

EDP 7410: Human Developmental Psychology

COURSE INFORMATION

Section:
Semester/Year:
Division:
Class location:
Class day/time:
Credit hours:
Class type:

FACULTY CONTACT INFORMATION

Name:
Office Address:
Office Hours:
Telephone:
E-mail Address:

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Accessibility

Accessibility provides helpful pathways for using materials and learning opportunities for all WSU students, including international students, students with disabilities, and LGBTQ+ students. Free text to speech software, screen readers, and learning support services may be available.

[Student Disability Services](#) can offer assistance with accessibility software and options. Here are more resources which may also be helpful.

[Accessibility](#)

[International Students](#)

[Student Disability Services](#)

[LGBTQ+ Resources](#)

Course Description

The life-span perspective views human development as lifelong, multidimensional, multidirectional, plastic, multidisciplinary and contextual, involving growth, maintenance and regulation, (Baltes, 1987, 2000). It is from this perspective that this course will examine the human experience with an emphasis on school environment and community psychology practice.

Method(s) of Instruction: synchronous lecture

Course Materials

Required Text:

The Life Span: Human Development for Helping Professionals. P. Broderick and P. Blewitt. (2020). 5th Edition.

Required Readings: (All available through WSU Library System or directly with DOI)

Antonucci, T. C., Ajrouch, K. J., & Birditt, K. S. (2014). The Convoy Model: Explaining

Social Relations From a Multidisciplinary Perspective. *The Gerontologist*, 54(1), 82–92.

<http://doi.org/10.1093/geront/gnt118>

Belsky, J., Steinberg, L., & Draper, P. (1991). Childhood Experience, Interpersonal

Development, and Reproductive Strategy: An Evolutionary Theory of Socialization. *Child Development*, 62, 647-670. <https://pdfs.semanticscholar.org/87f0/90466f5704ea332b77b392862a29aff735d2.pdf>

Corcoran, L.; Guckin, C.M.; Prentice, G. Cyberbullying or Cyber Aggression? (2015). A Review of Existing Definitions of Cyber-Based Peer-to-Peer Aggression. *Societies* 5, 245-255.

Dishion, T. J., & Tipsord, J. M. (2011). Peer contagion in child and adolescent social and emotional development. *Annual Review of Psychology*, 62, 189-214.
DOI: 10.1146/annurev.psych.093008.100412

Eales, Lauren, S. Gillespie, R. Alstat, G. Ferguson, S. and S. Carlson. (2021). Children's screen and problematic media use in the United States before and during the COVID-19 pandemic. <https://doi.org/10.1111/cdev.13652>

Farmer, R. F., Seeley, J. R., Kosty, D. B., Gau, J. M., Duncan, S. C., Lynskey, M. T., & Lewinsohn, P. M. (2015). Internalizing and Externalizing Psychopathology as Predictors of Cannabis Use Disorder Onset during Adolescence and Early Adulthood. *Psychology of Addictive Behaviors : Journal of the Society of Psychologists in Addictive Behaviors*, 29(3), 541–551. <http://doi.org/10.1037/adb0000059>

Grossman, Daniel and David J.G. Slusky; 2019. The Impact of the Flint Water Crisis on Fertility. *Demography* 1.56 (6): 2005–2031. doi: <https://doi.org/10.1007/s13524-019-00831-0>

Hammerstein Svenja, König Christoph, Dreisörner Thomas, Frey Andreas (2021). Effects of COVID-19-Related School Closures on Student Achievement-A Systematic Review. *Frontiers in Psychology*. Vol. 12. <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.746289>

Hanna-Attisha, M., LaChance, J., Sadler, R. C., & Champney Schnepf, A. (2016). Elevated Blood Lead Levels in Children Associated With the Flint Drinking Water Crisis: A Spatial Analysis of Risk and Public Health Response. *American Journal of Public Health*, 106(2), 283–290. <http://doi.org/10.2105/AJPH.2015.303003>

Howell, Karen, Lynch, M.E., Platzman, K, Smith, Howard, & Coles, Claire. (2006). Prenatal Alcohol Exposure and Ability, Academic Achievement, and School Functioning in Adolescence: A Longitudinal Follow-Up, *Journal of Pediatric Psychology*, Volume 31, Issue 1. Pages 116–126, <https://doi.org/10.1093/jpepsy/jsj029>

Kuhfeld, M., Soland, J., Tarasawa, B., Johnson, A., Ruzek, E., & Liu, J. (2020). Projecting the Potential Impact of COVID-19 School Closures on Academic Achievement. *Educational Researcher*, 49(8), 549–565. <https://doi.org/10.3102/0013189X20965918>

Nesselroade, J. R., & Ram, N. (2004). Studying intraindividual variability: What we have learned that will help us understand lives in context. *Research in Human Development*, 1(1-2), 9-29.

Nixon, C. L. (2014). Current perspectives: the impact of cyberbullying on adolescent

health. *Adolescent Health, Medicine and Therapeutics*, 5, 143–158.

<http://doi.org/10.2147/AHMT.S36456>

Overton W. F. (2013). Relationism and relational developmental systems: a paradigm for developmental science in the post-Cartesian era. *Adv. Child Dev. Behav.* 44, 21–64
10.1016/B978-0-12-397947-6.00002-7

Pfefferbaum B. (2021). Challenges for Child Mental Health Raised by School Closure and Home Confinement During the COVID-19 Pandemic. *Current psychiatry reports*, 23(10), 65.
<https://doi.org/10.1007/s11920-021-01279-z>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8366164/>

Rabiner, D.L., Godwin, J. & Dodge, K. (2016) Predicting Academic Achievement and Attainment: The Contribution of Early Academic Skills, Attention Difficulties, and Social Competence. *School Psychology Review*: June 2016, Vol. 45, No. 2, pp. 250-267.

Ramírez-Esparza, N., García-Sierra, A., & Kuhl, P. K. (2014). Look who’s talking: speech style and social context in language input to infants are linked to concurrent and future speech development. *Developmental Science*, 17(6), 880–891.

Rispoli, K. M., McGoey, K. E., Koziol, N. A., & Schreiber, J. B. (2013). The relation of parenting, child temperament, and attachment security in early childhood to social competence at school entry. *Journal of school psychology*, 51(5), 643-658.

Westling, E., Andrews, J. A., Hampson, S. E., & Peterson, M. (2008). Pubertal Timing and Substance Use: The Effects of Gender, Parental Monitoring and Deviant Peers. *The Journal of Adolescent Health : Official Publication of the Society for Adolescent Medicine*, 42(6), 555–563. <http://doi.org/10.1016/j.jadohealth.2007.11.002>

Yoshikawa, H., Aber, J. L., & Beardslee, W. R. (2012). The effects of poverty on the mental, emotional, and behavioral health of children and youth: Implications for prevention. *American Psychologist*, 67(4), 272-284.

Xiang, X., Lai, P. H. L., Bao, L., Sun, Y., Chen, J., Dunkle, R. E., & Maust, D. (2021). Dual Trajectories of Social Isolation and Dementia in Older Adults: A Population-Based Longitudinal Study. *Journal of Aging and Health*, 33(1–2), 63–74.
<https://doi.org/10.1177/0898264320953693>

Course Outcome Alignment with Assignments (& Standards)

Course Learning Outcomes	Course Assignment(s)	Standards (State, National, Accrediting)
1. Students will learn to explain and differentiate theoretical (e.g. psychoanalytic, learning) and empirical knowledge about	Reading, Discussion Board, Exams, and Paper Assignments	2.F.3.a, and 2.F.3.b

biological, cognitive, and psychosocial development of the individual and family across the lifespan;		
2. Students will investigate the biological, neurological, and physiological factors that affect human development, functioning, and behavior including environmental (teratogens) and systemic factors.	Readings, Discussion Board, and Exams	2.F.3.e and 2.F.3.f
3. Students will critique leading researchers in the human development field.	Readings, Discussion Board, and Paper Assignments	2.F.3.a, and 2.F.3.b
4. Students will construct a general framework for understanding differing abilities and strategies for differentiated interventions specifically ethically and culturally relevant strategies for promoting resilience and optimum development across the lifespan.	Reading, Discussion Board, Exams, and Paper Assignments	2.F.3 h and 2F.3.i

Grading System

Graduate Grading Scale

Grade Letter	Grade Percent Range
A	93-100%
A-	90-92%
B+	88-89%
B	84-87%
B-	80-83%
C+	78-79%
C	74-77%
F	<74%

Assignment/Exam	Points	Percentage
TOTALS		100%

Course Assignments and Exams

1. Two Examinations: Exam I will be worth 200 points & and Exam II will be worth 200 points

2. One Written Paper Project: The Personal Development Paper or Student Research Paper. The Personal Development Paper is worth a maximum of 200 points and the Student Research Project is worth a maximum of 200 points.

3. Discussion Board Postings: Discussion Board postings will be available through CANVAS. Three standard questions will be posted for responses. A minimum of five quality postings are required throughout the semester for a total of 100 points.

1. Two Major Exams: There will be two (2) exams for this course. Each exam will have several multiple choice, short answer questions and a case study question. Each exam will be worth 200 points. Exams will not be cumulative. Make up exams will be decided on a case by-case basis and are at the discretion of the instructor. Prior to each exam I will provide a study guide which will encompass major topics on the exam. I also will provide a scheduled review prior to the exam.

2. The Personal Development Paper: Students will write a paper that incorporates two to three developmental phases about themselves. The paper should be at least 9 pages double-spaced. You may want to conduct interviews with family members to gain additional insight into your own human development. It is also important that the discussion reflects your understanding of class discussions, textbook, and assigned reading materials. You can choose from the following life phases: Infancy and Early Childhood – ages 0-5, Middle Childhood – ages 6-11, Adolescence – ages 12-19, Early Adulthood – ages 20-39, Middle Adulthood – ages 40-59, or Over 60.

When you are writing about each stage, think about your major influences (e.g., people, family/sibling constellation, family roles, institutions, circumstances), role models (e.g., at school, at home, in your family, in your community), and “nodal” life experiences (e.g., moves, injuries, trauma, illness, passing of a loved one, changes/losses, major successes and failures). Include at least four references to developmental theorists in your paper. Additionally, locate and include at least two empirical or theoretical articles from peer reviewed journals (other than those assigned in class) that support your reflections.

You may want to consider the following questions:

1. What aspects of your life represent typical or atypical development in each phase?
2. In each phase what evidence shows that you were moving forward, on hold, or stuck in regard to developmental tasks?
3. What were the easiest phases for you?
4. What were the most difficult phases for you?
5. What were some of the questions, feelings, or concerns you had during each phase?
6. How did access to counseling impact your development?
7. What kinds of counseling interventions would have been helpful?
8. What developmental theories are reflected in these interventions?
9. Where are you now developmentally?
10. If you could go back and redo a stage, which would it be, and what would you do differently?

There will be a 10% penalty for each day that the final paper is late.

Student Research Paper: Students may select to complete a research paper covering a topic addressing affective bases of behavior in a select lifespan development period. Research papers will be at least 9 double spaced pages in length. Students are advised to use the Research Paper format included with this syllabus. Papers should be well organized with labeled sections: including 1. Introduction 2. The Current State of Research 3. Conclusions with implications for future research and relevance to your career path.

Grammar and spelling must be correct and writing should include clear and concise paragraphs! Readability of your paper will affect your final grade on this project. Students are advised to have their paper proofed and edited by another person

if you are uncomfortable with your writing skills. The paper MUST include a minimum of five empirical articles. All citations should be done in APA style and covered on an attached reference page that is alphabetized.

There will be a 10% penalty for each day that the final paper is late.

3. **Discussion Board Postings:** Discussion Board postings will be available through CANVAS. Three standard questions will be posted for responses. A minimum of five quality postings are required throughout the semester. Students will receive credit (all or nothing) for completing the five postings. Time management is critical. Do not wait until the end of the semester to complete the postings.

4. **Class participation** – 50 points

Recap Of Final Grade Assessment Process:

Two Major Exams 400 points Research Paper 200 points (or) The Personal Development Paper 200 points Five Discussion Board Postings (All or nothing) 100 Points Class Participation 50 points Total Points Used to Calculate Grades 750 points
NOTE: Students are advised via this syllabus of all scheduled exam and other due dates. This instructor presumes that you will make any and all necessary schedule changes to your professional and personal schedules to accommodate these dates immediately. Only under extraordinary circumstances will a private exam or other due date be changed. Late papers and reports will have the final score reduced by ten points per day that they are late.

Tentative Course Schedule

Date	Topics	Reading
(1)	<u>Review of Course Syllabus</u> <u>Developmental Psychology</u>	<u>Introduction</u> <u>Chapter 1</u>
(2)	<u>Biological Beginnings</u> <u>Prenatal Development and Birth</u>	<u>Chapter 1</u> <u>Chapter 2</u> <u>Overton W.F. (2013)</u> <u>Nesselroade, J.R., & Ram, N. (2004)</u>
(3)	<u>Prenatal Development and Birth (Continued)</u> <u>Infancy: Physical Development</u> <u>Infancy: Cognitive Development</u>	<u>Chapter 2</u> <u>Chapter 3 (81-88)</u> <u>Ramírez-Esparza, N., García-Sierra, A., & Kuhl, P. K. (2014)</u> <u>Howell, Karen et al. (2006)</u> <u>Hanna-Attisha, M. (2016) or Grossman (2019)</u>
(4)	<u>Infancy: Socio-emotional Development</u> <u>Early Childhood: Physical & Cognitive Development</u>	<u>Chapter 4</u> <u>Chapter 3</u> <u>Rispoli, K. M., McGoey, K. E., Koziol, N. A., & Schreiber, J. B. (2013)</u>
(5)	<u>Early Childhood: Socio-emotional Development</u> <u>Middle/Late Childhood: Physical & Cognitive Dev.</u>	<u>Chapter 5</u> <u>Chapter 6</u> <u>Rabiner, D.L., Godwin, J. & Dodge, K. (2016)</u>
(6)	<u>Middle/Late Childhood: Socio-emotional Dev.</u>	<u>Chapter 7</u> <u>Kuhfeld, et. al (2020) Chapter 8</u> <u>Yoshikawa, H., Aber, J. L., & Beardslee, W. R. (2012)</u>

Dishion, T. J., & Tipsord, J. M. (2011)
Corcoran, L.; Guckin, C.M.; Prentice, G. Cyberbullying or Cyber
Aggression? (2015)

Exam Review
(7) Exam I
(8) Select Developmental Issues
School Violence
COVID Lag

Eales, Lauren, S. Gillespie, R. Alstat, G.
Ferguson, S. and S. Carlson.

Hammerstein Svenja, König Christoph,
Dreisörner Thomas, Frey
(9) Adolescence: Physical and Cognitive Development Chapter 9
Westling, E., Andrews, J. A., Hampson, S. E., &
Peterson, M. (2008)
Belsky, J., Steinberg, L., & Draper, P. (1991)

(10) Research Paper Due
Adolescence: Socio-emotional Development Chapter 10
Early Adult: Physical & Cognitive Development Chapter 11

Nixon, C. L. (2014).
Farmer, R. F., Seeley, J. R.,
Kosty, D. B., Gau, J. M.,
Duncan, S. C.,
Lynskey, M. T., & Lewinsohn, P. M. (2015)

(11) Personal Development Paper Due
Early Adulthood: Socio-emotional Development Chapter 12
Middle Adulthood: Socio-emotional Development Chapter 13

Antonucci, T. C., Ajrouch, K. J., & Birditt, K. S. (2014)

(12) No Class – Holiday

(13) Middle Adult: Physical and Cognitive Development
Late Adult: Physical Development Chapter 14
Late Adult: Cognitive Development Chapter 15

Xiang, X., Lai, P. H. L., Bao, L., Sun, Y.,
Chen, J., Dunkle, R. E.,
& Maust, D. (2021)

(14) Late Adulthood: Socio-emotional Development
Endings: Death, Dying & Grieving
Exam Review

(15) Exam II

Attendance Policy

This is a graduate course. While attendance will not be taken regularly, chronic class absence and early class departures may affect the outcome of your exam performance. Poor attendance also will affect your participation grade. Students are expected to attend class and to complete all assignments as scheduled. At the end of the term, borderline grades will be considered for advancement to the next higher grade for students who maintained good attendance and

demonstrated active participation in class. Some materials presented in class will not be contained in the textbook. Students are responsible for obtaining all missed information including announcements and any changes in the class schedule.

Religious Holidays

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Student Disabilities Services

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. However, during the fall 2020 semester SDS will only be delivering services remotely. The SDS telephone number is 313-577-1851 (main number) or 313-202- 4216 for videophone use. Please continue to use these numbers as SDS is still receiving calls. Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. You can learn more about the disability office at www.studentdisability.wayne.edu

To register with Student Disability Services, complete the online registration form at: https://wayne-accommodate.symlicity.com/public_accommodation

Counseling and Psychological Services (CAPS)

It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services (caps.wayne.edu; 313 577-3398). Other options, for students and nonstudents, include the Counseling and Testing Center, and the Counseling Psychology Training Clinic, in the WSU College of Education (<https://education.wayne.edu/counseling-clinic>). *Services at all three clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do – for yourself, and for those you care about.* Also, know that the WSU Police Department (313 577-2222) has personnel trained to respond sensitively to mental health emergencies at all hours.

Sexual Misconduct and Title IX

Sexual Misconduct and Mandatory Reporting

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Please be advised: Most faculty and staff are considered “**Responsible Employees**” and are **required to report** information they receive about incidents of sexual misconduct (including sexual assault, intimate partner violence, sexual harassment, and stalking) to appropriate authorities when it involves WSU students, faculty, or staff.

Free, confidential, and anonymous support is available 24 hours a day, seven days a week to survivors, their friends, and their family through the [Rape, Abuse & Incest National Network \(RAINN\)](#). Call [1-800- 656-4673](tel:1-800-656-4673) or [Chat](#) online with a professional support specialist.

Please visit TitleIX.wayne.edu to learn more about resources and support on campus and in the local community.

Options for Reporting Sexual Misconduct

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Reporting to the University

[The Title IX Office](#) is available to consult with individuals impacted by sexual violence or discrimination regarding resource referrals, supportive and protective measures, and reporting and resolution options. Where WSU has jurisdiction, the affected party may request an administrative investigation by the University.

Phone: 313-577-9999

Email: TitleIX@wayne.edu

Reporting to Law Enforcement

[The Wayne State University Police Department](#) is available 24/7 to assist individuals reporting criminal activity or concerns on or near campus. Report off-campus incidents to the appropriate police jurisdiction. In the event of an emergency or imminent threat, reporting to the police is highly encouraged.

Phone: 313-577-2222

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

If you or someone you know has been impacted by sexual violence or discrimination, please visit TitleIX.wayne.edu to learn more about resources and support on campus and in the local community.

Academic Dishonesty – Plagiarism and Cheating

Academic misconduct is any activity that tends to compromise the academic integrity of the institution or undermine the education process. Examples of academic misconduct include:

- **Plagiarism:** To take and use another's words or ideas as your own without appropriate referencing or citation.
 - College of Education policy on plagiarism: The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.
- **Cheating:** Intentionally using or attempting to use or intentionally providing unauthorized materials, information or assistance in any academic exercise. This includes copying from another student's test paper, allowing another student to copy from your test, using unauthorized material during an exam and submitting a term paper for a current class that has been submitted in a past class without appropriate permission.

- Fabrication: Intentional or unauthorized falsification or invention of any information or citation, such as knowingly attributing citations to the wrong source or listing a fake reference in the paper or bibliography. Other: Selling, buying or stealing all or part of a test or term paper, unauthorized use of resources, enlisting in the assistance of a substitute when taking exams, destroying another's work, threatening or exploiting students or instructors, or any other violation of course rules as contained in the course syllabus or other written information.

Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Wayne State University. <https://doso.wayne.edu/conduct/academic-misconduct>

Course Drops and Withdrawals

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Academica. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the tenth week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: http://reg.wayne.edu/Withdrawing_From_a_Course.php

Student Services

- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
- The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit <http://clasweb.clas.wayne.edu/writing> to obtain information on tutors, appointments, and the type of help they can provide.
- Library research assistance: Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? Wayne State librarians provide on-campus or online personalized help. Contact them at <http://library.wayne.edu/consult>

Class Recordings (Face to Face Instruction) If this section does not make sense for your course you are free to remove it.

Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as posting to the internet or sharing with others. Students registered with Student Disabilities Service (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

Online Courses Only

- Will class be held in case of school closures (e.g., due to snow)?
- Hardware and software requirements

- Are there any extra fees associated with access to required course materials (e.g., a subscription to Netflix)
- Are any synchronous meetings required; if so, what are the dates and times?
- Are any proctored exams required; if so, how many and what is the method for proctoring (e.g., at a testing center or via an electronic proctoring system that might involve costs)?
- Information on how to remotely access library resources

Technology Access and Support

Because this is a WEB course, all or part of your instruction will require reliable hardware including a desktop or laptop computer with reliable internet access, camera, microphone, and speakers, as well as appropriate software including a web browser, Microsoft Office ([available at no charge to students](#)), and the Canvas app (also free to students). For assistance with Canvas, see [C&IT's Student Intro to Canvas Course](#) and [Comprehensive Student Guide](#). For assistance with any of these technology issues, contact [C&IT Helpdesk](#) M-F from 7:30 am to 8 pm at 313-577-4357 or helpdesk@wayne.edu.

Students who lack adequate hardware or reliable internet access should email doso@wayne.edu or call 313-577-1010 for assistance. Students on campus also have access to equipment through University Libraries. See [Equipment Checkout Policy and Procedures](#). The University Libraries also have [computer labs](#) in several campus locations.

Support for Online Learning

"[The Effective Online Learner](#)" is a self-paced Canvas course to bolster the skills needed for remote and online learning. [WSU's Learn Anywhere](#) webpage provides resources and tips for taking online courses. [WSU's Academic Success Center](#) offers resources for improving study skills, building study groups, and similar activities. The [Study Skills Academy](#) offers [free study skills counseling](#) and other services.

Privacy and Confidentiality Rules

The University's shift to remote teaching has created some new privacy and confidentiality concerns. Recordings of classes taught via Zoom may capture students saying things they consider embarrassing. Zoom recordings often include views of the inside of students' residences, which many students consider to be private. Students have the right to be confident that video, audio, and still images of class sessions will not be viewed by anyone other than those who are enrolled in the course. To preserve the integrity of the course when it is taught in future semesters, the contents of quizzes and other class materials must be kept confidential.

For these reasons, every student enrolled in the course must agree to the following set of rules aimed at protecting privacy and confidentiality.

If you feel that you need to make your own recordings of class sessions, please contact me so we can discuss your situation individually.

* * *

I agree that I will adhere to the following rules in connection with my participation in [identify professor, course, and semester]:

- I will not record the audio or video of any online class session.
- I will not take a screenshot of any screen displayed as part of any online class session.
- I will not share any audio, video, or still image from an online class session with anyone who is not a student enrolled in the class.
- I will not share any material from quizzes [add other relevant materials here] with anyone who is not a student enrolled in the class.
- I will not share any recording of a class session made by the professor with any other person.

Signed: _____

MTTC Preparation (TED ONLY)

The Michigan Test(s) for Teacher Certification (MTTC) are required for all candidates who want to obtain (additional) Michigan teacher certification. The College of Education can provide you with additional resources when you prepare to take a certification exam: <https://education.wayne.edu/students/mttc>

Data Collection (TED ONLY, COURSE SPECIFIC)

Assessments are used for the College's continuous improvement efforts and as data for its reaccreditation plan for Council for the Accreditation of Educator Preparation (CAEP). Collected data are analyzed on an ongoing basis to improve course experiences and programs. Key assessments have been designed so that the related processes and products serve as evidence of candidates' effective professional growth in knowledge, performance, and dispositions across programs. Candidate progress and achievement on these key assessments provide opportunities for instructors to confirm candidate progress and intervene for additional support as needed. This course serves as a data collection point in the initial certification program area, and the assessment description and rubrics are available to students at the start of the semester in either the syllabus or the course's Canvas shell. Information about data collection is available on the College of Education website: <https://education.wayne.edu/about/caep-annual-reporting-measures>