Instructor: Steffany J. Homolka, Ph.D.
Office: 204H, Academic Building
Office Hours: Monday 10-4, Wednesday 10-12, and Thursday 12-2 by appointment (see below instructions)
Email: steffany.homolka@angelo.edu
Phone: 325-486-6167
Course Prerequisite: PSY 2301 General Psychology


Other Required Materials
• Computer with a MAC or Windows Operating System, Microsoft Office Word & Microsoft PowerPoint (97-2003, 2007, and/or 2010)
• Webcam
• Ethernet Cable for Testing
• High Speed Internet- Refer to Angelo State University’s Distance Education Website for further technology requirements https://www.angelo.edu/online-education/index.php

Course Description: This course focuses on the physical, cognitive, and psychosocial development of humans from conception through death. The course will examine important developmental theories and research. Furthermore, the course will encourage students to think critically about developmental psychology research and theory and apply their knowledge of developmental psychology to everyday experiences and observations.

Course Objectives:
1. Gain factual knowledge (terminology, classifications, methods, trends)
2. Learn fundamental principles, generalizations, or theories
3. Learn to apply course material (to improve thinking, problem solving, and decisions)

Student Learning Outcomes:
By the end of the semester you should be able to:
1. Assess the biological, cognitive, cultural, environmental and psychosocial factors that influence human development.
2. Evaluate current and past research guided by theories within developmental psychology.
3. Apply developmental psychology principles to daily life.
4. Detect myths and misconceptions regarding human development.
5. Describe methodological approaches used to study human development.
6. Assess and critically analyze theories, research methodologies, findings (outcomes), and applications found within developmental psychology.
Course Policies:

1. Use of cell phones and laptops for anything other than taking notes or participating in class activities is restricted to before and after class. **You will be asked during class to shut down your electronics if you are observed using them for anything but class-related notes and activities.** If you are waiting for an important call, please inform the instructor before class begins.

2. Cheating on an exam, plagiarism, and misrepresenting yourself or another student will not be tolerated. Familiarize yourself with the ASU academic honesty regulations at http://www.angelo.edu/content/files/17358-university-honor-code

3. Material from class will be posted to Blackboard. However, some of this material will be intentionally incomplete or inaccurate.

4. You are responsible for taking your own notes during class. If you miss a regular class, you should get notes from your classmates.

5. The syllabus is tentative and is subject to revision during class.

6. You are responsible for all material covered in class, including announcements, discussion and lecture material, and changes to the syllabus.

7. This class examines a variety of cultural and personal issues and may expose students to ideas and material that they may find disagreeable. If students are unable or unwilling to tolerate other perspectives or value systems in the context of the class, then they are encouraged to speak with me regarding their concerns. Students who express beliefs or opinions in class that may be highly divisive and hurtful to other students and distract from the course may be asked to table this discussion during class and asked to meet with me during office hours. This is not intended to punish the student but to allow him or her to discuss the topic in a safe context (for him/her and the other students). I also want to reduce the likelihood of distracting the class from the topic at hand and provide the individual student the opportunity to learn more about the controversial topic (as appropriate). Should you have any questions, concerns, or suggestions at any time during the semester, please feel free to contact me.

Communication

- The best way to communicate with me is to schedule office hours to meet with me. The second best way to communicate with me is email.
- When meeting with me, please introduce yourself.
- All emails should include the course title or number in the subject line.
- All emails should include your first and last name.

Office Hours:

In an effort to make signing up for my office hours convenient, my office hours sign-up is online. Please reserve office hours at least 24 hours in advance. If you reserve your time slot with less than 24 hours notice, I cannot guarantee that I will be in the office when you visit. To reserve office hours:

1. Sign-in to your ASU google (email) account
2. Click on this link: [https://goo.gl/tAoJoz](https://goo.gl/tAoJoz).
3. Using the arrows near the top left side of the page, choose the correct week for which you to want to schedule office hours.
4. Select the day and time you want to meet. These are set for 30-minute time slots. If you need more than 30 minutes, then you will need to reserve multiple time slots one at a time. If you need
less than 30 minutes, please schedule the time slot(s) that would be during the time you want to meet.

5. When you select a time slot, type your first and last name in the text box titled “What” and describe why you are scheduling office hours in the Description section (e.g., supervision of WAIS).

6. Click Save

If my office hours do not work well with your schedule, please feel free to contact me to schedule a meeting at a time that works for best for both of us.

Course Requirements:

Readings: Much of this course’s lectures and discussions will revolve around the readings. You will be expected to be familiar enough with the assigned material that you can actively engage in discussion. **There is a copy of the textbook on reserve at the library and students can check it out for 30 minutes at a time.**

Pop Activities and Quizzes (Attendance, Participation, & Knowledge): There will be 10 unannounced activities and/or quizzes throughout the semester. One quiz will be on Blackboard. You will receive points for completing each activity/quiz. The activities and quizzes will not be graded. They will be awarded a ‘10’ (demonstrated thought within the activity or completed quiz) or a ‘0’ (limited engagement of the activity; incomplete). Please do them to the best of your ability and turn them in with your name on them in order to receive full points for completing them in class. Many of these activities/quizzes will be conducted at the beginning of class, so please be on time. If you miss an activity or quiz because you did not attend class, you will receive a 0 for that quiz or activity unless you provide reasonable documentation explaining your absence (e.g., doctor’s note).

Syllabus Quiz: Complete a multiple-choice Blackboard exam regarding the syllabus. You will have unlimited attempts to complete it accurately. You may refer to the syllabus as you complete the quiz. You do not have to use the Respondus system while taking the quiz. Given that you have several weeks to complete the exam and multiple attempts to complete it accurately, students will not be able to make up this quiz.

Practice Respondus Quizzes: There is one practice Respondus system quiz that is designed to familiarize yourself with the technology associated with Respondus System testing. Students are required to go through this practice quiz in advance of taking a graded exam. **In order to take the practice quiz and exams, you must have the following: (1) a computer with Mac or Windows Operating System, (2) access to high speed internet via (3) an Ethernet cable, and (4) webcam.** You will be graded based on whether you attempted to complete this quiz, not how you answer the quiz.

Exams: There will be four multiple-choice Blackboard exams throughout the semester. **Each exam must be completed by the beginning of the assigned class (9:00 am).** Once you open the exam, you will have to complete it in that sitting. You will have 90 minutes to complete the exam. Exams will be through Blackboard’s Respondus Lockdown Browser and will be video recorded via Respondus Monitor.

If you lose connection to the internet while taking the exam, you will be unable to continue taking the exam once you reconnect. Each exam will cover the chapters recently discussed in class. There are no
cumulative exams in this course. The exam content will be based on in-class lectures and discussions, the textbook, and classroom activities. However, please note that questions will emphasize application of learned knowledge as much as possible. When studying, please familiarize yourself with all class and text material, paying special attention to emphasized topics (e.g., bold text) and how this knowledge can be applied to everyday life. Students who read the text and attend class regularly are more likely to perform better on the test. Please be aware that simply re-reading the text and class material is insufficient when studying for exams. If you need help figuring out how to best study for exams, please schedule a time to speak with Dr. Homolka. The lowest exam grade will be dropped.

Since the exam is online, available over the weekend or more, and all students are required to complete two practice quizzes to ensure the technology works, failure to complete the exam on time (9:00 am of the assigned day) will result in a ‘0’ for the exam, unless you provide reasonable documentation explaining your absence (e.g., doctor’s note). If you receive a ‘0’ on one exam, it will be considered the lowest grade and dropped. Receiving a ‘0’ for two or more exams will significantly lower your grade.

How to Earn Additional Points on Exams:
All students have the opportunity to improve their exam grades by submitting a document correcting their incorrect answers to the exam. Students can earn half the value of the exam question back if they submit a document containing the following:
   1. The question they answered incorrectly along with the student’s incorrect answer.
   2. The correct answer.
   3. Textbook page number where the student found the correct answer.
   4. A brief description of why this is the correct answer.
If a student believes that a question was worded poorly, was a trick question, or the student’s answer is also correct, that student may also describe this in the aforementioned document. If Dr. Homolka determines that the student’s argument is valid, she will reward the student full points for that question and will consider rewarding full points to all students in the course, if relevant.

Assignments: Choose ONE of the Assignment One options and ONE of the Assignment Two options listed in the Assignments Options document. Submit a typed, brief description to Dr. Homolka detailing which assignments you are choosing and the specific details of such (e.g., name of movie or book, age of individuals participating in your assignment) by the due date listed in the course schedule. Two outlines of your Assignment One paper will be due at earlier dates. Failure to submit outlines will result in loss of points. You must turn in a printed copy of your Assignment One paper by the assigned due date at 9:00 am, as well as submit this paper via Blackboard. Submit your Assignment Two paper via Blackboard by the date listed in the course schedule. Please see the Assignment Options document for further information.

Requirements and Details for All Assignments
- Submit a typed, brief description to Dr. Homolka detailing which assignments you are choosing by the due date listed in the course schedule.
- All outlines and final papers should be submitted by 9:00 am of the date the assignment is due. An assignment paper is considered incomplete until you turn in a final draft of the paper. Late submissions will not be penalized if they are received in a timely manner (at the professor’s discretion). Please email professor with a message that the paper will be late if this happens (and sign your name to the email).
• Papers should address any topics or concerns specifically listed in the description for the relevant assignment. See the rubric for how each assignment will be graded.
• I strongly encourage you to submit your assignments before their due dates. Doing so will earn you extra credit points (see extra credit section below).
• I strongly encourage you to utilize the writing center for any typed papers. Doing so will earn you extra credit points (see extra credit section below).
• Remember, your assignment can include reflections on development that will be covered later in the course (i.e., read ahead).
• If you have completed a similar assignment for a different class, you cannot re-use that assignment for this course.

Assignment Rubric

Timeliness & Professionalism
• Point deductions for late papers are at Dr. Homolka’s discretion.
• Plagiarism, including self-plagiarism, will result in a 0 for the paper.
• Failure to submit a bibliography, outline, or 1st draft will result in 5 point deduction each.

Critical Analysis & Participation 35%
• Did you respond thoughtfully?
• Did you demonstrate critical thinking?
• Did you fully engage in the assignment?
• Did you provide evidence that you participated in the assignment and associated activities (e.g., interview or observation details, artwork, attached notes)?
• Did you thoroughly and thoughtfully reflect on the assignment experience (e.g., what it was like for you to do the assignment, how it is relevant, how it impacted how you think, feel, or act now or in the future)?

Required Components 25%
• Did you follow the directions for the assignment?
• Is the paper of adequate length?
• Did you address all of the components listed in the description for the assignment?

Knowledge 25%
• Did you accurately identify developmental concepts exhibited within the assignment?
• Did you thoroughly discuss relevant developmental concepts exhibited within the assignment?

Writing Mechanics 15%
• Follow APA guidelines
• Typed (except for Journaling assignment)
• 12-point font
• Arial or Times New Roman Font
• 1-inch margins
• Within page limits
• Correct spelling
• Clarity of thought
• Organization of thought
• No contractions
• No colloquial terms
• Followed all tips provided on the UG-Level Guidelines for Papers provided on Blackboard
Research Requirements: There is no better way to learn how psychologists think and discover than to be part of the process. To this end, you are required to complete 3 credits (equivalent to 3 hours of work) for research-oriented activities. This requirement can be fulfilled by serving as a participant in psychological research or completing an alternative research-oriented activity decided by the instructor. Failure to complete this requirement will result in a loss of 3% percentage points per credit on your final grade.

How to Earn Credit in Undergraduate Psychology Courses for Research-Oriented Activities:

- Earning credit by participating as a subject in a research experiment:
  - On the Sona-systems website will be a list of ongoing research projects that are open for participation. To receive credit for participation students MUST sign up online to participate in a research experiment. Note that some of the research studies have further restrictions regarding signing up - this is indicated on the description of the study. No credit will be assigned to students who sign-up but fail to participate. Research participation through Sona shall include 3 hours of research participation.

- Earning credit by completing an alternative, research-oriented activity:
  - For our department the written alternative is a student produced, written product that might involve reading research article(s) assigned by the instructor and providing written answers to relevant questions. However, before a student is allowed to take this option, the student must first write a request to the instructor and explain the reason why s/he has chosen not to participate in research studies. This request must be provided to the instructor before the end of the 8th week of the semester. The instructor must give approval before the student is allowed to do the written alternative. The alternative research activity shall include 3 hours of work.

All research-oriented activities must be completed by the date listed in the course schedule (no exceptions).

How to Logon to the Website (Sona-Systems):

1. Connect to http://angelostate.sona-systems.com (Note: do not type www.).
2. A login screen will come up but you cannot log in without an account.
3. In the lower left hand corner there is a link: request an account here, click on this.
4. A screen will come up requesting your name, user ID, and other information.
5. Your user ID is the same login name used for logging into Blackboard.
6. There is also an area to select the psychology courses you are enrolled in. Read the instructions and select those courses you may want to have extra credit assigned.
7. Once you are finished and submit your information, the system will e-mail a numerical password to your ASU e-mail address, e.g., jstudente@angelo.edu. Make sure to use your angelo.edu email.
8. You cannot log onto sona-systems until you receive this password.
9. Using your user ID and password login to sona-systems.
10. You can then change your password.
How to Sign Up for a Study:
1. After you create your Sona account and login, you can sign up to participate in an experiment.
2. Click Experiment Sign-up
3. Pick an experiment
4. Click on View Timeslots for this Experiment
5. Pick a timeslot you would like to attend and click on Sign Up

Grade Percentage Distribution:

<table>
<thead>
<tr>
<th>Grade Percentage</th>
<th>Grade Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Research Credits*</td>
<td>---</td>
</tr>
<tr>
<td>Syllabus quiz</td>
<td>1%</td>
</tr>
<tr>
<td>10 Pop Activities/Quizzes</td>
<td>14%</td>
</tr>
<tr>
<td>2 Assignments</td>
<td>40%</td>
</tr>
<tr>
<td>3 Exams**</td>
<td>45%</td>
</tr>
</tbody>
</table>

* Failure to complete this requirement will result in a loss of 3% percentage points per credit on your final grade (9% if you do not complete any credit hours).
**Worst grade out of 4 exams is dropped. Failure to complete both Respondus quizzes prior to the first exam will result in a deduction of 10 points from your final grade.

Final Grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60.1-69%</td>
</tr>
<tr>
<td>F</td>
<td>≤ 60 %</td>
</tr>
</tbody>
</table>

Extra Credit:

For All Students:
1. For every 24 hours that you turn in a final draft of an assignment early, you will receive 1% extra credit points for the assignment. Students can earn a max of 10% extra credit points to the assignment altogether by turning their assignment in up to 10 days early.
2. Students who submit their paper to the writing center for help will receive 10% extra credit points on their assignment.
3. Students can earn 5% extra credit points on an exam if they show me that they have created at least 10 accurate flash cards per chapter for an exam. They must show such cards to me prior to the exam due date or within 24 hours after the exam’s due date.
4. Students can earn 5% extra credit points to their final grade if they show me before the third week of class that they have a planner or schedule that lists when tasks for the course are due. The planner or schedule must be in a format that the student regularly uses. See Dr. Homolka for more info.
5. For every hour that a student volunteers to help with Dr. Homolka’s Psychological Assessment course, you will receive 1% extra credit points to your final grade. Students can earn a max of 10% extra credit points. Students who volunteer for this opportunity but then fail to show up as
scheduled may be docked points. Please talk with Dr. Homolka about this opportunity, if interested.

6. **Every student who contacts IT first if they have a tech problem** and every student who never needs to do so because they do not experience a tech problem will receive 2% extra credit points. **Students who contact Dr. Homolka regarding a technology problem before contacting IT will not receive extra credit.**

7. Other extra credit opportunities may be announced at the professor’s discretion. Such opportunities will be available to all students (i.e., no individual student can earn extra credit opportunities exclusive to them). I will not offer new extra credit opportunities at the end of the semester. Hence, if you believe that you will struggle in this course or find yourself struggling in this course, it is important that you speak to me as and take advantage of the extra credit opportunities offered in the course as soon as possible.

**Struggling Students Extra Credit Opportunity (SSECO):**
Extra credit is offered on a case-by-case basis for any student who is significantly struggling with the course (e.g., failing or in danger of failing). In order to qualify for this extra credit, **you must schedule a formal meeting with Dr. Homolka by the date listed in the course schedule** (you can schedule this meeting at any point prior to this date) and you must demonstrate effort in completing the extra credit tasks on a regular basis. Last minute submission of extra credits materials will not be awarded extra credit. Extra credit tasks for struggling students include the following:

1. Weekly: Submit detailed, well-organized, and highlighted copies of your class notes
2. By chapter: Using the PQ4R method, submit copies of questions and detailed notes of the assigned chapters
3. By chapter: Create 10 or more flash cards per chapter based on the text and class
4. By chapter: Generate at least 3 specific mnemonic devices for each chapter
5. Weekly: Provide reasonable documentation of engaging in other forms of active learning (e.g., ASU Tutoring Center)
6. Weekly: In-person, brief scheduled meetings with Dr. Homolka
7. Once: Create a planner or schedule that lists when tasks for the course are due.

You can earn up to 10% of your grade for completing these tasks. Extra credit points will be calculated based on the percentage of the requirement a student met.

**Struggling Students Extra Credit Point Distribution:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment in SSECO</td>
<td>Meet w/ Dr. H to enroll</td>
</tr>
<tr>
<td>Weekly class notes</td>
<td>≥ 8 weeks or ≥ 9 chapters</td>
</tr>
<tr>
<td>PQ4R notes</td>
<td>≥ 12 chapters of notes</td>
</tr>
<tr>
<td>Flashcards</td>
<td>≥ 120 (10 per chapter)</td>
</tr>
<tr>
<td>Mnemonic devices</td>
<td>≥ 36 (3 per ch.)</td>
</tr>
<tr>
<td>Active learning proof</td>
<td>≥ 8 weeks (1 per week)</td>
</tr>
<tr>
<td>Weekly meeting</td>
<td>≥ 8 meetings</td>
</tr>
<tr>
<td>Planner or schedule</td>
<td>1 planner/schedule</td>
</tr>
</tbody>
</table>

**Student Support:**
**Academic Support & Mentoring:** Throughout the semester, I am available to meet with students for both further exploration of the class’ topics and academic support for those who may struggle with the class’ requirements or topics. If there is a particular psychological assessment topic not covered in class that interests you, please let me know. I would be happy to help you further explore different psychological assessment topics outside of class and may even consider incorporating such topics into the course. I encourage you to speak with me before or after class or set up a time to meet with me.

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

**Students registered with the Office of Disability Services** are especially encouraged to set up a time to meet with me so we can discuss any needs for additional individual arrangements.

**Student Identity:**
I want all students to feel welcome and safe in my class. If you prefer to be addressed by an alternate name or gender pronoun, please share this with me early in the semester so that I may address you correctly throughout the semester. I will do my best to address any negative stereotypes, discrimination, prejudice, microaggressions, racism, sexism, etc. that I may observe in my class. However, if you ever feel uncomfortable in class for any reason, please contact me. Be aware, though, that if you share with me that you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, I am required to contact ASU’s Title IX Coordinator, Michelle Boone at 325-486-6357. You are also encouraged to do so (see Title XI).

**Student Parents:**
Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus a reflection of my own beliefs and commitments to student parents.

1. All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
2. For older children and babies, I understand that minor illnesses and unforeseen disruptions in child care often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
3. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
4. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the
same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

**Tutoring:** The ASU Writing Center and ASU Tutor Center are available and I strongly encourage you to take advantage of these resources. These services are likely to increase students’ grades and future academic performance. The ASU Tutor Center (C301) and ASU Writing Center (C305; 942-2093) are located on the third floor of the ASU Library. Writing Center and Tutor Center can work with students in any discipline and at any skill level. Both centers are free to all ASU students. Students struggling to understand the material or keep up with class are also encouraged to contact me. I am happy to offer whatever support I can provide within reason.

**Title IX:** Angelo State University is committed to the safety and security of all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU’s Title IX Coordinator, Michelle Boone at 325-486-6357.

**Student Absence for Observance of Religious Holy Days:** A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.

**Academic Honesty & Honor Code:** Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: [http://www.angelo.edu/forms/pdf/honorcode5.pdf](http://www.angelo.edu/forms/pdf/honorcode5.pdf). Academic honesty is expected on all work. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU.

The Department of Psychology and Sociology adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2017-2018) [http://www.angelo.edu/student-handbook/](http://www.angelo.edu/student-handbook/). The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

**Writing Support & Plagiarism**

Plagiarism and self-plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft. Self-plagiarism is when you submit part or all of your own work (e.g., a paper) that you have previously submitted for a different assignment without proper citation and my express permission. In your assignments, **it is unacceptable to copy word for word without quotation marks and the source of the quotation.** Plagiarism and self-plagiarism will NOT be tolerated in this course and will result in a 0 for the assignment in question. Further actions may be taken if such behavior appears to be blatant or repetitive.
We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. **It is expected that you will summarize or paraphrase ideas, giving appropriate credit to the source both in the body of your paper and the reference list.** Papers are subject to be evaluated for originality via Bb Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center [http://www.angelo.edu/dept/writing_center/academic_honesty.php](http://www.angelo.edu/dept/writing_center/academic_honesty.php). Tips for writing and a description of how to cite sources using APA style are also available on Blackboard. You are also welcome to ask me or my Graduate Assistant for help along these lines.

If you ever feel the urge to cheat or plagiarize, this may be a good indication that you should talk to me. There may be something we can do to decrease your stress level and, thus, reduce the likelihood that you will cheat or plagiarize. Please talk to me.

**Students with Disabilities:**
Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation. Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability.

The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities. Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

Persons with disabilities which may warrant academic accommodations and any student who feels they may need an accommodation based on the impact of a disability must contact the Office of Student Affairs in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

**Please note that this syllabus is subject to change throughout the semester.**