**General Education Course Inclusion Proposal**

**INTEGRATIVE THINKING**

**Course Name and Number:** AH 102 Growth and Development

**Home Department:** School of Nursing

**Department Chair Name and Contact Information** (phone, email):

PN Coordinator Michelle Johnson x2583 [mijohnso@nmu.edu](mailto:mijohnso@nmu.edu)

School of Nursing

Associate Dean Nanci Gasiewicz x2042 [ngasiewi@nmu.edu](mailto:ngasiewi@nmu.edu)

**Expected frequency of Offering of the course**: Fall and Winter Semesters

**Official Course Status**: Has this course been approved by CUP and Senate? YES

**Overview of course:** A. Overview of the course content

This course allows the student to explore the lifespan of the human (conception, infant, childhood, adolescence and adulthood until the time of death). The class investigates theorists (Erik Erikson, Jean Piaget, and Kohlberg) and the application of those theories upon human development. The course starts by evaluating what influences human development and then closely examines each stage of development. As the course progresses it explores the biological, psychological, and sociocultural forces across the lifespan.

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

*Integrative Thinking:* Individuals seeking careers in the health sciences deal with the complexity of the human body. These individuals utilize their formal studies to assist those seeking medical care. Human beings must be able to understand and relate throughout their career to the complexity of human development across the lifespan. Health service professionals must be able to deal with any age and development level at any time, which highlights the importance of this course in formal studies. History helped to define the importance that culture plays upon human development. This course highlights the richness of cultural context in order to exemplify the intricate, dynamic, interactive nature of human growth and development. There are constant exposures within the media to numerous preconceived ideas about different groups across the globe; some of the groups that are influenced by media exposure include gangs, hurricane survivors, impoverished nations, and those afflicted by war. AH 102 Growth and Development investigates the theories and rationales behind these types of situations and the effects it has on human development, at present and in the future generations.

*Critical Thinking:* This course allows the student to expand their knowledge beyond their own beliefs, biases, hopes, talents, etc. Students need to be able to understand growth and development to be able to identify when a variation occurs. This course looks to expand the students’ horizons and makes them open to look at others in a broader context. The student develops a more objective and global-view of the world across the lifespan. Promoting healthy behaviors and healthy lifestyles is an integral part of improving the quality of life. The future brings possibilities of increased population growth, intensified international conflict, and advanced scientific achievements, all of which can influence the world’s social, economic, and health environments. The ability to improve health, enrich the quality of life, and lengthen the lifespan may become even more important as the future unfolds.

C. Describe the target audience:

The current target audience is those interested in human development and fields related to human services. If a student majoring in Social Work, they will be exposed to all ages of individuals seeking their assistance with life issues that they have encountered. Students majoring in education must be able to work with all the ages, but also understand cognitive levels of the students with which they work. Nursing is utilized in all populations and it is imperative that they are able to care for those seeking medical attention. Psychology students would be able to use this class as an elective to enhance their formal studies. Students that have a focus in counseling must be able to work with the public at large and be able to understand the nuances that affect human development.

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

AH 102 is a University Requirement for the PN certificate program as a prerequisite course. This course offers an opportunity for an elective used with the BSN program to meet the education for the “well-child.” Growth and Development provides a basic understanding of human development for those interested in the human services sector (physical therapy, surgical technician, etc.), assisting them in how to work with the body and interact with the various age group. Students taking psychology or human biology may find this class as a helpful adjunct or interesting elective for their end degree. Growth and Development could appeal to those students with a Pre-Medicine major as they will have many interactions with other humans while completing their formal studies and then when practicing. The students of this course learn to accept diversity and that each person has something to offer, you just have to be able to identify it.

E. Provide any other information that may be relevant to the review of the course by GEC

An advantage of this course being offered as a General Education Course is that numerous faculty have the knowledge to teach the course. People are very different and regardless of look no two act the same, we must learn to embrace the differences of others and make the best of them.







**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | *Task Type:* Discussion question(s) on EduCat.  *Frequency:* Lecture days except exam days.  *Overall grading weight:* Incorporated into 20% assignment  *Expected Proficiency Rate:* 90%  Example: Upon entering the classroom students are asked to discuss the role strain of the working individual with a family. Students are given time to place responses on the EduCat discussion forum and then we discuss it in class. The topic chosen for discussion relates to a topic that they must understand from their chapter. If the student does not demonstrate understanding, an e-mail will be sent to the student to ask for further explanation of the topic.  *Task Type:*  In-Class Discussion Questions on Controversial Issues Limit 5-10 Minutes Include Pros/Cons  Frequency: 3-5 times a semester  Overall grading weight: Incorporated into 20% assignment.  Expected Proficiency Rate: 90%  Example: Compare and contrast single versus dual-parenting roles in today’s society. Divide the students into small groups to discuss the topic and then have each group present their viewpoints to the class. Ability of the groups to openly discuss and deliver the pros/cons to the group will demonstrate their understanding of the topic. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Task Type: MyDevelopmentLab  Frequency: 11 assignments  Overall Grading Weight: Incorporated into 20% assignment component of final grade.  Expected Proficiency Rate: 90%  Example: The student watches short videos that relate to different sections of the book. The student must complete a short quiz (max 6 questions) following the video to demonstrate understanding. Some of the topics include Down’s Syndrome, Language Development, Adolescent Cliques and Dying with Dignity. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | Task Type: MyDevelopmentLab  Frequency: 11 assignments  Overall Grading Weight: Incorporated into 20% assignment .  Expected Proficiency Rate: 90.  (See Above for Explanation and Example).  Task Type: Exams  Frequency: 5 total for the semester.  Overall Grading Weight: 80% of final grade.  Expected Proficiency Rate: 75%  Exam questions contain knowledge (definitions), concepts, and application of the concepts learned. The number of application questions increase as we go further into the semester on each exam. In preparation for the exam, an in-class activity is done were the students are given a definition on a note card and asked to define it. When completed they turn them in and then each card is passed out again to have them place an example or application of the concept on it. These cards are used to play “BINGO” using alternating application and definitions. At the end of the class, all terms/concepts are reviewed including the examples and applications with the students. Students are encouraged to verbalize their understanding and application of the terms/concepts. |

**PLAN FOR LEARNING OUTCOMES  
INTEGRATIVE THINKING**

*Attainment of the INTEGRATIVE THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** | |
| **Connections to Experience**  *OR* | | Connects academic knowledge to experiences |  | |
| **Connections to Discipline** | | Makes connections across disciplines | *Task Type:* Discussion question(s) on Educat.  *Frequency:* Lecture days except exam days.  *Overall grading weight:* Incorporated into 20% assignment.  *Expected Proficiency Rate:* 90%  Example: Upon entering the classroom students are asked to discuss the implications and their role as a future healthcare profession related to a specific topic like abortion. Topics covered by this course include a discussion of psychological theories, which enables the students to integrate the learned content into their chosen career field, such as physical therapy, social work, and speech/hearing communications. Each discipline may be able to bring different views to the discussion. Students are given time to place responses on the EduCat discussion forum and then we discuss it in class. The topic chosen for discussion relates to a topic that they must understand from their chapter. If the student does not demonstrate understanding, an e-mail will be sent to the student to ask for further explanation of the topic. A rubric will be used to assess the in-class discussions. | |
| **Transfer** | | Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations | *Task Type:* Discussion question(s) on EduCat.  *Frequency:* Lecture days except exam days.  *Overall grading weight:* Incorporated into 20% assignment.  *Expected Proficiency Rate: 90%*  Example: Upon entering the classroom students are asked to discuss the implications and their role as a future healthcare professional related to a specific topic like abortion. Topics covered by this course include a discussion of psychological theories (Erikson, Piaget, and Kolberg), which enables the students to integrate the learned content into their chosen career field, such as physical therapy, social work, and speech/hearing communications. . Each discipline may be able to bring different views to the discussion. Students are given time to place responses on the EduCat discussion forum and then we discuss it in class. The topic chosen for discussion relates to a topic that they must understand from their chapter. If the student does not demonstrate understanding, an e-mail will be sent to the student to ask for further explanation of the topic. A rubric will be used to assess the in-class discussions.  *Task Type*: MyDevelopmentLab  *Frequency*: 11 assignments  *Overall Grading Weight*: Incorporated into 20% assignment  *Expected Proficiency Rate*: 90%  Example: The student watches short videos that relate to different sections of the book. The student must complete a short quiz (max 6 questions) following the video to demonstrate understanding. The student is able to think about the developmental age, theorists, and apply this information to a possible situation with a potential client. Some of the topics include Down’s Syndrome, Language Development, Adolescent Cliques and Dying with Dignity. MyDevelopmentLab approaches different educational topics to incorporate the student’s acquired knowledge, which can be approached from any health science. For example, the students watch a video on Down’s Syndrome and apply that information to a situation dealing with a client with Down’s Syndrome from the nursing, social work, or surgical technology perspective.  *Task Type:* Course Exams  *Frequency:* 5 exams  *Overall Grading Weight*: 80% of final grade  *Expected Proficiency Rate:* 75%  Exam questions contain knowledge (definitions), concepts, and application of the concepts learned. The number of application questions increase as we go further into the semester on each exam. In preparation for the exam, an in-class activity is done were the students are given a definition on a note card and asked to define it. When completed they turn them in and then each card is passed out again to have them place an example or application of the concept on it. These cards are used to play “BINGO” using alternating application and definitions. At the end of the class, all terms/concepts are reviewed including the examples and applications with the students. Students are encouraged to verbalize their understanding and application of the terms/concepts, which will be useful in future healthcare role. | |
| **Integrated Communication** | | Communicates complex concepts by choosing appropriate content and form | *Task Type:* Discussion question(s) on EduCat.  *Frequency:* Lecture days except exam days.  *Overall grading weight:* Incorporated into 20% assignment*Expected Proficiency Rate:* 90%  Example: Upon entering the classroom students are asked to discuss the implications and their role as a future healthcare professional related to a specific topic like abortion. Topics covered by this course include a discussion of psychological theories (Erikson, Piaget, and Kohlberg), which enables the students to integrate the learned content into their chosen career field, such as physical therapy, social work, and speech/hearing communications. Each discipline may be able to bring different views to the discussion. The choice in the form of communication will be made by the student: examples of communication could be a handout, power point presentation, role-play/skit, or class discussion let by students. Students are given time to place responses on the EduCat discussion forum and then we discuss it in class. The discussion forum allows the students to evaluate written form of communication along with reaching out to other students and faculty in the course. The topic chosen for discussion relates to a topic that they must understand from their chapter. If the student does not demonstrate understanding, an e-mail will be sent to the student to ask for further explanation of the topic. A rubric will be used to assess the in-class discussions (rubric will be attached with report).  *Task Type*: MyDevelopmentLab  *Frequency*: 11 assignments  *Overall Grading Weight*: Incorporated into 20% assignment.  *Expected Proficiency Rate*: 90%  Example: The student watches short videos that relate to different sections of the book. The student must complete a short quiz (max 6 questions) following the video to demonstrate understanding. This activity allows the student to communicate with clients based on their developmental age, cognitive abilities, and educational level about their health concerns. Some of the topics include Down’s Syndrome, Language Development, Adolescent Cliques and Dying with Dignity.    *Task Type*: Course Exams  *Frequency*: 5 exams  *Overall Grading Weight*: 80% of final grade  *Expected Proficiency Rate*: 75%  Exam questions contain knowledge (definitions), concepts, and application of the concepts learned. The number of application questions increase as we go further into the semester on each exam. In preparation for the exam, an in-class activity is done were the students are given a definition on a note card and asked to define it. When completed they turn them in and then each card is passed out again to have them place an example or application of the concept on it. These cards are used to play “BINGO” using alternating application and definitions. At the end of the class, all terms/concepts are reviewed including the examples and applications with the students. Students are encouraged to verbalize their understanding and application of the terms/concepts, which allow them to successfully communicate in their future healthcare role. | |
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| **Northern Michigan University**  **School of Nursing**  **Practical Nursing**  **Winter 2015** | |
| **Course Title** | AH 102 Growth and Development |
| **Class Time** | Tuesday and Thursday 12-1:20 pm |
| **Location** | West Science 2902 |
| **Credits** | 3 Credits |
| **Faculty** | (open) |
| **Office Hours** | Monday 12-3 pm and Friday by appointment. |
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| **Course Description** | “Developing a concept of human life from birth to death. Emphasis is on the normal stages of growth and development of the human being at different ages. This course serves as a framework within which students explore their own feelings concerning the life process and develop a philosophy concerning the appreciation of that process” (Student Bulletin, <http://www.nmu.edu/bulletin1213/node/83>).  Additional Information: This course offers the learner a comprehensive introduction to the field of human development covering basic theories, research findings and current application. It will focus on the biological, psychological, cultural, social forces and personality development of the infant, toddler, preschooler, adolescent and adult. |
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| **Course Objectives** | 1. The student will define and apply the 3 major theories (Erikson, Piaget and Kohlberg) of human development. This objective will be met through exams 1-5 and MyDevelopmentLab assignments.  2. The student will apply knowledge of the physical, cognitive, social and personality development as they relate to the infant, toddler, preschooler, adolescent and adult. This objective will be met through exams 1-5 along with use of MyDevelopmentLab assignments.  3. The student will recall the issues of developmental diversity, by noting differences created by genetic, social and cultural circumstances within the search for general trends and patterns through the life span. This objective will be met through exams 1-5. |
| **Required Textbook(s)** | Craig, G.J. & Dunn, W.L. (2012). *Understanding Human Development* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.  2. My MyDevelopmentLab (this is included with new textbooks)  Access to the use of a computer and on-line capabilities |

**Teaching and Learning Strategies**

This course uses a variety of active learning techniques to include: reading, writing, talking, listening, and reflecting. This class will meet for 1.33 hours twice a week or have equivalent activities.

**Laptop Usage**

Please turn off cell phones and pagers when you are in the classroom. **Your cell phones must be kept in your bags and are not welcome on your desk!!** You are encouraged to bring your computer to lecture, but while in class, you will use your computer **only** for purposes related to this class. Please be courteous of your fellow students around you, surfing can be very distracting.

**Attendance Policy**

Attendance will be taken at each class. Students are expected to attend all lectures. You should be punctual, alert, and prepared for class. If you are absent from class, it is expected that you will notify the instructor prior to the absence or within 24 hours of the absence.

**Course Exam Rules**

On scheduled exam days, students are required to bring fully charged laptop computer with Respondus Lockdown software installed. Prior to exam, **ALL** electronic devices should be turned off and stored with other personal items. Students may be asked to rearrange desks or to change seats prior to the start or during the examination at the faculty’s discretion. Students should use the restroom before the start of the exam. Scrap paper will be handed out by the instructor and collected when student has completed the exam. Any student caught cheating will receive an “F” in the exam and a possible “F” for the class. Students will sign out after each exam with the time that they finished the test.

**Absences on scheduled test days**

A student who does not notify the instructor **prior** to the absence on test days will not be eligible to makeup the missed test. A test that is missed by a student with an excused absence must be made up before the next scheduled class. The faculty reserves the right to have student take the exam early, have a different version of the test, or a different rigor from initial test. **There will be no exceptions to this rule.** The Final Examination must be taken on the scheduled day at the scheduled time.

**Methods of Evaluation**The following distribution will be used for grading:

**Exams:** 80% of your final grade (5 exams total)

**Assignments:** 20% of your final grade

The student is expected to engage in class and participate in discussions in class along with completing assigned work.

**MyDevelopmentLab:**

We will register the first day of class for the MyDevelopmentLab, please try to come prepared with all of your books prior to class. Ensure that if you buy a used textbook that you also buy the MyDevelopmentLab packet from the bookstore. To register, you must use your NMU e-mail in the Pearson site. The registration number to join the class is crabb49576, use this link: http://www.pearsonmylabandmastering.com/northamerica/

* Assignment #1 Media Assignment: Down syndrome.
* Assignment #2 Media Assignments: Premature Birth and Neonate in ICU along with & Effects of Prenatal Smoking on Children’s Development.
* Assignment #3 Media Assignment: Language Development.
* Assignment #4 Media Assignments: Temperament and Child Abuse Mandatory Reports.
* Assignment #5 Media Assignments on Gross Motor Development and Play in Early Childhood.
* Assignment #6 Media Assignment: The Problem of Childhood Obesity.
* Assignment #7 Media Assignments Developing Childhood Independence in Middle Childhood.
* Assignment #8 Media Assignment on Body Image and Eating Disorders and Dating

In Adolescence.

* Assignment # 9 Media Assignment on Adolescent Cliques.
* Assignment #10 Media Assignment: Living Better Living Longer.
* Assignment #11 Media Assignment on Hospice Care.

**Extra Credit Assignments:**

Extra credit assignments are not guaranteed. However, if there is a medically-appropriate presentation a notification will be sent out to you, a sign-in at the event or paper (minimum one paragraph to a full page) explaining the presentation will be required for the extra credit points, but **will only** be applicable if meeting minimum grade of C.

**Grading Scale**

A 94-100% C 73-76%

A- 90-93% C- 70-72%

B+ 87-89% D+ 67-69%

B 83-86% D 63-66%

B- 80-82% D- 60-62%

C+ 77-79% F < 60%

THE STUDENT MUST EARN THE EQUIVALENT OF 73% OR ABOVE TO PASS THE COURSE. SCORE PERCENTAGES OF A POINT OF 0.50 OR BETTER ARE ROUNDED UP. SCORE PERCENTAGES OF A POINT OF 0.49 OR LOWER ARE ROUNDED DOWN.

**This pertains to all practical nursing students**. Maintain a minimum overall grade point average of 2.00 in all nursing courses with no course below a “C” and maintain an overall Northern Michigan University grade point average of 2.00. **Maximum number of tries to complete a course is two, otherwise you will not be applicable to apply to the program.**

**Academic Dishonesty**

All students will adhere to the university’s Student Code (available at: <http://dso.nmu.edu/handbook/>). Students should familiarize themselves with the statements on Academic Dishonesty (2.2.3) in the Student Code. Violations of this policy may result in failing grades for the course. You should consult an instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.  
**Inclement Weather Policy**

The class will be canceled only when the University cancels **all** classes due to inclement weather. You may call NMU line, 227-BRRR to find out about University Closings. Other options are local radio, TV stations and WLUC TV6 Website. In the event that class is cancelled, students will be notified via EduCat regarding alternative arrangements.

**Americans with Disability Act Statement**

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Office by: coming into the office at 2001 C. B. Hedgcock; calling 227-1700 or e-mailing disserv@nmu.edu.  Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.

\*The instructors reserve the right to change, alter or modify the syllabus. Changes will be announced to students in class or via EduCat announcements.

Topic Outline for AH 102

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| Date | Topic | Reading |
| Tuesday,  1-13-15 | Course Syllabus  MyDevelopmentLab Software  Test Lockdown Browser  Introduction to Chapter 1, Introduction to Human Development | Chapter 1, p. 1-32 |
| Thursday,  1-15-15 | Finish Chapter 1 | Chapter 2, p. 33-59 |
| Tuesday,  1-20-15 | Chapter 2, Heredity and Environment  MyDevelopmentLab Assignment #1 Due 1-22-15 by Midnight | Chapter 3, p. 60-89 |
| Thursday,  1-22-15 | Chapter 3, Prenatal Development and Childbirth  MyDevelopmentLab Assignment #2 Due 1-26-15 by Midnight | Study for Exam |
| Tuesday,  1-27-15 | **Test #1 Chapter 1,2, and 3** | Chapter 4,  p. 90-119 |
| Thursday,  1-29-15 | Chapter 4, Infancy and Toddlerhood: Physical, Cognitive, and Language Development | Chapter 4,  p. 90-119 |
| Tuesday,  2-3-15 | Chapter 4, Infancy and Toddlerhood: Physical, Cognitive, and Language Development  MyDevelopmentLab Assignment #3 Due 2-4-15 by Midnight | Chapter 5, p. 120-145 |
| Thursday,  2-5-15 | Chapter 5, Infancy and Toddlerhood: Personality and Sociocultural Development | Chapter 6,  p. 146-170 |
| Tuesday,  2-10-15 | Chapter 6, Early Childhood: Physical, Cognitive, and Language Development  MyDevelopmentLab Assignment #5 Due 2-11-15 by Midnight | Chapter 7, p. 171-201 |
| Thursday,  2-12-15 | Chapter 7, Early Childhood: Personality and Sociocultural Development | Chapter 7, p. 171-201 |
| Tuesday,  2-17-15 | Chapter 7, Early Childhood: Personality and Sociocultural Development | Study for Exam |
| Thursday,  2-19-15 | **Test #2 Chapter 4,5,6, and 7** | Chapter 8,  p. 202-230 |
| Tuesday,  2-24-15 | Chapter 8, Middle Childhood: Physical and Cognitive Development  MyDevelopmentLab #6 Due 2-25-15 by Midnight. | Chapter 9, p. 231-253 |
| Thursday,  2-26-15 | Chapter 9 Middle Childhood: Personality and Sociocultural Development  MyDevelopmentLab #7 Due 2-27-15 by Midnight. | Chapter 9, p. 231-253 |
| T/R  3-3, 3- 5 | Spring Break | Chapter 10,  p. 254-278 |
| Tuesday,  3-10-15 | Chapter 10 Adolescence and Emerging Adulthood: Physical and Cognitive Development  MyDevelopmentLab #8 Due 10-20-14 by Midnight. | Chapter 11, p. 279-305 |
| Thursday,  3-12-15 | Chapter 11 Adolescence and Emerging Adulthood: Personality and Sociocultural Development  MyDevelopmentLab #9 Due 3-16-15 by Midnight. | Study for Exam |
| Tuesday,  3-17-15 | **Test #3 Chapters 8,9,10, and 11** | Chapter 12, p. 306-331 |
| Thursday,  3-19-15 | Chapter 12 Young Adulthood: Physical and Cognitive Development | Chapter 13, p. 332-358 |
| Tuesday,  3-24-15 | Chapter 12 Young Adulthood: Physical and Cognitive Development | Chapter 13, p. 332-358 |
| Thursday,  3-26-15 | Chapter 13 Young Adulthood: Personality and Sociocultural Development | Chapter 14, p. 359-380 |
| Tuesday,  3-31-15 | Chapter 14 Middle Adulthood: Physical and Cognitive Development  **\*\*This class will be a podcast-No Campus Class\*\*\*** | Chapter 14, p. 359-380 |
| Thursday,  4-3-15 | Chapter 14 Middle Adulthood: Physical and Cognitive Development | Chapter 15, p. 381-404 |
| Tuesday,  4-7-15 | Chapter 15 Middle Adulthood: Personality and Sociocultural Development | Chapter 15, p. 381-404 |
| Thursday,  4-9-15 | Chapter 15 Middle Adulthood: Personality and Sociocultural Development | Study for Exam |
| Tuesday,  4-14-15 | **Test #4 Chapters 12,13,14, and 15** | Chapter 16, p. 405-432 |
| Thursday,  4-16-15 | Chapter 16 Older Adulthood: Physical and Cognitive Development  MyDevelopmentLab Assignment #10 Due 4-20-15 by Midnight. | Chapter 17, p. 433-455 |
| Tuesday,  4-21-15 | Chapter 17 Older Adulthood: Personality and Sociocultural Development | Chapter 18, p. 456-476 |
| Thursday,  4-23-15 | Chapter 18 Death and Dying  MyDevelopmentLab Assignment #11 Due 4-24-15 by Midnight.  Course Evaluation Completion | Study for Exam |
| Final Exam | **Test #5 Chapters 16,17,18** |  |