Giving Birth -Read Racial Disparity in Maternal Health -Read Chapter 5: Cognitive Development During the First Three Years -Chapter 5 Powerpoint -Watch Object Permanence Demonstration -Watch Renee Baillargeon Object Permanence -Watch Infant Looking Time Habituation -Watch Patricia Kuhl: Linguistic Genius of Babies -Watch Surprising Early Gift of Gab -Read Chapter 6: Psychosocial Development During the First Three Years -Chapter 6 Powerpoint -Watch Jerome Kagan: Behavioral Inhibition -Watch Strange Situation Procedure -Watch Insecure Attachment and the Strange Situation -Watch Self Recognition -Review Parental Leave Around the World 	
<p>Week 3 June 19 - June 25 Early Childhood</p>	<ul style="list-style-type: none"> -Read Chapter 7: Physical and Cognitive Development in Early Childhood -Chapter 7 Powerpoint -Read Symbolic Thought, Heritability, and Intelligence in Childhood -Watch Egocentrism Three Mountain Task -Watch Conservation -Watch False Belief Test Theory of Mind -Watch Theory of Mind Test -Watch Private Speech Example -Watch Cognitive Development Demonstration Age 2 vs. 4 - Read Effectiveness of Pre-K -Read Chapter 8: Psychosocial 	<ul style="list-style-type: none"> -Chapter Quiz 7 -Chapter Quiz 8 -Discussion Forum 3: Universal Pre-K -Article Review 2

	<p>Development in Early Childhood</p> <ul style="list-style-type: none"> -Chapter 8 Powerpoint -Watch Gender and Children's Books -Read How Boys Develop Sexism -Watch Class Turned Around <p>Assumptions about Gender</p> <ul style="list-style-type: none"> -Watch Parten's Stages of Play -Read Corporal Punishment 	
<p>Week 4 <i>June 26 - July 2</i> Middle Childhood</p>	<p>-Read Chapter 9: Physical and Cognitive Development in Middle Childhood</p> <ul style="list-style-type: none"> -Chapter 9 Powerpoint -Watch Weight Bias at Home and School -OPTIONAL: "Sold a Story" Podcast <p>-Read Chapter 10: Psychosocial Development in Middle Childhood</p> <ul style="list-style-type: none"> -Chapter 10 Powerpoint -Read Outcomes for Children of Sexual Minority Parents -Watch Mitch Prinstein: Does Our High School Popularity Affect Us Today -Read Media Violence and Aggression 	<ul style="list-style-type: none"> -Chapter Quiz 9 -Chapter Quiz 10 -Discussion Forum 4: Emotional Problems in Childhood -Reading Reflection 2 -Case Study
<p>Week 5 <i>July 3 - July 9</i> Adolescence</p>	<p>-Read Chapter 11: Physical and Cognitive Development in Adolescence</p> <ul style="list-style-type: none"> -Chapter 11 PowerPoint -Explore Inside the Teenage Brain -Watch Sarah-Jayne Blakemore: The Mysterious Workings of the Teenage Brain -Watch Why Teens Confess to Crimes They Didn't Commit -Watch Teenage Brain is Primed for Addiction -Watch The Truth about Teen Depression -Suicide Contagion: What Were You Thinking Podcast, "After Riley" (38 minutes) -Watch Kohlberg's Theory of Moral Development Explained -Read Social Media, Smartphones, and Mental Health -Optional Watch The Body Story Teen Dreams 	<ul style="list-style-type: none"> -Chapter Quiz 11 -Chapter Quiz 12 -Discussion Forum 5: Social Media, Smartphones, and Mental Health -Article Review 3 -Presentation Proposal

	<p>-Read Chapter 12: Psychosocial Development in Adolescence</p> <ul style="list-style-type: none"> -Chapter 12 Powerpoint -Watch Teen Wolves Identity Crisis -Watch Last Week Tonight: Sex Education -Read Impact of MTV's "16 and Pregnant" on Teen Childbearing -Optional: "What Were You Thinking" Podcast 	
<p>Week 6 <i>July 10 - July 16</i> Emerging and Young Adulthood Middle Adulthood</p>	<p>-Read Chapter 13: Physical and Cognitive Development in Emerging and Young Adulthood</p> <ul style="list-style-type: none"> -Chapter 13 Powerpoint <p>-Read Chapter 14: Psychosocial Development in Emerging and Young Adulthood</p> <ul style="list-style-type: none"> -Chapter 14 Powerpoint -Read Arnett 15 Emerging Adulthood The Winding Road From the Late Teens Through the Twenties -Watch Meg Jay: Why 30 is Not the New 20 -Who Americans are Living With -Jamison Ganong 10 Stayover Relationships <p>-OPTIONAL Read: Chapter 15: Physical and Cognitive Development in Middle Adulthood</p> <p>-OPTIONAL Read Chapter 16: Psychosocial Development in Middle Adulthood</p>	<ul style="list-style-type: none"> -Chapter Quiz 13 -Chapter Quiz 14 -Discussion Forum 6: Emerging Adulthood -Reading Reflection 3 -Find and Read Presentation References (outline submitted next week)
<p>Week 7 <i>July 17 - July 23</i> Late Adulthood</p>	<p>-Read Chapter 17: Physical and Cognitive Development in Late Adulthood</p> <ul style="list-style-type: none"> -Chapter 17 Powerpoint -Watch Let's End Ageism -Watch What is Alzheimer's Disease -Watch Virtual Experience of Dementia -Read Seattle Longitudinal Study <p>-Read Chapter 18: Psychosocial Development in Late Adulthood</p> <ul style="list-style-type: none"> -Chapter 18 Powerpoint -Review the New Old Age -How We Spend Our Time 	<ul style="list-style-type: none"> -Chapter Quiz 17 -Chapter Quiz 18 -Discussion Forum 7: Improving Aging and Supporting Older Adults -Article Review 4 -Presentation Outline and References List
Week 8	-Read Ch 19: Dealing with Death and	-Chapter Quiz 19

<p><i>July 25 -</i> <i>July 28</i> The End of Life</p>	<p>Bereavement -Chapter 19 Powerpoint -Watch Grace Pastine: Death with Dignity -Watch Am I Dying?</p>	<p>-Discussion Forum 8: Big Questions -Reading Reflection 4 -Final Exam -Slides: Public Awareness of Issues in Human Development -Presentation: Public Awareness of Issues in Human Development</p>
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TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome, Firefox, Edge, or Safari browsers. Canvas will run on Windows, Mac, Linux, iOS, android, or any other device with a modern web browser. **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/>] by clicking on the “TAMUCT Online Canvas” tile. You will then log in through our Microsoft portal.

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

Canvas Support

Use the Canvas Help tab, located at the bottom of the left-hand menu, for issues with Canvas. You can search the support articles or use the Email, Call, or Chat buttons at the bottom of the support pop-up to contact the Canvas Help Desk.

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

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

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 Warrior Center for Student Success, Equity 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>]

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), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a referral](https://cm.maxient.com/reporting.php?TAMUCentralTexas), [https://cm.maxient.com/reporting.php?TAMUCentralTexas].

Drop Policy

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

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlSSO&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions 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 Records and Admissions 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.

Pregnant and/or Parenting Students Rights and Accommodations

A&M-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of [Title IX and related guidance from US Department of Education's Office of Civil Rights](#), the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](#) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. For more information, please visit [Student Affairs](#) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. If you would like to read more about these [requirements and guidelines](#) 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](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

Title IX Rights and Reporting Responsibilities

A&M-Central Texas is committed to creating a safe and open learning environment for all

students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [<https://www.tamuct.edu/compliance/titleix.html>].

Please be aware that that under [Title IX](#), [Texas Senate Bill 212](#), and [System Regulation 08.01.01](#), [<https://policies.tamus.edu/08-01-01.pdf>] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](#), [<https://www.tamuct.edu/student-affairs/student-counseling.html>], 254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

Tutoring and Success Coaching

Tutoring and success coaching services are available to all A&M-Central Texas students, both virtually and in-person.

To schedule tutoring sessions or view tutor availability, please contact Warriorcenter@tamuct.edu or visit Warrior Hall, 111.

If you have questions about these or other academic support services or are interested in becoming a tutor, please contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, email us at WarriorCenter@tamuct.edu. You are welcome to visit the Warrior Center at Warrior Hall, suite 212.

Chat live with a remote 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 Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 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. [Schedule an appointment here](https://tamuct.libcal.com/appointments) [https://tamuct.libcal.com/appointments]. 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 workspaces, 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](https://tamuct.libguides.com/index) [https://tamuct.libguides.com/index]

University Writing Center

University Writing Center: For the summer semesters, all University Writing Center (UWC) tutoring services are entirely online. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday through Thursday with additional hours Monday through Thursday nights from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

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](https://tamuct.mywconline.com/) [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.

OTHER 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](#) online

[<https://cm.maxient.com/reporting.php?TAMUCentralTexas>].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) 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 254-501-5805.