



**COUN 545.01W DEVELOPMENTAL ISSUES/STRATEGIES FOR COUNSELING
COURSE SYLLABUS: Spring 2019**

Instructor: Audrey Robinson, Ph.D., LPC, RPT, CSC

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Office Hours: By appointment

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Preferred Form of Communication: email

Communication Response Time: 24 hours M-F in most cases

COURSE INFORMATION

MATERIALS: textbooks, readings, supplementary readings

REQUIRED TEXTS AND/OR READING(S)

Broderick, P.C. & Blewitt, P. (2015). *The life span: Human development for helping professionals* (4th Edition). Upper Saddle River, NJ: Pearson.

Additional readings as assigned.

OPTIONAL TEXTS

American Psychological Association. (2011). *Publication manual of the American Psychological Association* (6th ed.). Washington, D. C.: American Psychological Association.

SELECTED BIBLIOGRAPHY includes, but is not limited to, the following:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Anderson, G. L. (1994). *Studying your own school: An educator's guide to qualitative research*. Thousand Oaks, CA: Sage Publications

Altekruse, M. K. (1998). *Ethical, legal, and professional issues in school counseling* (1st ed.). Denton, TX: UNT.

American Association for Counseling and Development (1997). *Ethical standards of the American Counseling Association*. Alexandria, VA: Author.

American School Counselor Association (1997). *The national standards for school counseling programs*. Alexandria, VA: Author.

Berg, I. K. (1994). *Family-based services: A solution-focused approach*. New York: W. W. Norton.

Bohart, A. C., & Greenburg, L. S. (1997). *Empathy reconsidered: New directions in psychotherapy*. Washington D. C.: American Psychological Association.

Bohart, A. C., & Tallman, K. (2003). *How clients make therapy work: The process of selfhealing*. Washington D. C.: American Psychological Association.

- Clark, A. J. (2007). *Empathy in counseling and psychotherapy: perspectives and practices*. Mahwah, N.J.: Lawrence Erlbaum Associates. Fall 2017 COUN 517, Page 9
- Corey, G., Corey, M. S. & Callanan, P. (1998). *Issues and ethics in the helping professions* (5th ed.). Pacific Grove, CA: Brooks/Cole.
- Duncan, B. L., Hubble, M. A., & Miller, S. D. (1997). *Psychotherapy with “impossible” cases: The efficient treatment of therapy veterans*. NY: W. W. Norton & Company.
- Duncan, B. L., Miller, S. D., Sparks, J. A. (2004). *The heroic client: A revolutionary way to improve effectiveness through client-directed, outcome-informed therapy* (Rev. Ed.). NY: Jossey-Bass.
- Eriksen, K. & McAuliffe, G. (2003). A measure of counselor competency. *Counselor Education and Supervision*, 43, 120 – 133.
- Gysbers, N. C., et al. (1997). *Comprehensive guidance programs that work-II*. Greensboro, NC: ERIC/CASS Publications.
- Gysberg, N. C. Henderson, P. (1994). *Developing and managing your school guidance program* (2nd ed.). Alexandria, VA: American Counseling Association.
- Herlihy, B. & Corey, G. (1997). *Boundary issues in counseling: Multiple roles and responsibilities*. Alexandria, VA: American Counseling Association.
- Herlihy, B. & Corey, G. (1996). *ACA ethical standards casebook*. Alexandria, VA: American Counseling Association.
- Hubble, M. A., Duncan, B. L., & Miller, S. D. (1999). *The heart and soul of change: What works in therapy*. Washington, DC: American Psychological Association.
- Micucci, J. A. (1998). *The adolescent in family therapy: Breaking the cycle of conflict and control*. New York: Guilford.
- Miller, S. D., Duncan, B. L., & Hubble, M. A. (1997). *Escape from Babel: Toward a unifying language for psychotherapy*. New York: Norton.
- Pope, K. S. & Vasquez, M. J. T. (1998). *Ethics in psychotherapy and counseling: a practical guide*. San Francisco: Jossey-Bass Publishers
- Reinecke, M. A., Datillio, F. M., & Freeman, A. (Eds.). (1996). *Cognitive therapy with children and adolescents: A casebook for clinical practice*. New York: Guilford.
- Sue, D. W. (2002). *Counseling the culturally diverse: Theory and practice* (4th ed.). Indianapolis, IN: John Wiley & Sons.
- Texas Education Agency (1998). *A model developmental guidance and counseling program for Texas public schools: A guide for program development pre-K - 12th grade*. Austin, TX: Author.
- U. S. Department of Health and Human Services. (2000). *Children and Mental health*. In *Mental health: A report of the surgeon general*. Select here to read the report on line and click on any Chapter such as 3 for children. <http://www.surgeongeneral.gov/library/mentalhealth/>

CATALOG DESCRIPTION OF THE COURSE

545. *Developmental Issues/Strategies for Counseling*. Three semester hours.

This course provides an overview of theory and research related to human growth and development over the lifespan. In addition to meeting the core curricula objectives required for accreditation, the course provides specific developmentally appropriate interventions and culturally sensitive developmental assessments supported by research that are designed to enhance the growth and development of clients who seek counseling services. Students also will engage in experiential activities designed to enhance their own growth and development.

GENERAL COURSE INFORMATION

This course includes studies that provide an understanding of the nature and needs of individuals at all developmental levels. Building upon this understanding, the course includes strategies that

counselors can use to facilitate optimal human development and assess development across the lifespan. Activities to enhance student self awareness are also incorporated.

Course Objectives: Students will demonstrate an understanding of:

1. Theories of individual development and transitions across the life-span (including cognitive, emotional, social, physical, and moral)
2. Theories of learning and personality development
3. Human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior
4. Strategies for facilitating optimum development over the life-span
5. Ethical and legal considerations related to human growth and development.

Students will also:

6. Identify counseling strategies and interventions that facilitate optimum development across the life span.
7. Develop self-awareness and insight into intra-psychic and interpersonal dynamics that limit self-development and personal and professional growth.
8. Increase self-understanding and self-acceptance.
9. Demonstrate knowledge of modifications necessary for counseling children and adolescents.
10. Become aware of personal wellness and identify how spirituality contributes to wellness.
11. Identify developmental appropriate strategies for children, adolescents, and adults from different cultural backgrounds.

CONTENT AREAS include, but are not limited to, the following:

- I. Individual development and transitions across the life-span
 - A. cognitive
 - B. emotional
 - C. social
 - D. moral
 - E. psychomotor
- II. Family development and transitions across the life-span
- III. Theories of learning
- IV. Personality
 - A. Theories of personality development
 - B. Personality types
 - C. Relationship between personality type and human development
- V. Human behavior in relation to:
 - A. Developmental crises
 - B. Disability
 - C. Exceptional behavior
 - D. Addictive behavior
 - E. Psychopathology
 - F. Situational and environmental factors
- VI. Counselor strategies for facilitating optimum development
- VII. Ethical and legal considerations related to human growth and development

TEXES COMPETENCIES THAT RELATE TO THIS COURSE (*TEXES is the state*)

examination required for school counselor certification.)**Competency 001 (Human Development)**

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors affecting Students)

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

METHOD OF INSTRUCTION

Online instruction, lecture, threaded discussions

COURSE REQUIREMENTS**MINIMAL TECHNICAL SKILLS NEEDED:**

Using such technology as myLeo online, D2L Brightspace (formerly e-college), Microsoft word, PowerPoing, accessing videos via the internet, etc.

COURSE REQUIREMENTS AND GRADING

- 1. Discussions.** There will be a total of 12 discussions that you will be expected to participate in during the semester. To earn full credit (10pts) you must post once and respond to two of your peer's posts. **The initial post is due by Thursday at midnight and the response postings are due by Sunday at midnight.** No late postings will be accepted.

Discussion

0-4 points	5-6 points	7-8 points	9-10 points
Post is not complete, not written in a clear manner, and inconsistent with graduate standards.	Post is missing critical components of the question OR is discussed in an illogical/inconsistent manner. Post has several grammatical/APA errors and not consistent with graduate standards.	Post presents most elements of the question OR all elements discussed in a brief manner. Post is evident of graduate level work with some grammatical/APA errors.	Post presents all elements of the question(s) discussed thoroughly and clearly. Post is evident of graduate level work with few to no grammatical/APA errors.

Response

0-4 points	5-6 points	7-8 points	9-10 points
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Response is not complete, not written in a clear manner, and inconsistent with graduate standards. Student gives no feedback to peer.	Response is missing critical components OR feedback is not thoughtful. Response has several grammatical/APA errors and not consistent with graduate standards.	Response presents most requirements in a brief manner. Response is evident of graduate level work with some grammatical/APA errors.	Response presents all elements required thoroughly and clearly. Provided thoughtful feedback to peer. Response is evident of graduate level work with few to no grammatical/APA errors.
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2. **ACE Paper.** This paper involves you taking the ACE Quiz and then assessing your ACE score and what it has meant for your life and development. The paper must be in APA format. **Due Sunday, March 17th by midnight in the Dropbox.**
3. **Final exam** that includes approximately 50 objective questions. **The exam will be open from May 5th – 9th.**
4. **An extensive autobiographical paper that applies developmental theories to your life. You will be expected to write an honest, in-depth account of your own development.** A detailed instruction sheet will be provided. The paper will be in APA format, but also autobiographical. A detailed instruction sheet will be provided that will list all of the issues that need to be covered. **Due Sunday, May 5th by midnight in the Dropbox.**

POINT VALUE

Discussions(13 x10 pts each)	130 points
ACE Paper	55 points
Final Exam	50 points
<u>Autobiographical Paper</u>	<u>65 points</u>
Total	300 points

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Chrome or Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The

most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>

- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset) http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical) <https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](http://www.tamuc.edu/myleo.aspx) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/)
<http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>

Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success. <http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

CACREP Standards Addressed in COUN 545

Core Standard	Learning Activity or Assignment	Means of Assessment
2.G.3.a. Theories of individual and family development and transitions across the life span	Lectures, Readings, Videos, discussions	Discussions; ACE Paper; Autobiographical Paper; Final Exam
2.G.3.b. Theories of learning and personality development, including current understandings about neurobiological behavior	Lectures, Readings, Videos, discussions	Discussions; ACE Paper; Autobiographical Paper; Final Exam
2.G.3.c. Effects of crises, disasters, and other trauma-causing events of persons of all ages	Lectures, Readings, Videos, discussions	Discussions; ACE Paper; Autobiographical Paper; Final Exam
2.G.3.d Theories and models of individual, cultural, couple, family, and community resilience	Lectures, Readings, Videos, discussions	Discussions; ACE Paper; Autobiographical Paper; Final Exam
2.G.3.e A general framework for understanding exceptional abilities and strategies for differentiated interventions	Lectures, Readings, Videos, discussions	Discussions; ACE Paper; Autobiographical Paper; Final Exam
2.G.3.f Human behavior, including and understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior	Lectures, Readings, Videos, discussions	Discussions; ACE Paper; Autobiographical Paper; Final Exam
2.G.3.g Theories and etiology of addictions and addictive behaviors, including strategies and prevention, intervention, and treatment	Lectures, Readings, Videos, discussions	Discussions; ACE Paper; Autobiographical Paper; Final Exam
2.G.3.h Theories for facilitating optimal development and wellness over the life span	Lectures, Readings, Videos, discussions	Discussions; ACE Paper; Autobiographical Paper; Final Exam
2.G.5.d Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling	Lectures, Readings, Videos, discussions	Discussions; ACE Paper; Autobiographical Paper; Final Exam
2.G.7.f 7f. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations	Lectures, Readings, Videos, discussions	Discussions; ACE Paper; Autobiographical Paper; Final Exam

School Standard	Learning Activity or Assignment	Means of Assessment
A6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development	Lectures, Readings, Videos, discussions	Discussions; ACE Paper; Autobiographical Paper; Final Exam
G1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students	Lectures, Readings, Videos, discussions	Discussions; ACE Paper; Autobiographical Paper; Final Exam
H5. Assesses barriers that impede students' academic, career, and personal/social development	Lectures, Readings, Videos, discussions	Discussions; ACE Paper; Autobiographical Paper; Final Exam

COMMUNICATION AND SUPPORT

INTERACTION WITH INSTRUCTOR STATEMENT

The instructor will answer correspondence (email, phone call, text) within 24 hours M-F, in most cases. Feedback on assignments and paperwork will be returned in 1-2 weeks.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

COURSE SPECIFIC POLICIES AND PROCEDURES

No late work will be accepted, this includes test, papers, quizzes, and discussion posts.

SYLLABUS CHANGE POLICY

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

UNIVERSITY SPECIFIC PROCEDURES

STUDENT CONDUCT

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC ATTENDANCE

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

ACADEMIC INTEGRITY

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA STATEMENT**STUDENTS WITH DISABILITIES**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

OFFICE OF STUDENT DISABILITY RESOURCES AND SERVICES

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

NONDISCRIMINATION NOTICE

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

UNIVERSITY CLOSING DUE TO WEATHER

Check www.tamuc.edu/ regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

CAMPUS CONCEALED CARRY STATEMENT

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Flexible Schedule

Week	Date	Topic	Assignments/Readings Due
1	Jan 14	Class Introduction, Organizing Themes in Development	Ch. 1
2	Jan 21	Epigenesis and the Brain: The Fundamentals of Behavioral Development	Ch. 2
3	Jan 28	Cognitive Development in the Early Years	Ch. 3
4	Feb 4	Emotional Development in the Early Years	Ch. 4
5	Feb 11	The Emerging Self and Socialization in the Early Years	Ch. 5
6	Feb 18	Realms of Cognition in Middle Childhood	Ch. 6
7	Feb 25	Self and Moral Development: Middle Childhood Through Early Adolescence	Ch. 7
8	Mar 4	Gender and Peer Relationships: Middle Childhood Through Early Adolescence	Ch. 8
9	Mar 11	Physical, Cognitive, and Identity Development in Adolescence	Ch. 9 ACE Paper Due
10	Mar 18	Spring Break	
11	Mar 25	The Social World of Adolescence	Ch. 10
12	April 1	Physical and Cognitive Development in Young Adults	Ch. 11
13	April 8	Socioemotional and Vocational Development in Young Adulthood	Ch. 12
14	April 15	Middle Adulthood: Cognitive, Personality, and Social Development	Ch. 13
15	April 22	Living Well: Stress, Coping and Life Satisfaction in Adulthood	Ch. 14
16	April 29	Gains and Losses in Late Adulthood	Ch. 15 Autobiographical Paper Due
17	May 6	Finals Week	Final Exam Due

Please be advised that this syllabus serves as a guide for the course and can be subject to changes as the instructor sees fit.