

**Northern Kentucky University
College of Education and Human Services**

**EDU 300-001: Human Growth and Development (3 hours)
Monday and Wednesday, 11:00am-12:15pm
Room: MEP 294
Spring 2017**



Learn, Lead, Succeed

Mission

The College of Education and Human Services plays an important leadership role and collaborates with others in the creation, dissemination, and application of knowledge and research that enhances professional practice and transforms lives, schools, and communities.

Vision

The College of Education and Human Services aspires to be known throughout the Commonwealth of Kentucky and region at large as the leader in providing opportunities for engaged learning and applied scholarship that fosters individual growth and collective success.

Kentucky Core Academic Standards (KCAS)

Preparation of Kentucky's students for the demands of the 21st century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Core Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the [Kentucky Core Academic Standards](#).

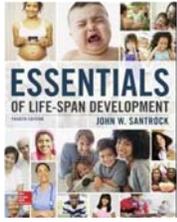
Professor: Ryan Alverson, Ph.D.

Office: MEP 273

Telephone: 859-572-6580

Office Hours: Monday and Wednesday: 1:00pm-3:00pm; Tuesday and Thursday: 11:00am-12:00pm;
or by appointment.

Email: alversonj1@nku.edu



Required Textbook and/or Materials: ESSENTIALS OF LIFESPAN DEVELOPMENT e4 (with Connect) by John Santrock, McGraw. This is an e-text and interactive learning platform that will assist you in mastering the course content. All students must have their own copy of the Connect key to complete the required activities. These are available in the bookstore or online. Optional: You may choose to purchase a paper copy of the text at a nominal, additional cost but it is not required or necessary.

Course Description: EDU 300 Human Growth and Development (3 Credits) Life-span human development; physical, cognitive, social, and personal development especially as these relate to children in school and to the adults who influence them; individual study focusing on student development at specific levels of instruction. PREREQ: PSY 100 (or permission of the instructor).

This course has **four major student learning outcomes (SLO) and, for teacher education majors, aligns the Kentucky Core Academic Standards:**

<i>Student Learning Outcome</i>	<i>Assessment (Assignments)</i>	<i>Kentucky Teacher Standards (Initial)</i>	<i>InTASC Category</i>	<i>Specialized Professional Association (SPA) Standards</i>	<i>KFFT Domains</i>
To understand key terms, concepts, and theories in human learning, growth, and development by defining, identifying, and applying key concepts, and creating a presentation.	<i>Four Unit Tests, Final Exam, Research Project, LearnSmart Assignments, Final Reflection, Analytic Memos, Reading Quizzes, Interviews</i>	<i>1.1, 1.3,1.4, 2.2, 2.3, 6.1, 8.2, 8.3</i>	<i>Learner Development, Content Knowledge</i>	Early Childhood: Standard 1: Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. Special Education: Standard 2: Development and Characteristics of Learners Elementary: Standard 1.0 Development, Learning, and Motivation-- Candidates know, understand, and use the major concepts, principles, theories, and	<i>1A, 1B</i>

				<p>research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p> <p>Middle Grades: Standard 1: Young Adolescent Development</p>	
<p>To gain insight into and appreciation for our own and others' lifespan development</p>	<p><i>Four Unit Tests, Final Exam, Research Project, LearnSmart Assignments, Final Reflection, Analytic Memos, Reading Quizzes, Interviews</i></p>	<p>1.2</p>	<p><i>Learning Environments, Collaboration</i></p>	<p>Early Childhood: Standard 1: Candidates prepared in early childhood degree programs are grounded in a child development knowledge base.</p> <p>Special Education: Standard 2: Development and Characteristics of Learners</p> <p>Elementary: Standard 1.0 Development, Learning, and Motivation-- Candidates know, understand, and use the major concepts, principles, theories, and</p>	<p>3D</p>

				<p>research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p> <p>Middle Grades: Standard 1: Young Adolescent Development</p>	
<p>To build on strengths and abilities to bring the good to completion in self and others</p>	<p><i>Classroom Goal Plans, Final Reflection</i></p>		<p><i>Professional Learning</i></p>	<p>Early Childhood: Standard 1: Candidates prepared in early childhood degree programs are grounded in a child development knowledge base.</p> <p>Special Education: Standard 2: Development and Characteristics of Learners</p> <p>Elementary: Standard 1.0 Development, Learning, and Motivation-- Candidates know, understand, and use the major concepts, principles, theories, and</p>	<p>4E</p>

				research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. Middle Grades: Standard 1: Young Adolescent Development	
To discover potential you never realized you had and help fulfill your destiny	<i>Classroom Goal Plans, Final Reflection</i>		<i>Application of Content</i>		4A

Course Assignments and Grading

1. Meet the professor (50 points): Schedule a time to stop by the office and chat. We can discuss your goals and plans for this class or any other topic that is on your mind. **This assignment needs to be completed before spring break.**

2. Classroom Goal Plan (50 points): You will establish a goal for this class and construct a plan to reach this goal. You will be provided a template and given instructions for this assignment in class during the first several meetings.

3. Final Reflection on Your Goal Plan and Our Course (100 points): At the end of the semester you will write a reflection on how well you met your goal. You may want to write about some of the obstacles you faced during the semester and how you did, or did not, overcome them. You will also need reflect on and identify the biggest take away ideas that you developed through participation in this course. Review readings, assignments, and class conversations. Use the ideas that you think are the most important things that you will take from the course. See detailed description below.

My primary goal for this class is that you use the ideas and concepts in this class to shape your everyday personal and professional practices. The purpose of this assignment is to demonstrate how your biggest ideas will affect your personal and professional life. The narrative should express the practical ways you will apply your biggest ideas in your life. How you express the ideas is up to you. My only requirements are that you (a) practically incorporate your biggest ideas (at least 3) to your personal or professional life and (b) provide concrete, actionable examples. You might consider the following points in the development of your paper:

- a. What have you learned about how to use and/or apply major elements of this course in your life?

- b. How have you improved yourself in a significant or important way and how have you improved in the way(s) you will interact with others?
- c. Have any of your interests, feelings or beliefs regarding human development changed as a result of participating in this course?
- d. What will you do differently in your life because of what you have learned this term?
- e. What have you learned about how people learn and grow?

This assignment may be a written document or a TED-type video. If you choose the paper option, it should adhere to APA style (6th Edition) and have about 2-3 pages of narrative. The TED-type video should communicate your thoughts in a clear manner (about 5-10 minutes in length). The professor will evaluate no early drafts but you are encouraged to get feedback (from friends, the NKU Writing Center, etc.) to ensure the clarity and professionalism of your submission. You should envision this as a professional communications sample of the quality you might submit with a job application. Points are awarded based on the following: 1) addressing your goal completion and thoughtful and personal application of biggest ideas using concrete examples (50 points); 2) proper use of the rules of grammar (25 points); 3) readability (25 points). This assignment will be submitted in Blackboard.

4. IF-AT Reading Quizzes (50 points; 17 x 3 points each with 1 extra credit point): We will be taking reading quizzes using the Immediate Feedback Assessment Technique (IF-AT). This is a method of taking quizzes that gives you immediate and corrective feedback. You will be taking the quizzes individually and in your groups, coming to a consensus concerning the answers. We will group according to a preference survey taken during the first week of class. These groups will also serve as our groups for various activities that we may do during class. **You can expect a reading quiz at the beginning of class on the day the reading is due.**

5. LearnSmart Study Aids (17 chapters x 12 points each = 200 points, with 4 extra credit points): LearnSmart (denoted as "LS" in course calendar) study materials (up to 12 points per chapter). The text comes with a Connect Access Account. This provides you with electronic access (internet connection required) to the LearnSmart materials that will allow you to master the content and, if completed, virtually ensures the highest grade in the course and passing score on the PRAXIS PLT. You earn up to 12 points for every module/chapter you master. You can continue to work on a chapter until you earn 100% and earn all the points.

6. Analytic Memos (10 x 5 points each = 50 points): We will complete analytic memos, in class, 10 times during the semester. The purpose of analytic memos is to critically examine and discuss assigned class readings/topics, a particular activity, and/or assignments. To receive full credit for the analysis, groups must reflect on a topic, question(s), and/or task posed by the instructor, which are related to the readings that you will have completed. Each team will write one memo for their group and submit in class. This assignment will be completed on days, which are noted in our calendar, and will typically take place midway through or at the end of class. These discussion/memo sessions will last anywhere from 15-30 minutes.

Our analytic memos will be scored according to the following: 1 point for completion, 2 points for accuracy, 2 points for grammar and readability.

7. Developmental Interviews (5 x 20 points each = 100 points): Over the term you will conduct five (5) interviews with people from the age groups we are studying. The purpose of these interviews is to gain first-hand evidence about the application of the theories to real-life situations. When available, you are encouraged to use family members as subjects for your interviews. The questions/tasks for use in these interviews are posted in the Assignments area on Bb. Completion dates for each interview are indicated on the schedule and calendar.

8. Team Project and Presentation (100 points): The team to which you are assigned will be responsible for preparing a short (10-minutes) presentation on a topic in human development that will be assigned in class. Your team may choose to do a live presentation in class, or a video (e.g. TED-talk style video) to

show in class. Work on this project should be equally distributed among the team members. Points are earned for the group outcomes and for individual performance. Your grade will be based on: 1) completing an annotated bibliography (each member of a team will find at least two current resources (within the past 2 years) from popular or professional sources (15 points), 2) preparation of the "lesson plan" for the presentation (15 points), 3) the presentation itself (15 points), 4) your team's self-reflection after the presentation (15 points) and 5) an assessment of individual team member contributions (40 points). All team members will receive the same grade for #1-4 above. These items will be posted on the Team Blog and will be available for the class to view. The points received for #5 will be determined by an anonymous rating of individual team member performance by all other team members. The form to be completed is in Course Assignments (Bb). Be as creative as possible in your presentation! The purpose of this assignment is to practice teamwork, learn about an aspect of human development, teach a mini-lesson, practice using educational technology, and have some task specific team/social interaction (maybe some fun too). □ Note that this assignment is worth the same as a Unit Test or Final Exam and should be treated accordingly.

9. Unit Tests (4@100 points each): There are four unit tests covering the material indicated on the schedule. The Unit Test questions will come from the activities, lectures, quizzes and readings. Students earning an "A-" average or higher on the Unit Tests are not required to take the comprehensive final exam. See the course calendar for test times. If you know you will miss a Unit Test for an acceptable reason (see policies below for acceptable excuses), you must contact the instructor to make arrangements to take the test BEFORE the regularly scheduled time. Missing a Unit Test (for any reason) and having to take a make-up exam disqualifies you from a possible exemption on the comprehensive final (see below).

10. Comprehensive Final Exam (100 points): The course final exam is given at the assigned final exam period (Monday, May 1st) and covers the major concepts and ideas in the course. If an "A-" average is maintained on the Unit Tests, you are exempt from taking the final and your final exam score will be the same as your Unit Test average.

The above assignments and grading schedule are subject to change based on the discretion of the instructor and upon notice to the students. **Always keep copies of all assignments to be used in your portfolio or other classes. DO NOT ASSUME that your professor will keep copies for you.**

<u>Assignments</u>	<u>Points</u>
Meet the Professor	50
Classroom Goal Plan	50
Final Reflection	100
IF-AT Reading Quizzes	50
Learn Smart Study Aids	200
Analytic Memos	50
Developmental Interviews	100
Team Project and Presentation	100
Unit Tests	400
<u>Comprehensive Final Exam</u>	<u>100</u>
Total	1200

Grading Scale

<u>Grade</u>	<u>Percent</u>	<u>Points Earned</u>
A	95%+	1140-1200
A-	93%+	1116-1139
B+	91%+	1092-1115

B	87%+	1044-1091
B-	85%+	1020-1043
C+	83%+	996-1019
C	77%+	924-995
C-	75%+	900-923
D+	73%+	876-899
D	70%+	840-875
F	<70%	0-839

The College of Education and Human Services requires education majors to earn a grade of C or better in all education (EDU & EDS) courses. A grade of C- or lower is not acceptable for program completion.

Mid-term Grade: Mid-term grades will be posted in myNKU by the deadline established in the [Academic Calendar](#).

Final Examination Information: The final exam scheduled for Monday, May 1st. If an “A-” average is maintained on the Unit Tests, you are exempt from taking the final and your final exam score will be the same as your Unit Test average.

Course Policies and Procedures

Description of the Course Format

The course has multiple opportunities for you to engage with the concepts and develop your understanding of the materials: group work, demonstration activities, discussions, and lectures. What you put into this course is what you get out of it. Strive to master the material, ask questions about class concepts, discuss topics, and develop deeper understanding.

Student Honor Code: The [Student Honor Code](#) [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code.

In addition, students in the education programs must also adhere to the [College of Education and Human Services Code of Ethics](#) and the [Professional Code of Ethics for Kentucky School Certified Personnel](#).

Plagiarism - Academic dishonesty in any form (plagiarism, submitting other people’s work as your own, submitting your previous work to satisfy new requirements, and the like) will result in a failure on the assignment in question. Proven academic dishonesty may result in failure in the course and a recommendation that the chair of the department review the student’s standing regarding acceptance in the program.

Failure to adhere to these policies can lead to failing this course and not being accepted into the Teacher Education Program.

Student Communications and Progress Reporting – Official communication and announcements will be sent to your official NKU email address. If you prefer to use another email, it is your responsibility to forward your NKU email to your preferred address (see <http://it.nku.edu> for help). You can continuously monitor your progress in the course on Blackboard.

Attendance and Assignment Policy – It is expected that you will attend class during assigned class times. Unit Tests are given during specific days and times in class. The only acceptable reasons for missing class or an assignment deadline include personal illness (hospitalization), death or serious illness in the immediate family, participation in an approved university sponsored event (as in the case of testing windows) or technical problems with Bb or the university websites.

Last Day to Drop the Class with a “W” - Check the University Calendar for the official university date for your last-chance withdrawal.

University Closure and Snow Policy- If you have not done so already, please sign up for Norse Alert to get the most updated information. GO TO <http://norsealert.nku.edu/> TO SIGN UP.

Credit Hour Policy Statement: In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows:

Class lectures, activities, and discussion	= 48.0 Hours
Reading, reviewing text, LearnSmart Study Aids	= 54.0 Hours
Unit Tests and Final (5 x 2 hour)	= 10.0 Hours
Personal Improvement Project	= 7.0 Hours
Developmental Interviews (5 x 2 hours)	= 10.0 Hours
Team Project:	= 10.0 Hours
Final Reflection	= 5.0 Hours
Total	= 144.0 Hours

Student Evaluation of Instructor and Course: Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations go to <http://eval.nku.edu>. Click on "student login" and use the

same USERNAME and PASSWORD as used on campus.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

Accommodations Due to Disability: Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Disability Programs and Services Office in SU 303. To receive academic accommodations for this class, please obtain the proper DPS forms and meet with me at the beginning of the semester. More information on Disability Services can be found at <http://disability.nku.edu>.

Professionalism: Professional behavior is a very important aspect of a career. As one who is preparing for a profession, each student is expected to conduct himself/herself in a professional manner. It is expected that you think of and conduct yourself as a professional and a collaborative member of this learning community. Self-responsibility, a positive attitude, and dispositions that demonstrate respect for others and work are expected and highly valued.

Professionalism is measured by the following indicators: regular, on-time attendance to class; being on time for class; engaged participation in class activities; collaboration with other professionals in the class; being prepared for class discussions based on assigned readings or out-of-class activities; staying for the entire class period; notifying the professor in advance of class if you will be absent; submission of assignments by the due date; interacting respectfully with professors and peers; and demonstration of professional dispositions and ethics. Evidence of lack of professionalism is indicated by such behaviors as: not being attentive to those who are speaking; using your laptop or cell phone for web-browsing or game-playing during class; sending or receiving cell phone calls or text messages; leaving the classroom during class; complaining or discussing issues or grievances with one's peers or supervisors before it is discussed in a face-to-face meeting with the professor.

Bibliography

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- Rubin, K. H., Bukowski, W., & Parker, J. G. (1998). Peer interactions, relationships, and groups. *Handbook of child psychology, 3(5)*, 619-700.
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- Shaffer, D.R. (2009). *Personality and Social Development*. Thompson /Wadsworth (6th Edition)
- Vygotsky, L. (1978). Interaction between learning and development. *Readings on the development of children, 23(3)*, 34-41.

Tentative Course Schedule

This is a list of tentative dates for topics/chapters to be covered each week of the semester. Readings and assignments are due on date listed in calendar, unless otherwise noted.

Week	Date	Topic	Reading	Assignments Due
1	1/9	Introductions and Getting Acquainted, Course Overview and Requirements		
	1/11	Smart Book Presentation; Goal Plans and Work Groups; Assign Team Topics	Syllabus	
2	1/16	MLK Day – No Class		
3	1/18	Case study on research – The Mozart Effect		
	1/23	Ch.1 Introduction	Ch.1	LS Ch. 1
4	1/25	Ch.2 Biological Beginnings (<i>analytic memo – Goal Plan/Good-enough Parenting</i>)	Ch.2	Classroom Goal Plan
	1/30	Ch.3 Physical and Cognitive Development: Infancy	Ch.3	LS Chaps. 2&3
	2/1	Ch.3 Physical & Cognitive Development: Infancy (<i>analytic memo – Cognitive</i>)		

<i>Development/Equilibration</i>				
5	2/6	Ch.4 Socioemotional Development in Infancy	Ch.4	LS Ch. 4
	2/8	Catch up; Review		
6	2/13	UNIT TEST #1 (Online - Covers Chapters 1 – 4); Group time (Meet with you groups to plan for your presentations and complete associated assignments.)		
	2/15	Ch.5 Physical and Cognitive Development in Early Childhood	Ch.5	Interview #1
7	2/20	Ch.5 Physical and Cognitive Development in Early Childhood (<i>analytic memo – “Another Typical Day” case study</i>)		
	2/22	Ch.6 Socioemotional Development in Early Childhood (<i>analytic memo – Early Children’s Literature Book Review</i>)	Ch.6	
8	2/27	Ch.7 Physical and Cognitive Development in Middle and Late Childhood (<i>analytic memo - Cognitive Development Task Design</i>)	Ch.7	LS Chaps. 5&6
	3/1	Ch.8 Socioemotional Development in Middle and Late Childhood	Ch.8	Interview #2
9	3/6	Spring Break (No Class)		
	3/8	Spring Break (No Class)		
10	3/13	Catch up; Review (<i>analytic memo – Moral Reasoning</i>)		LS Chaps. 7&8
	3/15	UNIT TEST #2 (Online - Covers Chapters 5 – 8); Group time (Meet with you groups to plan for your presentations and complete associated assignments.)		Annotated Bibliography for Team Project
11	3/20	Ch.9 Physical and Cognitive Development in Adolescence (<i>analytic memo – Formal Operational Thought – Pendulum Problem</i>)	Ch.9	
	3/22	Ch.10 Socioemotional Development in Adolescence	Ch.10	
12	3/27	Ch.11 Physical and Cognitive Development in Early Adulthood (<i>analytic memo - Lifestyle Profile</i>)	Ch.11	LS Chaps. 9&10
	3/29	Ch.12 Socioemotional Development in Early Adulthood	Ch.12	Interview #3

13	4/3	UNIT TEST #3 (Online - Covers Chapters 9 – 12); Group time (Meet with you groups to plan for your presentations and complete associated assignments.)		LS Chaps. 11&12
	4/5	Ch. 13 Physical and Cognitive Development in Middle Adulthood (<i>analytic memo – Thinking about Middle Age</i>)	Ch.13	Meet the professor (due by today)
14	4/10	Ch. 14 Socioemotional Development in Middle Adulthood	Ch.14	LS Chaps. 13&14 Lesson Plan for Team Projects
	4/12	Ch. 15 Physical and Cognitive Development in Late Adulthood (<i>analytic memo – “How Old Can We Get” and Theories of Aging</i>)	Ch.15	Interview #4
15	4/17	Ch. 16 Socioemotional Development in Late Adulthood; Ch. 17 Death, Dying, and Grieving; Begin Team Presentations	Chaps. 16&17	LS Chaps. 15-17
	4/19	Team Presentations		Interview #5
16	4/24	Finish Team Presentations		
	4/26	UNIT TEST #4 (Online - Covers Chapters 13 – 17); Group time (Meet with you groups to plan for your presentations and complete associated assignments.)		Final Reflection on Goal Plan and Course
17	5/1	Final Examination (Monday) (online) <i>Note: Don't wait until the last minute to complete your final assignments. They should not take much time, but you need to be thoughtful in completing them.</i>		Team Project Reflection and Individual Team Member Evaluation Form

*Course calendar is subject to change based upon feedback from students and instructor's discretion.

Professional development week - 1. August 12-16, 2019. Mandatory Basic Life Support Training and Mask Fit Testing (1:00-7:00pm). August 16 - November 15, 2019. Foundations (PWY100) (Mondays, Tuesdays, Thursdays and Fridays, 8:00am-12:30pm and Wednesday, September 4) *Please note that classes will be held on Veterans Day (Monday, November 11) and a holiday observance will be planned. Holidays: Labor Day, September 2; Indigenous Peoples Day, October 14. Wednesdays, September 11, 2019 - July 22, 2020. Practice of Medicine (POM100) (Wednesdays 8:00am-5:00pm*; except in January 1:00-5:00pm) *Some P Class: Monday/Wednesday, 1:30PM - 2:50PM Recitation: Fridays, 12:00PM - 1:20PM Class Room: 300 South Craig Street, Room 265. Instructors: David Garlan garlan@cs.cmu.edu WeH 4218 412-268-5056 Office hours by appointment Assistant: Margaret Gasdick (gasdick@cs.cmu.edu). Anthony J. Lattanze lattanze@cs.cmu.edu 300 SCR, Room 278 412-268-4736 Office hours by appointment. Matthew Bass mbass@cs.cmu.edu 300 SCR, Room 267 412-268-6163 Office hours by appointment. Teaching Assistants: Gabriel Moreno gabrielm@cs.cmu.edu 300 SCR, Room 266 (Tomayko Library) Tuesday 11AM-12PM Friday 3:30-4:30PM. Daniel Smul