HUMAN DEVELOPMENT OVER THE LIFESPAN

Fall 2017

Course Name: HUMAN DEVELOPMENT OVER THE LIFESPAN
Course Number: Psyc 321 Credit Hours: 3
Semester: Fall 2017 Week of 08/21/2017-12/13/2017
Hours: Posted lecture Thursday at 8:00 PM CT
Office Hours: Wednesdays at 3:00 PM CT, via email and as scheduled to allow for the greatest flexibility
Instructor: Gemma Dolorosa Skillman, Ph.D. - Lecturer – Department of Psychology
E-Mail: gemma.skillman@usd.edu

Course Description:
This course will cover a comprehensive overview of theoretical and methodological approaches in understanding life-span developmental psychology. Scientific and cultural perspectives are integrated within the reading assignments and lectures. In addition, a survey of the physical, social, cognitive, and personality changes that take place from conception through the lifespan will be covered. Please note that a prerequisite to this course is Psyc 101.

Course Objectives: (in consideration of - SDBOR General Education Goals 1 & 3, 7):
As a result of learning the material associated with this class, students should be able:

- To gain a basis of understanding of the physical, cognitive, social and personality aspects of human development across the life span.
- To identify the major developmental milestones across the human life span.
- To describe barriers to normal developmental processes.
- To develop an awareness of cross-cultural perspectives in human development.

Description of Instructional Modes:
The following instructional modes will be employed:

1. Posted Collaborate Lectures, Outlines and PowerPoints. This course will use weekly on-line lectures, taking place on Thursday at 8pm CT for approximately 2 hours.

IMPORTANT: Because this is an online, asynchronous course, attendance at the weekly live lecture is NOT a requirement; students will have an opportunity to view the lecture recording upon its weekly upload.

Also, viewing the lecture slides/notes will not be sufficient, as they only serve as an outline for the lecture. In short: if you do not attend/watch the recorded lecture, you will miss answers content areas on the quizzes.

All of the lecture slides and notes—which can be accessed before the day of the lecture - will be made available under the Content area of the course of the current week. Lecture recordings will generally be posted Thursday evening at about 8pm CT. For ease, I will send an email to the class with the links to the lecture and additional multimedia resources.

2. As noted in the schedule below, weekly quizzes will take place on Fridays. Additional sessions or adjustment may be made during the semester as needed.
3.

<table>
<thead>
<tr>
<th>Day</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Start of the week; new materials and weekly assignments available.</td>
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<tr>
<td></td>
<td>Open for independent work and discussions</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Open for independent work and discussions</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Open for independent work and discussions</td>
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<tr>
<td></td>
<td>Live/Real Time Collaborate Office Hours by Appointment</td>
</tr>
<tr>
<td>Thursday</td>
<td>Recorded lecture and vid resources @ 8:00 PM CT (these last around 2 hours) - Open for independent work &amp; discussions. Note, that today the discussions posts are due from the previous week’s topic.</td>
</tr>
<tr>
<td>Friday</td>
<td>Weekly Quiz, it will open approximately @ 12:00 PM CT</td>
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<tr>
<td>Saturday</td>
<td>Open for work on discussions/assessments/quizzes</td>
</tr>
<tr>
<td>Sunday</td>
<td>Open for work on discussions/assessments/quizzes. Begin to prepare for the next week’s topic. Adjustments made due to technological difficulties and student circumstances.</td>
</tr>
</tbody>
</table>

4. In addition to Collaborate lectures, outlines and slides, students are responsible for the assigned readings in the textbooks. These are listed in the course schedule and correspond to the lecture material presented on D2L.

5. Weekly Quizzes: All quizzes will be taken via D2L. Dates are listed in the class schedule, however just plan on studying for weekly quizzes. You are not required to have a proctor in taking the quizzes; however it is based upon the honor system, and is a closed book/resource/internet weekly quiz. You will be required to use the lockdown browser - Respondus LockDown Browser (LDB). You will be required to download and install on the computer from which you will be taking the exams. You will receive results on how well you did on the quiz within D2L Grades Tab immediately upon taking the quiz. If you are concerned about how well you did on the quiz, you will have opportunities with improving your quiz grade.

6. There are weekly activities that require you to complete and submit to your instructor via the Discussion submission/entries. Discussion activities are due every Thursday by 12 pm CST *THE FOLLOWING WEEK* of the posted discussion topic.

7. Discussion Boards: The discussion boards will act as the main form of communication between you and me as well as among our classroom community.

   a. Course Questions: If you have any question or comments about the format of the course, quizzes, or general topics, please post to this thread (“Course Questions”). These posts will be seen/readable and available for comment by the entire class members. You may also contact me via USD email for more personal concerns/messages.

   b. Personal Introduction: Please introduce yourself to the class and share the following information with your peers: Location, degree program, school, family/friends (optional) and interests. In my welcome letter I provided some of this information, and as appropriate please provide a picture of you via the D2L profile.

   c. Nearly each Week a Discussion will be held in relation to the week topic, arising from the Kuther textbook. While I will pose the general questions for the class to comment upon, an assigned Discussion Leader(s) for each weekly topic will respond to the question and help to keep the discussion going by commenting upon classmates’ statements, contributions, examples, and questions.

   d. The Discussion Leaders will be assigned each week and you will serve as the Discussion Leader 1 time within the semester. As the Discussion Leader while communicating in the smaller group, think about how you would like to frame the conversation discussion. The Assignment will be worth 100 points (total) and will require you to become “experts” for the weekly reading assignments, which can be supplemented by various on-line reputable resources. It is highly advisable to coordinate with your discussion leader group in regards how the distribution of who will respond to the 30+ class member discussion entries. This discussion leader email conversation will help so that one leader will not be responsible in reading and responding to each student entry. You may decide to have 2 discussion leaders respond to the first 15 student entries, etc. Again you are keeping in mind that you are having a conversation/discussion with the class regarding the week’s topic. As a discussion leader you are to substantially respond to a minimum of 10 class member posts. Likewise, you are to provide a post answering the questions for the week.*
**DISCUSSION LEADER – EXPECTATIONS**

<table>
<thead>
<tr>
<th>INDIVIDUAL WEEKLY CONTRIBUTIONS TO DISCUSSION – EXPECTATIONS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posting a response to instructor’s questions as soon as posted by the instructor</td>
<td>2</td>
</tr>
<tr>
<td>Depth and Detail in your response(s) to the topic question(s)</td>
<td>3</td>
</tr>
<tr>
<td>Responding to peer posting (a minimum of 10 replies to other student posts)</td>
<td>1</td>
</tr>
<tr>
<td>Substantiveness of peer posting response</td>
<td>2</td>
</tr>
<tr>
<td>Reading the majority of peer postings* (MINIMUM 50 STUDENT POSTS)</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
</tr>
</tbody>
</table>

- Class members are required to contribute **weekly** to the discussion and will receive a 10 point maximum for your contributions (**for 10 weeks of 100 point total for the semester**). **You are to answer the question(s) for the week and provide 3 replies to other student posts for that week.** As with any conversation, openness in expressing ideas, respect among members, and application of developmental concepts are expected. In using humor to share your ideas, please be sure that it is clear as sometimes this is difficult to convey in on-line internet/computer mediated communication.

- When posting in the discussions, each student needs to abide by the “Netiquette” section in the CDE Online Student Orientation, which can be found in the “Getting Started” widget on the course homepage. Additionally, each student will need to post a **substantive response to the question or questions posed by the instructor and then reply substantively to another student’s response.** A substantive response is more than simply saying, “I agree,” or “I disagree;” rather, it will provide arguments to support the student’s response.

- You may want to first write your response/comments/discussions in a word document and then copy and paste them into the weekly discussion board. This way, you will have access to all your comments within a document on your pc/laptop/tablet.

- Participation in the discussions is required and will be worth 10 points each week, awarded according to this rubric:

**INDIVIDUAL WEEKLY CONTRIBUTIONS TO DISCUSSION – EXPECTATION**

<table>
<thead>
<tr>
<th>INDIVIDUAL WEEKLY CONTRIBUTIONS TO DISCUSSION – EXPECTATION</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posting a response to instructor’s questions and Discussion Leaders questions/comments</td>
<td>2</td>
</tr>
<tr>
<td>Depth and detail to your response to the question(s)</td>
<td>3</td>
</tr>
<tr>
<td>Responding to peer posting - (a minimum of 3 replies to other student posts)</td>
<td>1</td>
</tr>
<tr>
<td>Substantiveness of peer posting response</td>
<td>2</td>
</tr>
<tr>
<td>Reading the majority of peer postings* (MINIMUM 15 STUDENT POSTS)</td>
<td>2</td>
</tr>
<tr>
<td>*see important note below</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
</tr>
</tbody>
</table>

**Weekly discussions will close on Thursday noon/12 PM CT *THE FOLLOWING WEEK***, so you must complete all requirements by that time or you will lose points for whatever requirements are incomplete. Adjustments are made in consideration of technological difficulties and/or student circumstances. You will receive grade feedback and/or comments regarding your assignments within 2-3 weeks from your weekly discussion comments and also your discussion leader activity. Because of the number of students in the course and the commentaries provided, at times the grade postings may take longer in posting, though keep in mind that I do read all your discussion postings.

**IMPORTANT:** At the discretion of the instructor, you will not be penalized for missing a few peer postings, especially if they have been posted late. That said, if you do not read a majority of the peer postings (based on the instructor’s calculation of messages read vs. those posted), and lose the point for not doing so, it will be your responsibility to notify the instructor of this situation, as D2L’s grading tools do not report this information to the instructor.
Grading:

<table>
<thead>
<tr>
<th>Number/Semester</th>
<th>Maximum Points for Each</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Discussion Contributions – Lives Across Cultures</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Leaders</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Weekly Quizzes –</td>
<td>18</td>
<td>360</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>560</strong></td>
<td></td>
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</tbody>
</table>

Grades will be assigned according to the following distribution with the Maximum of 500 points for the course

- **A= 504-560 pts (90-100%)**
- **B= 448-503 pts (80-89%)**
- **C= 392-447 pts (70-79%)**
- **D= 336-391 pts (60-69%)**
- **F= 0-335 pts (<59%)**

**IMPORTANT:** You can check your current grade at any time during the semester by clicking on the Grades tab. You will also be able to check the grades for any assessment, as well as feedback on those assessments, using this tab as well.

Technology Requirements

The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the “Technology Support and Requirements” section in the CDE Online Student Handbook in the “Getting Started” widget on the course homepage.

Aside from the requirements listed in that document, this course has three other requirements:

1. This course makes use of Collaborate (formerly, Elluminate), a web-conferencing solution, for the recorded lectures/office hours.

2. In order to take the quizzes and exams in this course, you will be required to use the Respondus LockDown Browser. This can be downloaded from any quiz or survey, but only needs to be installed once. That being the case, you will need to have the appropriate permissions to install the software on the computer from which you will be taking the exam. Please see “Respondus LockDown Browser Instructions” under the “General Materials” section in the Content area of the course for more detail.

- **D2L Course Home for Psyc 321**

<table>
<thead>
<tr>
<th>Content</th>
<th>Assessment: Dropbox</th>
<th>Assessment: Grades</th>
<th>Assessment: Quizzes</th>
</tr>
</thead>
</table>

This will take you to content pages which contain lecture materials, such as notes and slides.

There are times I will ask you to provide submissions within the Dropbox as a component to the lecture. Keep in mind for this semester most of the graded assignments are discussions and quizzes.

This tab will give you access to your grades.

This tab will allow you access to the quizzes.

**Communications:**

- **Discussion**
  - This will take you to the Discussion Board where you can post comments and questions for all to see. It can also be used as a method to get to know each other a little better.

- **Collaborate**
  - This take you to the uploaded lecture for the course.

Getting Started

(upper left window)

This box contains links to various materials, such as the syllabus, proctor form, orientation guide and other links.
Student Resources:

The University of South Dakota provides a number of useful services to students:

- **CDE Online Orientation Guide** (see link in the “Getting Started” widget on the course homepage): This contains very important information related to the services provided by the University of South Dakota as well as the University policies. In it, you will find such information as:
  - Academic support services such as the library, writing center, proctor and testing information, book purchasing, etc.
  - Student support services such as advising and enrollment information, financial aid, student life, and counseling, etc.
  - Technology support services like technology requirements, ITS Help Desk contact information, discounts on computers and software, etc.

- **USD Portal** [http://my.usd.edu]:
  The USD Portal is your one-stop place for a majority of services offered to any student taking a USD course—like this course. You can access the following services from the “Academics” tab in the portal:
  - WebAdvisor
  - I.D. Weeks Library
  - The USD Writing Center ([http://www.usd.edu/academics/academic-commons/writing-center.cfm](http://www.usd.edu/academics/academic-commons/writing-center.cfm)):
    The USD Writing Center was established to provide writing assistance to students in order to help them become better writers. It is available on campus during regular business hours and online in the evenings. Please visit the URL above for more information.

**TEXTBOOK INFORMATION:**

Lifespan Development: Lives in Context by Tara L. Kuther - Western Connecticut State University

BUNDLE: Kuther: LifeSpan Development Loose Leaf Version + Kuther: Lifespan Development Interactive eBook

ISBN: 9781506339610
<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic, Chapter Assignments, and Learning Objectives</th>
<th>Activities – Assessments – Open during this week</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 21</td>
<td>Orientation to Lifespan Development: Obtain all required resources for the on-line course (textbooks, software downloads, etc.).</td>
<td>SDBOR General Education Goals 1 &amp; 3, 7</td>
</tr>
<tr>
<td>August 28</td>
<td>Chapter 1: Understanding Human Development: Approaches &amp; Theories</td>
<td></td>
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<tr>
<td></td>
<td>- Five principles of the lifespan developmental perspective.</td>
<td>Chapter 1: Discussion 1 &amp; Quiz 1</td>
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<tr>
<td></td>
<td>- Three theoretical controversies about human development.</td>
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<tr>
<td></td>
<td>- Sociocultural systems theories and evolutionary perspectives on development.</td>
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<tr>
<td></td>
<td>- Research methods: self-report and observational methods of collecting information about participants; correlational and experimental research, cross-sectional, longitudinal, and sequential research designs.</td>
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<td></td>
<td>- Research ethics</td>
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<tr>
<td>September 4 Labor Day</td>
<td>Chapter 2: Biological and Environmental Foundations</td>
<td></td>
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<tr>
<td></td>
<td>- Chromosomes, genes, DNA, and the genome, cell reproduction</td>
<td>Chapter 2: Discussion 2 &amp; Quiz 2</td>
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<tr>
<td></td>
<td>- Monozygotic (MZ) from dizygotic (DZ) twins.</td>
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<td></td>
<td>- Genetic inheritance, dominant–recessive and X-linked inheritance.</td>
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<td></td>
<td>- Disorders resulting from chromosomal abnormalities, genetic counseling and prenatal testing, including common prenatal tests.</td>
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<tr>
<td></td>
<td>- Behavioral genetics and gene expression, including reaction range, canalization, gene–environment correlations, and epigenetic framework.</td>
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<tr>
<td>September 11</td>
<td>Chapter 3: The Prenatal Period, Birth, and the Newborn</td>
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<tr>
<td></td>
<td>- Conception and the three periods of prenatal development.</td>
<td>Chapter 3: Quiz 3</td>
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<td></td>
<td>- Teratology, prenatal outcomes, and fetal alcohol spectrum disorders (FAS) and fetal alcohol effects.</td>
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<td></td>
<td>- Childbirth and neonate’s physical capacities.</td>
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<td></td>
<td>- Low birth weight and small-for-date infants.</td>
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</tr>
<tr>
<td>September 18</td>
<td>Chapter 4: Physical Development in Infancy and Toddlerhood</td>
<td></td>
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<tr>
<td></td>
<td>- Patterns of growth during infancy.</td>
<td>Chapter 4: Discussion 3 &amp; Quiz 4</td>
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<tr>
<td></td>
<td>- The role of feeding and nutrition in the growth of infants and toddlers.</td>
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<tr>
<td></td>
<td>- Infants’ and toddlers’ neural development.</td>
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<td></td>
<td>- Infants’ early learning capacities for habituation, classical conditioning, and operant conditioning.</td>
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<td></td>
<td>- Development of infants’ visual and auditory capacities, and intermodal perception.</td>
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<tr>
<td></td>
<td>- Infant and toddler motor development.</td>
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<tr>
<td>September 25</td>
<td>Chapter 5: Cognitive Development in Infancy and Toddlerhood</td>
<td></td>
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<tr>
<td></td>
<td>- Cognitive schemas and Six substages of sensorimotor reasoning.</td>
<td>Chapter 5: Discussion 4 &amp; Quiz 5</td>
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<tr>
<td></td>
<td>- Object permanence during the sensorimotor period.</td>
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<tr>
<td></td>
<td>- Information processing system and its function in infancy and toddlerhood.</td>
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<tr>
<td></td>
<td>- Developmental changes in infants’ capacities for attention and memory, and infant intelligence.</td>
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<td></td>
<td>- Language development from birth through infancy and toddlerhood.</td>
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<tr>
<td>October 2</td>
<td>Chapter 6: Socioemotional Development in Infancy and Toddlerhood</td>
<td></td>
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<tr>
<td></td>
<td>- Psychosocial tasks of infancy and toddlerhood.</td>
<td>Chapter 6: Discussion 5 &amp; Quiz 6</td>
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<tr>
<td></td>
<td>- Infants’ developing capacities for basic and self-conscious emotions and emotional regulation.</td>
<td></td>
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<tr>
<td></td>
<td>- Contextual and cultural influences on emotional development in infants and toddlers.</td>
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<tr>
<td></td>
<td>- Temperament in infancy, styles of temperament, and the role of goodness of fit in infant development.</td>
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<tr>
<td></td>
<td>- Attachment styles, culture, and strategies that encourage the development of attachment relationships.</td>
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</tbody>
</table>
### Chapter 7: Physical and Cognitive Development in Early Childhood
- Patterns of body growth in early childhood.
- Advances in gross and fine motor development and their implications for young children’s development.
- Brain development, plasticity in development, and Piaget’s and Vygotsky’s perspectives on young children’s thinking.
- Changes that occur in attention, episodic memory, and autobiographic memory during early childhood.
- Young children’s awareness and understanding of the mind and developing capacities for language.
- Social learning and cognitive-developmental perspectives on moral development in early childhood.
- Early childhood education, including their associated outcomes.
- Effects of poverty on development and resources to help families in need.

### October 9
- **Native American Day**

### Chapter 8: Socioemotional Development in Early Childhood
- Psychosocial task of early childhood, as described by Erikson.
- Young children’s emerging sense of self and the development of prosocial and aggressive behavior during early childhood.
- Parenting styles, discipline, and their associations with child outcomes. The effects of child maltreatment and factors that place children at risk for experiencing maltreatment.
- Gender differences and gender role development during early childhood.
- Function and significance of play during early childhood.

### October 16
- **Chapter 9: Physical and Cognitive Development in Middle Childhood**

### October 23
- **Chapter 10: Socioemotional Development in Middle Childhood**

### October 30
- **Chapter 11: Physical and Cognitive Development in Adolescence**

### October 30
- **Chapter 11: Physical and Cognitive Development in Adolescence**
Chapter 12: Socioemotional Development in Adolescence

- Changes in self-conceptions and self-esteem during adolescence.
- Identity development during adolescence, including influences and outcomes associated with identity status.
- Adolescents' relationships with parents and the contribution of parenting style and monitoring to adolescent adjustment.
- Friendship, cliques and crowds, peer influences and dating during adolescence.
- Factors that contribute to sexual activity, contraceptive use, and the transmission of sexually transmitted infections (STIs) during adolescence.
- Risk factors during adolescence: pregnancy, depression and suicide, eating disorders, substance use and abuse, and delinquent activities.

November 6
Veterans Day Holiday

Chapter 13: Physical and Cognitive Development in Early Adulthood

- Physical developments of early adulthood.
- Impact of obesity, physical activity, and stress on young adults' health.
- Prevalence, effects, and treatment of alcohol and substance use in early adulthood.
- Development of postformal reasoning, cognitive-affective complexity, and the influence and experience of college.
- Influences on vocational choice and occupational expectations in early adulthood.

November 13

Chapter 15: Physical & Cognitive Development in Middle Adulthood

- Normative patterns of change.
- Reproductive changes that middle-aged men and women experience.
- Common health conditions and illnesses during middle adulthood, including risk and protective factors as well as treatment.
- Wellness across the middle adult years.
- Longitudinal studies of crystallized and fluid intelligence over adulthood; including changes in cognitive capacities during middle adulthood (attention, memory, processing speed, expertise, and return to higher education).

November 20
Thanksgiving Holiday

Chapter 17: Physical and Cognitive Development in Late Adulthood

- Influences on life expectancy and neurological developments that take place during older adulthood.
- Age-related changes in body systems including the sensory, cardiovascular, respiratory, and immune systems.
- Role of nutrition and exercise in aging; adults' susceptibility and adaptation to chronic illness & injury.
- Alzheimer's disease, and other common dementias, such as vascular dementia and Parkinson's disease.
- Patterns of change in working memory, long-term memory, problem solving capacities, and wisdom.

Chapter 12: Discussion 9 & Quiz12

Chapter 13: Quiz13
Chapter 14: Quiz14

Chapter 15: Quiz15
Chapter 16: Quiz16

Chapter 17: Quiz17
Chapter 18: Quiz18
### December 4

**Chapter 18: Socioemotional Development in Late Adulthood & End of Life**

- Self-concept, reminiscence, life review in developing a sense of ego integrity, and personality traits over the adult years.
- Contributions of religion and social support to older adults' well-being.
- Four theories that account for changes in social interaction over the adult years. Role of relationships with friends and siblings in older adulthood.
- Effects of marriage, divorce, and cohabitation on older adults' functioning. Relationships between older adults and adult children and grandchildren.
- Types of elder maltreatment and characteristics of victims.
- Timing of retirement and adaptation.
- Dying process and cultural views surrounding death, death with dignity, and the grieving process. Effects of widowhood in older adulthood.

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| All Work Must Be Completed December 13th 11:30PM |
| Thank You for your contributions to LifeSpan Human Development! |

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### Important Considerations:

**University Policies**

**Academic Integrity**

The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 [www.sdbor.edu/policy/Documents/2-33.pdf](http://www.sdbor.edu/policy/Documents/2-33.pdf).

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for credit.
- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.

**Freedom in Learning**

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

**Disability Accommodation**

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.
Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director - Disability Services, Room 119 Service Center
(605) 677-6389   Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

**Diversity and Inclusive Excellence**

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

**SDBOR General Education Goals – Referenced in the Course Schedule**

Following is an overview of the SDBOR goals for general education and the system-wide and institutional measurements for assessing them.

- **Goal 1**: Students will write effectively and responsibly and will understand and interpret the written expression of others. Measurements include Course Performance Criteria, NSSE ratings for “writing clearly and effectively,” the CAAP Writing Standard Score, the CAAP Rhetorical Subscale Standard Score, and the CAAP Usage and Mechanics Subscale Standard Score.

- **Goal 2**: Students will communicate effectively and responsibly through listening and speaking. Measurements include Course Performance Criteria for Speech/ Communication101 and the NSSE rating for “speaking clearly and effectively.”

- **Goal 3**: Students will understand the organization, potential, and diversity of the human community through study of the social sciences. Measurements include Course Performance Criteria, the CAAP Social Sciences Subscale, and NSSE ratings for “understanding people of other racial and ethnic backgrounds.”

- **Goal 4**: Students will understand the diversity and complexity of the human experience through study of the arts and humanities. Measurements include Course Performance Criteria, the NSSE rating for “working effectively with others,” and the CAAP Arts and Literature Subscale Score.

- **Goal 5**: Students will understand and apply fundamental mathematical processes and reasoning. Measurements include Course Performance Criteria, the CAAP Basic Algebra Subscale Score, the CAAP College Algebra Subscale Score, and the NSSE rating for “analyzing quantitative problems.”

- **Goal 6**: Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world. Measurements include Course Performance Criteria and the CAAP Science Reasoning Standard Score.

- **Goal 7**: Students will recognize when information is needed and have the ability to locate, organize, critically evaluate, and effectively use information from a variety of sources with intellectual integrity. Measurements include Course Performance Criteria and the NSSE ratings for “thinking critically and analytically” and “solving complex real-world problems.”