Instructor: Patsy McCall, M.S., Clinical Instructor
Email: pmccall@angelo.edu
Phone: 325.227.0361
Office: 325.486.6134
Office Location: A201C
Office Hours: MWF—12:00 Noon to 1:00 pm, 3:00 pm to 4:00 pm via phone or virtual appt.;
TR 10:00 am to 11:00 am, 12:30 pm to 1:30 pm. An appt. may be made with me for any other
time outside the scheduled office hours if needed. I can arrange to meet in person in my
office if a face-to-face is necessary. Call ahead to schedule as I am teaching all on line this
term from my home due to Covid-19.

Course Information

Course Description
The objective for this course is to bring to the learner an overall view of the science of Developmental Psychology via the
specific topical approach to life span development. The course is designed to assist the learner in mastering an understanding of
various psychological and developmental concepts and principles through several modalities and their applicability in the world
around us focusing on the various areas of human development.

Course Credits
This class meets MWF on-line. Successful completion of this course earns 3 academic credits.

Prerequisite and Co-requisite Courses
Prerequisite course for 2304 is General Psychology 2301.

Prerequisite Skills
Example: Accessing Internet websites, using ASU Library resources, and proficiency with
Microsoft Word and/or PowerPoint, Blackboard management system and self-discipline with
good time management skills are expectations of the Developmental Psychology 2304 course.
**Program Outcomes**
Upon completion of the program of study for the Developmental Psychology course, the graduate will be prepared to:

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate critical thinking skills</td>
<td>Measured by class exams, quizzes, in-class activities, and a project of observational research.</td>
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<tr>
<td>Demonstrate communication skills</td>
<td>Measured by oral in class discussion participation or virtual discussion board and blog discussions for on-line versions, written in-class activities, and a formal research report related to course project.</td>
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</tr>
<tr>
<td>Demonstrate empirical and quantitative skills</td>
<td>Measured by quizzes and exams related to research design, the research project that will require the student to design their own research in detail via 10 areas for consideration, explain how they would collect the data, analyze the data and produce a scientific report on the expected findings.</td>
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<tr>
<td>Demonstrate social responsibility</td>
<td>Measured by group activity in class and completion of all course work on-line involving observations and evaluations, and interview analysis, and participation in Psychological research conducted at Angelo State University. Participation will demonstrate social responsibility insofar as research advances scientific understanding and the knowledge process.</td>
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</tbody>
</table>
Course Delivery
This is a blended course with roughly 35% of the course delivered online via Blackboard. The face-to-face portion of the course is the lecture regarding the principles and constructs to be learned in each chapter and is a time for class discussion and questions shared. The exams and quizzes will all be taken online outside the classroom and many of the assignments will be posted in Blackboard as well. The on-line version is 100% on-line work and navigation of the virtual world.
See Course schedule for details.

Recommended Texts and Materials
Required text for this course is A Topical Approach to Life Span Development by John Santrock 10th edition. If the text is bought in the Bookstore it comes with the unique passcode to allow you to register for the Connect Lab for those who choose to take advantage of the tools offered in the Lab for an enhanced learning experience and aid in EXAM preparation. However, the Lab is optional, not required and no graded assignments are made in the Lab.

Technology Requirements
To successfully complete this course, some students may benefit from the purchase of access to the Connect Lab which requires a unique passcode to register. I do not make graded assignments from the lab as mentioned, but it is an excellent tool including flash cards on each chapter, practice tests to help you prepare for exams and interactive video clips to help you better visualize the application of information in each given chapter. If your text is purchased from the Bookstore the passcode will be included. It is not absolutely mandatory if you feel you can do well without the additional tools, but as the instructor, I would be remiss if I did not offer you every tool available to help you succeed.

You will also need to be sure the latest version of Respondus Lockdown Browser is installed on your desktop as you will need to go through the browser to Respondus Monitoring in order to take the major exams. This will require you to have a webcam if one is not built in to your computer and an ethernet cable to properly ground laptops for quizzes and exams.

To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
• The latest version of one of these web browsers: internet Explorer, Firefox, or Safari. Google Chrome is recommended.
• Microsoft Office Suite or a compatible Open Office Suite
• Adobe Acrobat Reader
• High Speed Internet Access
• Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
• Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: Angelo State University's Distance Education Website

Topic Outline
This is listed for you in the Course Schedule section.

Communication

Faculty will respond to email and/or telephone messages within 24-36 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

**Written communication via email:** All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line as I teach 5 courses and do not have time to look up which class you are in.

**Virtual communication:** Office hours may be done with the assistance of the telephone, particularly with the on-line version of my course.

“**Netiquette**” Guidelines for making posts in Blackboard or in emails—do not use slang language or any form of inappropriate language.

**The following section may not apply to remote students not on ASU campus, however, it does apply to all my college students on ASU campus this term.**

**Course Syllabus Statement on Required Use of Masks/Facial Coverings by Students in Class At Angelo State University**

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a
mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

**Grading**

**Evaluation and Grades**

Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
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</thead>
<tbody>
<tr>
<td>5 Major EXAMS</td>
<td>495 pts (99 pts ea) 33%</td>
</tr>
<tr>
<td>10 Chapter Quizzes</td>
<td>500 pts (50 pts ea) 33%</td>
</tr>
<tr>
<td>Course Research Project</td>
<td>100 pts 7%</td>
</tr>
<tr>
<td>3 Chapter Home works</td>
<td>150 pts (50 pts ea) 10%</td>
</tr>
<tr>
<td>3 Essays</td>
<td>150 pts (50 pts ea) 10%</td>
</tr>
<tr>
<td>5 Blogs</td>
<td>100 pts (20 pts ea) 7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1495 pts 100%</strong></td>
</tr>
<tr>
<td>EXTRA CREDIT (Research Participation)</td>
<td>30 pts 2%</td>
</tr>
</tbody>
</table>

**Grading System**

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- A = 90.00-100 points
- B = 80.00-89.99 points
- C = 70.00-79.99 points
- D = 60.00-69.99 points
F = 0-59.99 points (It has always been my policy that if at the end of the term a student is less than 1 percentage point away from the next grade level, that student is rounded to the next grade level.)

Teaching Strategies
Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures or discussion board materials presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions
Each assignment and in-class activity is designed to assess the student’s ability to apply concepts and principles of developmental psychology being learned in any given chapter. Some activities will also include standardized measurements for the students in face-to-face classes to help them learn a bit more about themselves while on-line students will participate in activities designed to have them look inward as well.

Assignment Submission
All assignments MUST be submitted by uploading into the content button in Blackboard (Bb) labeled Submit Assignments the day the assignment is due. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding any Blackboard function, email me at pmcall@angelo.edu and attach a copy (screen shot) of what you are trying to do. This lets me know there is a problem. Please contact the IT Service Center at (325) 942-2911 or E-Learning Center (325) 486-6263 or go to your Technology Support tab to report the issue. Then follow up with me if the issue is not resolved within a reasonable amount of time, let me know. Once the problem is resolved, complete what you were trying to do. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy
POLICY ON LATE OR MISSED ASSIGNMENTS
Acceptance of any late work must be approved by me on a case to case basis. Due dates and times for assignments are posted. Failure to submit your assignments on the assigned date will result in a five percent late penalty deduction for each day after the posted deadline. No papers or postings will be accepted more than one week past the assigned due date. No late work at all will be accepted after Wednesday November 18, 2020.
General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog

Student Responsibility and Attendance

Face-to-face: The students in this class are expected to attend class each MWF at the appointed time as attendance is counted as a percentage of the course grade. Any absence will cost the student 2 attendance points. The only exceptions include mandatory ASU athletic or academic travel, military related mandated absence or accepted religious holidays. Each of these must have the proper documentation and notification one week prior to the expected absence to qualify. If this condition is not met, the student will lose the attendance points but will be allowed to make up any work missed without penalty. On-line attendance is measured by signing in on Bb which is dated and recorded. This class will probably require a minimum of 6-9 hours per week on average.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU. “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.” Angelo State University Department of Psychology, Sociology, and Social Work adheres to the academic honesty statement as set forth in the University Student Handbook and students are responsible for understanding the Academic Honor Code which is available on the web.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.
Accommodations for Students with Disabilities

ASU 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 of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. 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.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. 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. Resources to help you understand this policy better are available at the ASU Writing Center. 

**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. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

**Copyright Policy**
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

**Syllabus Changes**
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

**Title IX at Angelo State University**
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

**Course Schedule**

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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<tbody>
<tr>
<td>Week 1 Aug 17-21</td>
<td>Introduction &amp; orientation, go over syllabus, course requirements and expectations. Chapter 1 dealing with The Life-Span Development Perspective. We will discuss the science of Life-span development, how development is studied and some of the special challenges faced by developmental psychologists. We will look at the prominent theories of development and discuss the scientific research methods used in Developmental Psychology. Requirements: Read chapter 1 for comprehension, facilitate account for ConnectLab access for those of you who choose to take advantage of the tools offered in the lab, and take quiz 1 online and complete Essay 1.</td>
</tr>
<tr>
<td>Week 2 Aug 24-28</td>
<td>Chapter 2 dealing with Biological Processes, and Health. We will look at the Evolutionary perspective and genetic foundations of development. We will also take a look at the interaction between heredity and the environment (the great nature vs. nurture debate) and then talk about prenatal development and the birth process as well as the postpartum period. Requirements: Read chapter 2 for comprehension, complete Blog 1 Ch 2 and take quiz 2.</td>
</tr>
<tr>
<td>Week 3 Aug 31-Sept 04</td>
<td>Chapter 3 dealing with Physical Development and Biological Aging. Chapter 4 dealing with Health. Discussions include the overall health in the various age groups, illness and disease. We will look at body growth and changes specifically, talk about brain development in the various age groups, discuss sleep and how it affects development as well as the normal biological aging process and longevity. We will also look at nutrition and eating behavior, exercise, and substance use and abuse in the various age groups. Requirements: Read chapter 3 and chapter 4 for comprehension, and complete Blog 2 Ch 3, complete Quiz 3 Ch 4 and Study for Exam 1 covering chapters 1, 2, 3, and 4.</td>
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<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
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<tr>
<td>Week 4 Sept 07-11</td>
<td>Monday—Labor Day Holiday—no classes. Tues Take EXAM 1 covering Chapters 1 thru 4 via Lockdown Browser to Respondus Monitoring. Chapter 5 dealing with Motor, Sensory, and Perceptual Development focusing on the motor development including gross and fine motor skills in infants and children, sensory and perceptual development with a focus on visual and auditory perceptions in the age groups. Requirements: Take Exam 1, Read chapter 5 for comprehension, complete observation homework sheet based on motor development observations in infants and we will not have a quiz on this chapter.</td>
</tr>
<tr>
<td>Week 5 Sept 14-18</td>
<td>Chapter 6 dealing with Cognitive Developmental approaches focusing on Piaget’s constructivist approach, and Vygotsky’s sociocultural perspective. These approaches will be looked at for the infant, the child, the adolescent and adult. Requirements: Read chapter 6 for comprehension, complete the homework worksheet on Piaget’s A &amp; A and take Quiz 4.</td>
</tr>
<tr>
<td>Week 6 Sept 21-25</td>
<td>Chapter 7 dealing with Information Processing. We will be discussing the development of memory in the infant, the child, the teen, and the adult along with problem solving abilities, decision making, and the concept of metacognition. Requirements: Read chapter 7 for comprehension, no essay this week nor homework, and there will be no quiz for this chapter. Complete Blog 3 Ch 7 and Study for 2nd Major Exam covering chapters 5, 6, and 7.</td>
</tr>
<tr>
<td>Week 7 Sept 28-Oct 02</td>
<td>Monday—Take Exam 2 over chapters 5, 6,&amp; 7 using Respondus Monitoring via Lockdown browser in Bb. Chapter 8 dealing with Intelligence and Chapter 9 focusing on Language Development. We will be looking at the concept of intelligence and its development, measuring IQ, controversies involving intelligence, achievement and aptitude tests, and the extremes of intelligence and creativity. We also discuss intellectual deficits and the intellectually gifted along with the basic components of language in the infant and further language development in the child and the adolescent as well as the biological and environmental influences on language development in these chapters. Requirements: Read chapter 8 and 9 for comprehension, complete Essay 2 as assigned, and take Quiz 5. No HW for these chapters.</td>
</tr>
<tr>
<td>Week 8 Oct 05-09</td>
<td>Chapter 10 dealing with Emotional Development and Attachment. We will cover emotional regulation, competence and the development of emotion through the age groups. We will also look at temperament as well as attachment and even love. Requirements: Read chapter 10 for comprehension, no Essay, and take quiz 6, and complete Blog 4.</td>
</tr>
<tr>
<td>Week 9 Oct 12-16</td>
<td>Chapter 11 dealing with The Self, Identity, and Personality. We will look at self-esteem and the self-concept and talk about the development of our identity. We will also discuss various theories of personality development and generativity as well as look at the concepts of stability and change as they relate to personality. Requirements: Read chapter 11 for comprehension, no homework for this chapter, and take quiz 7. Also study for Exam 3 covering chapters 8, 9, 10, &amp; 11. Course projects due this week.</td>
</tr>
<tr>
<td>Week 10 Oct 19-23</td>
<td>Monday—Take Exam 3 through Respondus Monitoring covering chapters 8, 9,10, &amp;11. Chapter 12 dealing with Gender and Sexuality. We discuss both biological and social as well as cognitive influences on sexuality. We will look at some gender stereotypes and gender development in the various age groups. We will explore sexuality through the life span and talk about</td>
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<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
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<td>sexual orientation, sexual behaviors and sexual harassment. Extra Credit opportunity #1 offered.</td>
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<td>Requirements: Read chapter 12 for comprehension, complete homework 3 as assigned, and take quiz 8. This week offers you the first of 2 optional opportunities to earn extra credit in the course which you will find in the course content button and in your Bb discussion board including due date.</td>
</tr>
<tr>
<td>Week 11 Oct 26-30</td>
<td>Chapter 13 dealing with Moral Development, Values, and Religion. This chapter looks at the domains of moral development, prosocial and antisocial behavior as well as a discussion of values and religion and spirituality as part of human development.</td>
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<td>Requirements: Read chapter 13 for comprehension, complete Essay 3 as assigned, no homework this chapter, and take quiz 9. XC opportunity 1 due on Alligator River surveys.</td>
</tr>
<tr>
<td>Week 12 Nov 02-06</td>
<td>Chapter 14 dealing with Families, Lifestyles, and Parenting. Discussion examines family processes including the perspective of the family as a system. We look at the diversity of adult lifestyles and discuss parenting on childhood development as well as other family relationships including siblings and grandparents.</td>
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<tr>
<td></td>
<td>Requirements: Read chapter 14 for comprehension, no homework this chapter, no essay, take quiz 10 and complete Blog 5. The 2nd Extra Credit opportunity is offered in this chapter again in course content and discussion board and Study for Exam 4 over chapters 12, 13, and 14.</td>
</tr>
<tr>
<td>Week 13 Nov 09-13</td>
<td>Take Exam 4 over chapters 12, 13, &amp; 14 thru Respondus Monitoring. Chapter 15 dealing with Peers and Sociocultural World and chapter 16 dealing with Schools, Achievement, and Work. In these chapters we look at peer relations in childhood and adolescent, the concept and functions of friendships, play and leisure in the various age groups as well as aging as it relates to the social world.</td>
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<td>Requirements: Extra Credit Item 2 on domestic violence Due. Read chapter 15 and chapter 16 for comprehension, and there will be no quiz, no homework, no blog and no essay for this week.</td>
</tr>
<tr>
<td>Week 14 Nov 16-20</td>
<td>Chapter 17 dealing with the final challenge: Death, Dying, and Grieving. The chapter looks at death as a system and the various cultural contexts. We also note death issues in determining death and decisions relating to life, death, and health care. We will discuss the developmental perspective on death. Further, we will look at facing our own death and coping with the death of someone else and the grieving process that follows. How do we want to take our leave of this world?</td>
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<tr>
<td></td>
<td>Requirements: Read chapter 17 for comprehension, no quiz this chapter, no HW and no blog. Study for Final Exam (5) covering chapters 15, 16, and 17.</td>
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<tr>
<td></td>
<td>Patsy McCall, M.S., Clinical Instructor in Psychology</td>
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Grading Rubrics

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

Select the SLO’s you use

1. Essential--Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Essential--Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Important--Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Important--Learning appropriate methods for collecting, analyzing, and interpreting numerical information

End of Syllabus

1. https://blackboard.angelo.edu
3. https://www.angelo.edu/catalogs/
5. https://www.angelo.edu/services/disability-services/
6. https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
9. https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of