



PSYC 2314 - Lifespan Growth&Development

Fall 2026 Syllabus, Section 180, CRN 17945

Instructor Information

Fernando Navarro MA, LPC

Email: fernando.navarro@tamiu.edu

Office Hours:

Online- please message me on blackboard to set up a time to meet virtually

Times and Location

Does Not Meet Face-to-Face

Course Description

Prepares students to understand the physical, emotional, social and cognitive factors of growth and development of children, adolescents, and adults throughout the lifespan. Required for admission to the College of Education for students seeking teacher certification.

Psychology & Communication Department, College of Arts & Sciences

Student Learning Outcomes

Upon successful completion of this course, each student will:

•CO1 Recall physical, cognitive, social, and emotional changes and their influence on human growth and development during the eight (8) major life-stages.

•CO2 Define major theories and concepts related to human growth and development.

•CO3 Recognize the impact of culture and related factors on human growth and development across the lifespan.

•CO4 Summarize empirical research or literature related to human growth and development.

**Unit objectives are listed within the content section of the blackboard course.

Important Dates

Visit the Academic Calendar (tamiu.edu) (<https://www.tamiu.edu/academiccalendar/>) page to view the term's important dates.

Textbooks

Group	Title	Author	ISBN
Required	Life-span development	Santrock, J. W. (2020).	9781260571455

Other Course Materials

Required Software: This course requires the use of Respondus LockDown Browser for online exams (free download). See Respondus Instructions for additional steps and for more information visit this link from OIT: **Respondus LockDown Browser and Respondus Monitor**

Respondus LockDown Browser and Monitor Requirement

This course requires the use of LockDown Browser and Respondus Monitor (webcam) for online exams. The webcam can be built into your computer or can be the type that plugs in with a USB cable.

Watch this short video (<http://www.respondus.com/products/lockdown-browser/student-movie.shtml>) to get a basic understanding of LockDown Browser and Respondus Monitor (the webcam feature). A student Quick Start Guide (PDF) (<http://www.respondus.com/products/monitor/guides.shtml>) is also available.

Grading Criteria

Course Evaluation:

Discussions & Replies: Students will be required to participate in discussion forums. The purpose of discussions is to initiate and facilitate peer-to-peer dialogue. There will be one (1) discussion forum in each unit. Therefore, there will be a total of four (4) discussion forums upon completion of the course. Students will be required to participate in the forum as measured by a response and two (2) replies to students' or instructor's response. The content of the response or reply will reflect the student's opinion, analysis, or observation regarding the prompt/topic. Topics will be related to chapters or supplemental material designated in each unit. Remember to use proper grammar, syntax, and punctuation in all posts. Discussions will be graded prior to the next unit.

Quizzes: There will be one (1) quiz per unit; therefore, there will be a total of four (4) quizzes upon completion of the course. The quizzes will consist of an estimated ten (10) multiple choice items and ten (10) fill in the blank. Quizzes will NOT be timed. They will cover material presented in the designated unit. The purpose of the quizzes is to ensure that you are reading the assigned material and meeting course objectives. Quizzes will be graded upon completion and can be reviewed after the due date. In order to access Quizzes, students must activate and deploy **Respondus Lockdown Browser and Monitor**. Note, quizzes will auto-submit after the due date. Student's partial submissions will be graded.

Exams: There will be one (1) exam per unit, totaling four (4) exams upon completion of the course. The exams will cover material presented in the designated unit. The exams will be timed (1 hour) and consist of an estimated twenty (20) multiple choice and twenty (20) fill in the blank items. The exams are designed to measure thorough comprehension of assigned material presented in each chapter. Exams will be graded upon completion and can be reviewed after the due date. Exams also require **Respondus Lockdown Browser and Monitor**.

Article Summaries: Students will complete article summaries on a topic related to Human Development, which are due on the final class day. Students may submit the Article Summaries prior to the due date and receive feedback. Article Summaries should be supported with empirical research. A summary of three (3) research articles is required. The purpose of this assignment is to acquaint you with some of the basics of scientific writing. Being able to produce clear, well-organized short summaries of research articles will help support your future academic writing. The article summaries will increase student's ability to read, understand, and critique primary literature related to human development.

Final Exam: The final exam will encompass all material covered throughout the semester. The final exam will consist of a mixture of fifty (50) multiple choice items and two (2) essay questions. The Final Exam requires **Respondus Lockdown Browser and Monitor**.

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
8/31	Introduction	Course Introduction and Syllabus	August 28
9/7	Discussion 1	Chapters 1-6	September 04
9/14	Quiz 1	Chapters 1-6	September 11
9/21	Exam 1	Chapters 1-6	September 18
9/28	Discussion 2	Chapters 6-10	September 25
10/5	Quiz 2	Chapters 6-10	October 02
10/12	Exam 2	Chapters 6-10	October 09
10/19	Discussion 3	Chapters 11-15	October 16
10/26	Quiz 3	Chapters 11-15	October 23
11/2	Exam 3	Chapters 11-15	October 30



11/9	Discussion 4	Chapters 16-20	November 06
11/16	Quiz 4	Chapters 16-20	November 13
11/23	Exam 4	Chapters 16-20	November 20
11/30	Literature Review	Literature Review	November 27
12/7	Final Exam	Final Exam	December 2- December 6

Core Curriculum Learning Outcomes

[REMOVE the Core-Curriculum Learning Outcomes which do NOT apply to this course. **Please don't forget to remove these instructions.**]

Core-Curriculum Learning Outcomes:

1. **Critical Thinking Skills (CT)** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills (COM)** - effective development, interpretation and expression of ideas through written, oral and visual communication
3. **Empirical and Quantitative Skills (EQS)** - manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. **Social Responsibility (SR)** - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
5. **Personal Responsibility (PR)** - ability to connect choices, actions and consequences to ethical decision-making

University/College Policies

Please see the University Policies below.

COVID-19 Related Policies

If you have tested positive for COVID-19, please refer to the Student Handbook, Appendix A (Attendance Rule) for instructions.

Required Class Attendance

Students are expected to attend every class in person (or virtually, if the class is online) and to complete all assignments. If you cannot attend class, it is your responsibility to communicate absences with your professors. The faculty member will decide if your excuse is valid and thus may provide lecture materials of the class. According to University policy, acceptable reasons for an absence, which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Students are responsible for providing satisfactory evidence to faculty members within seven calendar days of their absence and return to class. They must substantiate the reason for the absence. If the absence is excused, faculty members must either provide students with the opportunity to make up the exam or other work missed, or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence. Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their instructors with as much advance notice as possible.

Classroom Behavior (applies to online or Face-to-Face Classes)

In the classroom, students are expected to listen attentively, participate respectfully, and adhere to established rules. Behavior that interferes with the class lecture may result in disciplinary action, ensuring a productive and respectful learning environment for everyone. Any disputes over academic matters should be addressed calmly and constructively, ideally during designated times such as office hours or after class. If a student does not agree with a decision, they can request a meeting with the instructor to discuss their concerns in more detail. Should further resolution be needed, the student may escalate the matter to the department head or use formal grievance procedures as outlined in the sections below. (please refer to Student Handbook Article 4 (<https://www.tamtu.edu/handbook/article-04.shtml>)).



TAMU Honor Code: Plagiarism and Cheating

As a TAMU student, you are bound by the TAMU Honor Code to conduct yourself ethically in all your activities as a TAMU student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at Student Handbook (<https://www.tamui.edu/handbook/index.shtml>).

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.
 - **Caution:** Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.
 - **Caution:** Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W."
 - **Caution:** Chat groups that start off as "study groups" can easily devolve into "cheating groups." Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student's TAMU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMU Honor Council of their intent

to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.

TAMU E-Mail and SafeZone

Personal Announcements sent to students through TAMU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMU e-mail accounts regularly, if not daily. Not having seen an important TAMU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to SafeZone (<https://www.tamiu.edu/adminis/police/safezone/index.shtml>) for more information.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Office of Disability Services for Students located in Student Center 124. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Office of Disability Services for Students.

For accommodations or assistance with disabilities, contact the Disability Coordinator, Karla Pedraza, at karla.pedraza@tamiu.edu, call 956.326.2763, or visit Student Center 124.

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMU Student Handbook (URL: Student Handbook (<https://www.tamiu.edu/handbook/index.shtml>)).

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. Students who experience or observe alleged or suspected discrimination due to their pregnant/parenting status, should report to the TAMU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamiu.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMU's anonymous electronic reporting site, *Report It*, at <https://www.tamiu.edu/reportit> (<https://www.tamiu.edu/reportit/index.shtml>).

TAMU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments.



The Office of Compliance (Lorissa M. Cortez, lorissam.cortez@tamiu.edu) can assist the student and professor in working out the reasonable accommodation. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students, contact the Title IX Coordinator. In the event that a student needs a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the *TAMIU Student Handbook*.#As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOAs for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule.#Both rules can be found in the *TAMIU Student Handbook*.

For parenting-related rights, accommodations, and resources, contact the Parenting Liaison, Mayra Hernandez, at mghernandez@tamiu.edu, call 956.326.2265, or visit Student Center 226.

For pregnancy-related rights, accommodations, and resources, contact the TIX Coordinator, Lorissa Cortez, at lorissaM.cortez@tamiu.edu, call 956.326.2857, or visit Killam Library 159.

Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, TitleIX@tamiu.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt (<https://www.tamiu.edu/reportit>) and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to an "F"; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar's Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamiu.edu) (<https://www.tamiu.edu/counseling/telus/>) or from the Apple App Store and Google Play.

Distance Education Courses

Course Structure

Course Structure and Requirements:

This course is designed as a web-based undergraduate course via Blackboard. Your success in this course depends on completing assigned readings (using PowerPoints as a guide), engaging in online discussions, as well as completing quizzes, exams and all writing requirements. Measurements will be based on your ability to synthesize knowledge gained from the readings and supplemental material. Student will need to complete four (4) Units. All Units include chapters as divided in Lifespan Development. Each unit will contain one (1) discussion, one (1) quiz, and one (1) exam. In addition, students are required to engage in research and submit article summaries. At times, I may introduce supplemental readings or videos relevant to the topic(s) covered in the designated unit. This course is taught entirely online and is the student's responsibility to ensure consistent access to Blackboard. Problems with personal computers are the responsibility of the student. Learning at a distance may be a different environment for many of you. You will generally set your own schedules, participate in class activities at your convenience, and work at your own pace. You may require some additional time online during the first few weeks while you become acclimated to the online format. You may want to incorporate these tips to help you get started:

- Within the first week, become familiar with the site and how to use it. A Student eLearning (Blackboard) Orientation is available here: **Instructional Technology and Distance Education Services**

- Set a day and time each week to check the course website for weekly announcement regarding due dates, as well as class emails.

- Use the **Discussion Q&A forum**, collaborate with your peer(s), and/or join **Exam Learning Collaboratives** to discuss class content and ask questions that remain unclear.

- Remember, ask questions when you need answers!

Discussion Q&A: a discussion forum which allows students to post any general questions about the course. Both students and instructor can view and reply to posts. Please feel free to post any questions you feel may benefit the class. Otherwise, please send a direct email to the instructor. This discussion forum will be monitored through the duration of the course and students can expect a reply within 2-3 business days.

Exam Learning Collaboratives: Prior to each exam, the instructor will organize a one-hour learning collaborative via "Blackboard Collaborate Ultra." Students will have the opportunity to interact with other students and the instructor via chat and video conferencing (requires access to webcam- visit this link for info on how to borrow one from OIT). Prior to the scheduled collaborative, students can submit questions or topics related to Unit content needing further explanation and discussion. The instructor will send out an email and post an announcement regarding day, time, and other details. Be sure to test your equipment (webcam and mic) prior to the scheduled session. Exam collaborative sessions may be recorded and posted for the class to view.

Online Classroom Behavior:

Although this class is conducted entirely online, proper classroom behavior (refer to the Policies of the College of Arts and Sciences) is expected. Be aware that you are not anonymous in written submissions. It is important to consciously write your statements with a respectful voice, whether you are agreeing or disagreeing with another person's post. Remember to read and reread all submissions before making the final posting. Ask yourself, "How would I feel if someone responded to me with this statement?"

Accessibility Policy:

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodations. For more information, contact the Office of Disability Services for Students (DSS) via phone



at 956.326.2230, online at the **Disability Services for Students website**, or by visiting the staff at the Senator Judith Zaffirini Student Success Center, room 138. A link to the Disabilities Services for Students site has also been included under the "Resources" tab inside the course.

Accessibility statements of course technologies:

Accessibility at Blackboard Statement (<https://www.blackboard.com/blackboard-accessibility-commitment#B>)

Adobe & Accessibility Page (<https://www.adobe.com/accessibility.html>)

Microsoft Accessibility Statements (<https://www.microsoft.com/en-us/accessibility/#microsoft>)

Soft Chalk Accessibility Statement (<https://softchalk.com/cloud/accessibility#Softchalk>)

Course Evaluation:

Discussions & Replies: Students will be required to participate in discussion forums. The purpose of discussions is to initiate and facilitate peer-to-peer dialogue. There will be one (1) discussion forum in each unit. Therefore, there will be a total of four (4) discussion forums upon completion of the course. Students will be required to participate in the forum as measured by a response and two (2) replies to students' or instructor's response. The content of the response or reply will reflect the student's opinion, analysis, or observation regarding the prompt/topic. Topics will be related to chapters or supplemental material designated in each unit. Remember to use proper grammar, syntax, and punctuation in all posts. Discussions will be graded prior to the next unit.

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Article Summaries: Students will complete article summaries on a topic related to Human Development, which are due on the final class day. Students may submit the Article Summaries prior to the due date and receive feedback. Article Summaries should be supported with empirical research. A summary of three (3) research articles is required. The purpose of this assignment is to acquaint you with some of the basics of scientific writing. Being able to produce clear, well-organized short summaries of research articles will help support your future academic writing. The article summaries will increase student's ability to read, understand, and critique primary literature related to human development.

Final Exam: The final exam will encompass all material covered throughout the semester. The final exam will consist of a mixture of fifty (50) multiple choice items and two (2) essay questions. The Final Exam requires **Respondus Lockdown Browser and Monitor**.

Course Grade Summary

Discussion: 80 pts (4 @ 20 pts) (about 25% of final grade)

Quizzes: 40 pts (4 @ 10 pts) (about 10% of final grade)

Exams: 80 pts (4 @ 20 pts) (about 25% of final grade)

Final Exam: 60 pts (about 20% of final grade)

Article Summaries: 60 pts (about 20% of final grade)

Total Possible Points: 320

•A - 320 – 287 pts

•B - 286 – 255 pts

•C - 254 – 223 pts

•D - 222 – 191 pts

•F - < 190 pts



Turnitin Policy Or Other Types of Assignments in Other Systems

[Instructor's policy on assignments held within the Turnitin system.]

Proctoring

Respondus LockDown Browser and Monitor Requirement

This course requires the use of LockDown Browser and Respondus Monitor (webcam) for online exams. The webcam can be built into your computer or can be the type that plugs in with a USB cable.

Watch this short video (<http://www.respondus.com/products/lockdown-browser/student-movie.shtml>) to get a basic understanding of LockDown Browser and Respondus Monitor (the webcam feature). A student Quick Start Guide (PDF) (<http://www.respondus.com/products/monitor/guides.shtml>) is also available.

Download Instructions

Click the **Student Support** top-middle tab located in Blackboard. Locate the *Download Respondus LockDown Browser* module and click on the icon or link. You will be redirected to the information for Respondus LockDown Browser and Respondus Monitor. Links to download the software for PC and Mac are listed *Installing the Respondus LockDown Browser Download* section. It is **free** to download and install the software (on its own).

Once Installed

- Open LockDown Browser
- Log into Blackboard Learn
- Navigate to the test and begin

Note: You won't be able to access tests with a standard web browser. If this is tried, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the exam to continue.

Guidelines

When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:

- Select a location where you won't be interrupted.
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it.
- Turn off all other devices (e.g. tablets, phones, second computers)
- Clear your area of all external materials — books, papers, other devices.
- Remain at your computer for the duration of the test.
- To produce a good webcam video, do the following:
 - Avoid wearing baseball caps or hats with brims.
 - Ensure your computer or tablet is on a firm surface (a desk or table) — not on your lap, a bed, or other surface that might move.
 - If using a built-in webcam, avoid tilting the screen after the webcam setup is complete.
 - Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window.
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

Getting Help

Several resources are available if you encounter problems with LockDown Browser.

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues.
- If you have problems downloading, installing, or taking a test with Respondus LockDown Browser, email the TAMIU eLearning Team at elarning@tamiu.edu.

Accessibility and Privacy Statements on Course Technologies

[Information on the accessibility and privacy policies of all course technologies must be provided to the students. At TAMIU, the eLearning team has compiled a list of accessibility and privacy statement links on their website. Link to these pages and contact eLearning if any new technologies should be listed on their pages. See the following example. Customize technologies to include those that pertain to your course:]



At Texas A&M International University, we believe that all students should have equal technology opportunities in the classroom. These technologies/sites may also require user data, such as the creation of a username and password. You may find the accessibility and privacy policies of the technologies used in this class on the following pages: **Accessibility Statements and Privacy Statements**.

Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.