



THE UNIVERSITY OF TEXAS AT EL PASO
College of Education
Department of Counseling, Special Education, and Educational Psychology

COURSE INFORMATION

EDPC 5317 Human Growth and Development
Spring 2024
Online

PROFESSOR INFORMATION

Dr. Myra Ortega
myortega@utep.edu

Office Hours: All office hours are held through TEAMS/Zoom meeting rooms. Please email Dr. Ortega for an appointment.

COURSE DESCRIPTION

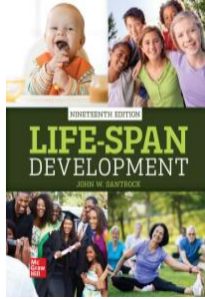
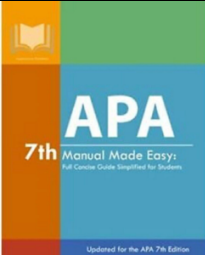

EDPC 5317 is a required 3-credit course for this program. The primary goal is to develop students' knowledge of the typical patterns of human physical, social, moral, intellectual, cognitive, and personality growth and development across the lifespan from birth to death. Professional counselors and educators need to acquire knowledge on the process of human growth and development and thereby understand and appreciate how various internal and external factors can influence this process. This foundational knowledge will help you understand later concepts and dynamics that you will learn in other courses that will help you ultimately, to better serve your clients as school, agency, rehabilitation, or marriage and family counselors.

COURSE OBJECTIVES AND UNIVERSITY LEARNING OUTCOMES

By the end of the course, students will be able to:

Objective	Standard	CACREP	School/TALES Counselor	Learning	Outcome
students					
Goal: Section II F. 3. The goal is for to understand human development and factors that influence development across the lifespan.					
Objective 1. Understand the major theories relevant to human growth and development and be able to apply them to individuals and families	F 3 a		Domain I: Competency 1.1	Online learning activities, reading, case study activities, group discussions	Mid-term and final exams; developmental analysis paper
Objective 2. Understand the different stages of human growth and development across the lifespan	F 3a, e		Domain I: Competency 1.1	Online learning activities, reading, case study activities, group discussions	Mid-term and final exams; developmental analysis paper
Objective 3. Understand normal physical, cognitive, social, emotional, moral, and personality development	F 3c		Domain I: Competency 1.1	Online learning activities, reading, case study activities, group discussions	Mid-term and final exams
Objective 4. Understand theories of learning as they apply to lifespan development	F 3b		Domain I: Competency 1.5 Domain I: Competency 3.1, 3.3	Online learning activities, reading	Mid-term and final exams
Objective 5. Understand factors that affect human development, functioning, and behavior including individual, biological, neurological, physiological, systemic, spiritual, and environmental factors	F 3e		Domain I: Competency 1.3 Domain I: Competency 3.1, 3.3	Online learning activities, reading, case study activities, group discussions	Mid-term and final exams; developmental analysis paper
Objective 6. Develop awareness and understanding of one's own personal growth and development			Domain I: Competency 001		

REQUIRED MATERIALS

Book/Movie	Citation	ISBN
 <p>REQUIRED</p>	<p>Santrock, J. W. (2021). <i>Life-Span Development</i> (19th Ed.). New York: McGraw Hill.</p>	<p>Print ISBN: 9781266347344, 1266347348</p> <p>eText ISBN: 9781266769115, 1266769110</p>
 <p>OPTIONAL</p>	<p>American Psychological Association. (2020). <i>Publication manual of the American Psychological Association, 7th ed.</i> Washington DC: American Psychological Association.</p>	<p>ISBN: 978-1-4338-3215-4</p>
	<p><i>The movie, "My Girl" with Anna Chlumsky and Macaulay Culkin must be viewed for the online group discussions.</i></p>	<p>The movie is available to you free of charge through the UTEP Library. You may also obtain it through other venues if you choose. It is recommended you watch it several times and perhaps take notes that will assist you for discussion board assignments.</p>
<p>Additional Readings and Materials</p> <p>American Counseling Association (ACA) 2014 Code of Ethics www.counseling.org/resources/aca-code-of-ethics.pdf</p> <p>Professional Counselor (LPC) 2011 Code of Ethics www.txca.org/images/Resources/lpcethics2011.pdf</p> <p>American School Counselor Association (ASCA) Ethical Codes 2016 www.schoolcounselor.org</p>		

ASSIGNMENTS AND GRADING

You will not get credit for late assignments unless you make prior arrangements with the instructor, or in case of an emergency. It is your professional responsibility to honor assignment deadlines and communicate with your instructor in the event that deadlines cannot be honored. Because this is an online class you can work on your own time schedule and work around your other obligations and most emergencies. Exceptions will be made for emergencies IF you contact

the instructor as soon as possible. You know the due dates from the beginning of the semester, so procrastination is not an excuse. I strongly recommend that you submit assignments early in case of unexpected problems with technology.

Just as you would be professional in communicating with your employer if you could not meet a deadline, I expect that you will communicate with me if you cannot complete an assignment in time. We can work together on an alternative plan to accommodate your circumstances.

Appropriate accommodations will be made for students registered through CASS, please schedule an appointment with me to discuss your needs.

Please keep track of your grades in Blackboard, including your cumulative point total and percentage grade to ensure you are maintaining at least a “B” average. I recommend that you check it frequently for discrepancies. If you encounter a discrepancy, please email the instructor as soon as possible.

Grade Distribution	Graded Activities	Points
A = 90% -100%	Assignments (10)	200
B = 80% - 89%	BB Discussion Boards (4)	400
C = 70% - 79%	Quizzes (4)	200
D = 60% - 69%	Final Exam	200
F = 0% -59%	Total	1000

Assignments

Chapter assignments can be found in the weekly folders in Blackboard and consist of definition work, multiple choice, true and false, and essay questions. The answers can be found in the textbook. A lot of the information covered is information you have probably learned in prior coursework. Because this course looks at human development from birth to death it is important to remind ourselves of the content because you will use this information when working with future clients.

BB Discussion Boards

Using the textbook and the film, “My Girl” students will apply the selected theory to the main character in the movie, Vada, played by Anna Chlumsky. I will assign students to “Vada Groups” when enrollment in the class is stabilized. *Individually, each student will use the terms and concepts of the theory to frame their discussion and use specific examples from the movie to support your analysis of Vada and the stage, level, or system you feel she is in. Each student is required to provide evidence that Vada is in a specific stage of a developmental theory, as well as evidence for why the character is not in a lower or higher stage. Individually, you will formulate your own analysis and submit it to your assigned Blackboard Vada Group. Additionally, you will respond to TWO other students in your group on their analysis, there is a 10-point penalty for failing to respond to two other students in your group.* Some of you may have come up with the same analysis and some of you may differ slightly. The purpose of this activity is to encourage professional communication amongst colleagues on similarities and differences in professional opinions and of course the application of the theory to the character. The goal is to be open to receive other perspectives. Your initial response and your two replies will be graded on the timeliness of your contributions to the discussions and knowledge of the theories using the rubric

below. Please notice that in order to receive an “A” on the discussion board assignments you must submit your initial post and respond to two other students on time so that your contribution becomes a part of the professional conversation. Ultimately, these exercises will help you assess the development of real clients and to tailor counseling interventions that fit the client’s developmental level.

Rubric for Contributions to the Blackboard Discussions				
(F) 59 and less Student never makes contributions to the discussion or provides feedback on others’ contribution; demonstrates no knowledge of theory.	(D) 60 – 69 Student rarely makes timely contributions to the discussion or provides feedback on others’ contributions; demonstrates little knowledge of theory.	(C) 70 – 79 Student sometimes makes timely contributions to the discussion and provides feedback on others’ contributions; demonstrates basic knowledge of theory.	(B) 80 – 89 Student usually makes timely contributions to the discussion and provides thoughtful feedback on others’ contributions; demonstrates good knowledge of theory.	(A) 90 – 100 Student always makes timely contributions to the discussion and provides insightful feedback on others’ contributions; demonstrates extensive knowledge of theory.

Quizzes

Quizzes will cover chapter material. Questions consist of multiple choice, true and false, and matching definitions. These are open book quizzes.

Final Exam

The final exam is comprehensive meaning it will cover many of the topics we have discussed from the first day of school. Students should pay special attention to the theorists (Freud, Piaget, Erikson, Kohlberg) and review the chapter assignments.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the internet through the Blackboard learning management system. Ensure your UTEP email account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have word-processing software, you can download Word and other Microsoft Office Programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

COURSE COMMUNICATION

How we will stay in contact with each other.

Here are the ways we can keep the communications channels open:

- Office Hours: I will have office hours for your questions and comments about the course. My office hours are by appointment only. Please email me at your earliest convenience for any concerns you wish to discuss.
- Email: UTEP email is the best way to contact me. I will make every attempt to respond to your email within 24 hours of receipt. When emailing me, be sure to email from your UTEP student email account and please put the course name in the subject line.
- Announcements: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

ATTENDANCE AND PARTICIPATION

This course is delivered 100 % online, meaning you will create your own regularly scheduled time to complete assignments for this class. Weekly folders will open every Sunday. Assignments and quizzes will be due every Sunday at 11:59 PM to Blackboard. Students trying to submit an assignment or quiz at 11:59 PM could encounter issues, please make every effort to submit early.

Attendance in this course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by the completion of the following activities:

- Reading/viewing all course materials to ensure understanding of assignment requirements.
- Participating in engaging discussions with your peers.
- Other activities as indicated in the weekly folders.

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

ILLNESS PRECAUTIONS

Please stay home if you have symptoms of a communicable illness. If you are feeling fever and unwell, please let me know as soon as possible, so that we can work on appropriate accommodations.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to the UTEP Catalog, “At the discretion of the instructor, a student can be dropped from a course because of excessive absences or lack of effort. A grade of “W” will be assigned before the course drop deadline and a grade of “F” after the course drop deadline.” However, I will not drop you from the course. If you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar’s Office](#) to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

DEADLINES, LATE WORK, AND ABSENCE POLICY

Assignments, Quizzes, Final Exam

All are due on Sunday at 11:59 PM via Blackboard. No late work will be accepted if the reason is not considered excusable. When and if the professor decides to accept late work, a 10% late penalty will be applied to the assignment.

MAKE-UP WORK

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to chapter assignments, quizzes, exams, and essays) in a separate Word document as a backup. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through Blackboard, please contact the UTEP Help Desk. You can email me your backup document as a last resort.

INCOMPLETE GRADING POLICY

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

GUIDANCE ON ARTIFICIAL INTELLIGENCE

The use of generative AI tools such as Chat GPT is not permitted in this course.

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

COURSE RESOURCES

Where you can go for assistance.

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
- [The Miner Learning Center](#): Join peer-led study sessions in person or online to review content and discover study strategies in core curriculum courses.
- [UTEP Edge](#): UTEP's cross-campus framework for student success and empowerment – develops students' assets through high-impact experiences made possible by the expertise and dedication of faculty, staff, alumni, and community partners.

Individual Resources

- [Student Success Help Desk \(SSHD\)](#): Students experiencing challenges or obstacles to academic success including registration, financial, food, housing, and transposition resources may submit a ticket request assistance to studentsuccess@utep.edu
- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- [UTEP Food Pantry](#): Non-perishable food items are available to students who are currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.

Professional Associations

- ***American Counseling Association (ACA)***
<https://www.counseling.org/>
ACA is the world's largest association representing professional counselors. From webinars, publications, and journals to Conference education sessions and legislative action alerts, ACA is where counseling professionals turn for powerful, credible content and support.
- ***American School Counselor Association (ASCA)***
<https://www.schoolcounselor.org/>
ASCA is the only national organization serving the school counseling profession, ASCA creates and maintains professional standards and serves as the voice of the school counseling profession.
- ***Chi Sigma Iota (CSI)***
<https://www.csi-net.org/>
CSI is an international honor society that values academic and professional excellence in counseling. We promote a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity.
- ***Lone Star State School Counselor Association (LSSSCA)***
<https://www.lonestarstateschoolcounselor.org/>
LSSSCA is the only organization in the state of Texas to hold the American School Counselor Association charter. LSSSCA is run by school counselors for school counselors and through this affiliation we work collaboratively with ASCA to provide our members with access to national best practice resources and connect them with thousands of school counselors throughout the nation.
- ***Texas Counselor Association (TCA)***
<https://txca.org/>
TCA membership is diverse, representing counselors in all areas of practice. From LPCs to LMFTs to Professional School Counselors. TCA membership will afford you a long list of member benefits. Division membership is available to TCA members, giving you access to specific communities that matter to you.

COURSE SCHEDULE

IMPORTANT NOTE: In Blackboard, 12:00 AM, midnight is the beginning of the new day; 11:59 PM is the end of the day. Our “weeks” will run from Monday at midnight (12:00 AM) through Sunday at 11:59 PM (one minute before midnight). Assignments will be due on Sundays at 11:59 PM. **Please check schedule carefully for interim due dates for online discussion posts. Due dates are indicated below for posting on the discussion boards and responding to others’ posts. You are responsible for meeting these interim deadlines, so please make note of interim due dates for online discussions.**

There are no exceptions to due dates except for: (1) instructor error, (2) prior arrangements made with the instructor, or (3) in cases of emergency, which must be documented.

Weekly Schedule	Course Folder	Reading Assignment	Assignments Due
Week 1: 1/16 to 1/21	Getting Started		Refer to the <i>Week 1 Introductory Learning Module</i> in BB for week 1 assignments. Due on Sunday, 1/21 in BB by 11:59 pm. Quiz 1 (50 pts.) due on Sunday, 1/21 in BB by 11:59 PM
Week 2: 1/22 to 1/28	Introduction to the Study of the Life Span and Human Development	Santrock: Ch. 1 Ch. 2	Refer to <i>Week 2 Learning Module</i> in BB for week 2 assignments, please complete the activities. Nothing is due to BB this week for points.
Week 3: 1/29 to 2/4	Biological Beginnings Prenatal development and birth	Santrock: Ch. 2-3	Refer to <i>Week 3 Learning Module</i> in BB for week 3 assignments. Ch.2 Matching Assignment (20 pts.)
Week 4: 2/5 to 2/11	Physical Development in Infancy/Early Childhood	Santrock: Ch. 4	Refer to <i>Week 4 Learning Module</i> in BB for week 4 assignments. Quiz 2 (50 pts.) Ch.4 Matching Assignment (20 pts.) Watch the movie, “My Girl”
Week 5: 2/12 to 2/18	Cognitive Development in Infancy/Early Childhood Piaget’s Theory of Cognitive Development	Santrock: Ch. 5 Piaget Section on Pages 24-25	Refer to <i>Week 5 Learning Module</i> in BB for week 5 assignments. BB Discussion Board 1 (100 pts.): Piaget and Vada Remember that this week you will be engaged in your first online discussion. The reading assignments and video links on Piaget's theory will help you construct your discussion post. You will be assigned to a group for this discussion. <i>Your initial post is due on Sunday, 2/18 by 11:59 pm. Additionally, you are required to respond to TWO other student responses by Tuesday, 2/20 by 11:59 pm.</i>

			<p>Focus of the Discussion: Considering Piaget's Cognitive Theory, which stage of development is Vada? Use the terms and concepts of the theory to frame your discussion. Use examples from the movie to support the stage you believe Vada is in, as well as why Vada is not in an earlier or later stage.</p>
<p>Week 6: 2/19 to 2/25</p>	<p>Erikson's Theory of Socioemotional Development</p> <p>Socioemotional Development in Infancy/Early Childhood</p>	<p>Santrock: Ch. 6 Erikson's Psychosocial Theory on pages 23-24.</p>	<p>Refer to <i>Week 6 Learning Module</i> in BB for week 6 assignments.</p> <p>Chapter 6 Questions (20 pts.)</p> <p>BB Discussion Board 3 (100 pts.): Erikson and Vada Considering Erikson's Theory, in which stage of development is Vada? Use the reading assignments, video links, terms and concepts of the theory to frame your discussion. Has Vada's success (or lack of) in resolving earlier crises had any influence on her development? Use examples from the movie to support the stage(s) you believe Vada is in, as well as why Vada is not in an earlier or later stage. <u>Post your own contribution by Sunday, 2/25</u> so that group members can comment on your posts. <u>Your response to at least two other group members must be completed by Tuesday, 2/27 at 11:59 pm.</u></p>
<p>Week 7: 2/26 to 3/3</p>	<p>Behavioral and Social Learning Processes</p>	<p>Chapter 7 Bronfenbrenner section on pages 28-29.</p>	<p>Refer to <i>Week 7 Learning Module</i> in BB for week 7 assignments.</p> <p>BB Discussion Board 3: Bronfenbrenner and Vada (100 pts.) Considering Bronfenbrenner's Ecological Model, describe Vada's systems. Use specific examples from the movie as well as the terms from the model to justify your position. The reading assignment and video link will help you construct your discussion post. You will be assigned to a group for this discussion. Your initial post is due on Sunday, 3/3 by 11:59 pm. Additionally, you are required to respond to TWO other student responses by Tuesday, 3/5 by 11:59 pm.</p>
<p>Week 8: 3/4 to 3/10</p>	<p>Moral Development</p>	<p>Ch. 8 Kohlberg section on pages 305-309</p>	<p>Refer to <i>Week 8 Learning Module</i> in BB for week 8 assignments.</p> <p>Chapter 8 Questions (20 pts.) due to BB on Sunday, 3/10 by 11:59 PM BB Discussion Board 4: Kohlberg and Vada (100 pts.)</p>

			Considering Kohlberg's Theory, in which stage of development is Vada? Use the terms and concepts of the theory to frame your discussion. Use examples from the movie to support the stage you believe Vada is in, as well as why Vada is not in an earlier or later stage. <u>Post your own contribution by Sunday, 3/10</u> so that group members can comment on your posts. <u>Your response to at least two other group members must be completed by Tuesday, 3/12 at 11:59 pm.</u>
Week 9: 3/11 to 3/17 SPRING BREAK			Spring Break
Week 10: 3/18 to 3/24	Adolescence	Santrock: Ch. 9 Gardner section pages 282-283.	Refer to <i>Week 10 Learning Module</i> in BB for week 10 assignments. Chapter 9 Questions (20 pts.) due to BB on Sunday, 3/24 by 11:59 PM Quiz 3 Gardner (50 pts.) due to BB on Sunday, 3/24 by 11:59 PM
Week 11: 3/25 to 3/31 CESAR CHAVEZ HOLIDAY 3/29	Early Adulthood	Santrock: Ch. 10 Ch. 11	Refer to <i>Week 11 Learning Module</i> in BB for week 11 assignments. Moral Traits Questions (20 pts.) due to BB on Sunday, 3/31 at 11:59 PM. Ch.11 Essay Questions (20 pts.) due to BB on Sunday, 3/31 at 11:59 PM.
Week 12: 4/1 to 4/7	Middle Adulthood	Santrock: Ch. 12 Ch. 13	Refer to <i>Week 12 Learning Module</i> in BB for week 12 assignments. Quiz 4 Suicide (50 pts.) due to BB on Sunday, 4/7 at 11:59 PM. Chapter 13 Questions (20 pts.) due to BB on Sunday, 4/7 at 11:59 PM.
Week 13: 4/8 to 4/14		Santrock: Ch. 14 – Ch. 16	Refer to <i>Week 13 Learning Module</i> in BB for week 13 assignments. Please read, nothing is due to BB.
Week 14: 4/15 to 4/21	Late Adulthood	Santrock: Ch. 17 Ch. 18	Refer to <i>Week 14 Learning Module</i> in BB for week 14 assignments. Ch. 18 Questions (20 pts.) due to BB on Sunday, 4/21 at 11:59 PM.
Week 15: 4/22 to 4/28	Death and Dying	Santrock: Ch. 19 Ch. 20	Refer to <i>Week 15 Learning Module</i> in BB for week 15 assignments.

			Grief: Considering Cultural & Religious Differences Assignment (20 pts.) due to BB on 4/28 by 11:59 pm.
Week 16: 4/29 to 5/5 MAY 2 LAST DAY OF CLASS MAY 3 DEAD DAY			Final Exam (200 pts.) due to BB on 5/5 by 11:59 PM Please complete the final exam by 5/5 at 11:59 PM. This exam is comprehensive, and you will have 60 minutes to complete it. The exam is composed of questions you have seen before, either in an assignment or a quiz. You may use resources to take this exam.
MAY 6-10TH	FINAL EXAMS		

