



Midwestern State University
Gordon T. & Ellen West College of Education

Course Title: Human Development
Course Number: COUN 5213
Semester Credits: 3

Professor: Dr. Tara Fox
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Semester: Fall 2021 8 Weeks
Class Room: Online
Class Format: Online
Office Hours: 8:30-11:30 am Monday - Thursday

In this Syllabi you will find:

- Content areas
- Knowledge and skills outcomes
- Methods of instruction
- Required text or reading
- Student performance evaluation criteria and procedures
- A disability accommodation policy and procedure statement

Instructor Response Policy:

During the week (Monday – Friday) I will respond within 12 hours. During Holidays and weekends, I will respond within 24 hours. I respond to my email consistently. Please do not hesitate to contact me.

The MSU Clinical Mental Health and School Counseling programs require at least a B average. C's are unacceptable, and more than 2 C's will put you in danger of being removed from the program. Please consult the Student Handbook for more information.

I. COURSE DESCRIPTION

Provides an overview of major developmental theories with emphasis on their application to counseling across the lifespan from birth to death. Both prevention and intervention will be discussed as it relates to the specific developmental needs of individuals throughout the lifespan. This course will help you view your clients from a developmental perspective with the understanding that development does not take place in isolation; rather human development is deeply embedded within and is inseparable from the context of family, social network, and culture. It is intended to help you recognize the importance of individual and systemic influences on human growth and development.

Prerequisites: Prerequisites: There are no prerequisites for this course

II. COURSE RATIONALE

This course is intended to meet the CACREP 2016 Standards for Human Growth and Development (Section II.G.3.). The course will provide an overview of human development throughout the lifespan and focus on cognitive, affective, social, and psychomotor development.

III. REQUIRED TEXTBOOK

Rathsus, S. A. (2020). *HDEV6: human lifespan development*. Cengage.

IV. COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

CACREP Common Core Area Standards Addressed in this Course:

- 3.a. theories of individual and family development across the lifespan
- 3.b. theories of learning
- 3.c. theories of normal and abnormal personality development
- 3.d. theories and etiology of addictions and addictive behaviors
- 3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- 3.f. systemic and environmental factors that affect human development, functioning, and behavior (KPI)
- 3.h. a general framework for understanding differing abilities and strategies for differentiated interventions (KPI)
- 3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

Learning Objectives

1. Demonstrate an understanding of and be able to compare and contrast theories of various approaches of individual and family development and transitions across the life span.
2. Demonstrate an understanding of and critique theories of learning and personality development, including current understandings about neurobiological behavior.
3. Demonstrate an understanding of theories and approaches facilitating optimal development and wellness over the life span.
4. Recognize the importance of understanding the nature and needs of diverse individuals at all developmental levels in the ethical provision of counseling services.
5. Perceive multicultural and pluralistic trends of individuals at all developmental levels, including characteristics and concerns between and within diverse groups nationally and internationally.

V. COURSE EXPECTATIONS

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](#) for details related to these guidelines.

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

Online Etiquette: It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association Code of Ethics (2014), and treat all members of the class with respect.

Diversity: It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Confidentiality: Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

Academic Dishonesty: Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty

has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.

Statement of Disability: Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

Attendance: Class attendance is crucial to successful completion of this course since much of the training cannot be learned in textbooks. Therefore, GRADUATE STUDENTS are expected to be on time and to attend every session online and all required face to face classes. Tardiness, leaving early, and absences are considered evidence of lack of dependability, and are taken seriously.

Late Work: All papers and assignments must be turned in the day they are due. **No exceptions.** If you have an emergency please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered **10%**. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable amount of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

VI. SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
<p>1. Week of Monday August 23rd, 2021 – Sunday August 29th, 2021</p>	<ul style="list-style-type: none"> • Syllabus Review, You may work ahead. • Chapters one through five pages 1-105 	<ul style="list-style-type: none"> • Read Chapters one through five pages 1-105. • Do Discussion Board, Post, and Comment
<p>2. Week of Monday August 30th, 2021 – Sunday September 5th, 2021</p> <p>3a, 3b, 3d, 3e, and 3i.</p>	<ul style="list-style-type: none"> • History and Multiculturalism of Human Development Appendix B Due 9/5/21 by 11:59 pm to D2L. 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment • History and Multiculturalism of Human Development Appendix B Due 9/5/21 by 11:59 pm to D2L.
<p>3. Week of Monday September 6th, 2021 – Sunday September 12th, 2021</p>	<ul style="list-style-type: none"> • Chapters six through 10 pages 106-215. 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment • Read Chapters six through 10 pages 106-215.
<p>4. Week of Monday September 13th, 2021 – Sunday September 19th, 2021</p> <p>3a, 3b, 3c, 3d, 3e, 3f, 3h, and 3i.</p>	<ul style="list-style-type: none"> • Review Readings Chapters 1-10 • Complete Midterm Exam Appendix D due 9/19/21 by 11:59 pm on D2L. 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment • Review Readings Chapters 1-10 • Complete Midterm Exam Appendix D due 9/19/21 by 11:59 pm on D2L.
<p>5. Week of Monday September 20th, 2021 – Sunday September 26th, 2021</p>	<ul style="list-style-type: none"> • Chapters 11-19 pages 216-395 	<ul style="list-style-type: none"> • Read Chapters 11-19 pages 216-395 • Do Discussion Board, Post, and Comment

Class Dates	Class Topics	Assignments/Reading
6. Week of Monday September 27th, 2021 – Sunday October 3rd, 2021 KPI: 3f, and 3h.	<ul style="list-style-type: none"> • Gene and Environment Paper Appendix C Due Sunday, October 3rd, 2021 by 11:59 pm on Tk20 Link. 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment • Gene and Environment Paper Appendix C Due Sunday, October 3rd, 2021 by 11:59 pm on Tk20 Link.
7. Week of Monday October 4th, 2021 – Sunday October 10th, 2021	<ul style="list-style-type: none"> • Review Readings for Chapter 11-19 • Final Exam Opens October 5th, 2021 	<ul style="list-style-type: none"> • Review Readings for Chapter 11-19 • Final Exam Opens October 5th, 2021 • Do Discussion Board, Post, and Comment
8. Week of Monday October 11th, 2021 – Friday October 15th, 2021 3a, 3b, 3c, 3d, 3e, 3f, 3h, and 3i.	<ul style="list-style-type: none"> • Complete Final Exam Appendix F, Opens Tuesday October 5th and Closes Friday, October 15th. 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment • Complete Final Exam Appendix F, Opens Tuesday October 5th and Closes Friday, October 15th.

V. EVALUATION AND ASSIGNMENTS

**** ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.**

Online Assignments and Comments: (16 pts.) Students are required to answer questions or complete assignments regularly related to the weekly reading. Almost every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. **The assignments and weekly comments are due by Saturday at 11:59 pm at the end of the week, aside from the last week.** Follow directions to get full points each week. Late work will not be accepted (See Appendix A). **3a, 3b, 3c, 3d, 3e, 3f, 3h, and 3i.**

History and Multiculturalism of Human Development Paper: (20 pts.) Students will write a paper using correct in-text citations, and correct APA sources on their reference page. Students will address the history of human development, theories of human development, and multiculturalism and ethics within human development. Within the history section, students will use their textbook to write a brief history of human development and address the biological, neurological, and physiological factors that affect human development, functioning, and behavior. Within the theories section, students will address theories of individual and family development across the life span, theories of learning, theories of normal and abnormal personality development, theories of etiology of addictions and addictive behaviors. Within the

multiculturalism section, students will address human development with diverse populations, and ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. Students may choose to reference the American Counseling Association's (2014) Code of Ethics, or the American Mental Health Counselor Association's (2020) Code of Ethics. Students will then write a reflection to end their paper (See Appendix B). **3a, 3b, 3d, 3e, and 3i.**

Genes and Environment Paper: (24 pts.) Students will write an article review over a specific article titled The Identity Dance. Students can go to the following link to access the article: <https://www.psychologytoday.com/us/articles/200403/the-identity-dance>. After reading the Identity Dance article, students will answer the following questions. This paper should still be written academically, and not in question and answer format. Students will introduce the assignment. Students will describe what is meant by susceptibility is not inevitability. Students will explore how ideas from behavioral genetics are used to explain the failure of welfare programs. Students will explore how these ideas should be modified considering susceptibility is not inevitability. Students will discuss what could this mean for welfare programs. Students will explore why researchers thought the monkeys acted so differently despite Jim and George having the same transported gene. Students will consider what could have been done to prevent George's alcoholism. Students will discuss what made people who carry the short versions of the transporter gene more likely to become depressed according to the study by Moffit and Caspi study. Students will reflect on if they knew they had the short version of the transporter gene, would they behave differently. Students will use in-text citations referencing the Psychology Today article not the original article by Moffit and Caspi. All papers for this class are to be completed in the APA style, and points will be taken off for errors in formatting. Please use appropriate APA 7 headings and subheadings (See Appendix C). **KPI: 3f, and 3h. Please turn in the assignment to Tk20 link.**

Midterm: (20 pts.) Students will complete a midterm exam over chapters one through 10. These chapters are on pages one through 215. You may take the exam twice, with your highest grade being kept. (See Appendix D). **3a, 3b, 3c, 3d, 3e, 3f, 3h, and 3i.**

Final Exam (20 pts.): Students will complete a final exam over chapters 11 through 19. These chapters are on pages 216 through 395. You may take the exam twice, with your highest grade being kept. (See Appendix E). **3a, 3b, 3c, 3d, 3e, 3f, 3h, and 3i.**

1. Online Assignments and Comments	16
2. History and Multiculturalism of Human Development Paper	20
3. Genes and Environment Paper Tk20 Link	24
4. Midterm	20
5. Final Exam	20
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Total Points	100

Grade Classifications:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 or Below

VIII. DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on student review and retention please refer to the handbook.

Classroom Behaviors: Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

IX. STUDENT ETHICS AND OTHER POLICY INFORMATION

Ethics: For further information about Midwestern State University's policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

Special Notice: Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

Campus Carry: Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies.

Limited Right to Intellectual Property: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

Midwestern State University Mission Statement: MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

Midwestern State University Values:

- Excellence in teaching, learning, scholarship, and artistic production
- Intellectual curiosity and integrity
- Critical thinking
- Emotional and physical well-being
- Mutual respect, civility, and cooperation
- Social justice
- Civic service
- Stewardship of the environment, and of financial and human resources
- A safe, attractive, and well-designed campus

Midwestern State University Counseling Program Objectives:

1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
2. Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
3. Address student learning
4. Written so they can be evaluated

X. RESOURCES

READINGS:

American Counseling Association [ACA]. (2014). *2014 ACA code of ethics*.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

American Mental Health Counselors Association [AMHCA]. (2020). *AMHCA Code of Ethics*.

<https://www.amhca.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=24a27502-196e-b763-ff57-490a12f7edb1&forceDialog=0#:~:text=AMHCA%20Code%20of%20Ethics%20is,counseling%20with%20professionalism%20and%20integrity.&text=While%20ethical%20guidance%20for%20the,about%20ethical%20thinking%20and%20practice>

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.).

WEBSITES:

Academia (n.d.) Retrieved from <https://academia.edu/>

American Counseling Association (n.d.) Retrieved from <https://www.counseling.org/>

American Psychological Association (n.d.). Retrieved from <https://www.apa.org>

XI. APPENDENCIES

Appendix A

Online Assignments and Comments (16 pts.)

CACREP Standards:

3a, 3b, 3c, 3d, 3e, 3f, 3h, and 3i.

Students will receive participation points each week that goes into their final grade.

Rubric of Online Assignments and Comments (Possible 15 Pts.)

<u>Points Earned</u>	<u>Week</u>	<u>Comments</u>
_____	Week 1 (2 pts)	
_____	Week 2 (2 pts)	
_____	Week 3 (2 pts)	
_____	Week 4 (2 pts)	
_____	Week 5 (2 pts)	
_____	Week 6 (2 pts)	
_____	Week 7 (2 pts)	
_____	Week 8 (2 pts)	

Total Points Earned _____ / 16 pts

Appendix B

History and Multiculturalism in Human Development (20 pts.)

CACREP Standards:

3a, 3b, 3d, 3e, and 3i.

Example outline, please see template paper located in D2L.

APA 7 Cover Page

Introduction to the Assignment

- In at least five sentences, introduce the assignment. At least one sentence needs to say something like the following: Within this paper, I will cover the history of human development, the multitude of theory, and theory usage within human development, and multiculturalism, and ethics within human development.

History

- In at least five sentences define human development from resources, and textbooks.
- In at least ten sentences (two academic paragraphs), explore a brief history of human development.
- In at least five sentences, address the major theorists within human development.
- In at least ten sentences (two academic paragraphs), discuss the biological, neurological, and physiological factors that affect human development, functioning, and behavior.

Theories

- In at least five sentences, address theories of individual and family development across the lifespan.
- In at least five sentences, explore theories of learning, theories of normal and abnormal personality development.
- In at least five sentences, discuss theories of etiology of addictions and addictive behaviors.
- In at least ten sentences (two academic paragraphs), compare, contrast and critique the theories that you mentioned above.

Multiculturalism and Ethics

- In at least five sentences, address human development with diverse populations.
- In at least five sentences, explain the importance of understanding the nature and needs of diverse individuals at all developmental levels.
- In at least five sentences, explore the multicultural and pluralistic trends of individuals at all developmental levels, including characteristics and concerns between and within diverse groups nationally, and internationally. Pluralism is a state of society in which members of diverse ethnic, racial, religious, or social groups maintain and develop their traditional culture or special interest within the confines of a common civilization (Brown, 2021).
- In at least five sentences, explore the ethical guidelines needed to explore human development. Students may choose cite specific codes of ethics and to directly reference the American Counseling Association's (2014) Code of Ethics, or the American Mental Health Counselor Association's (2020) Code of Ethics.

Reflection

- In at least five sentence, please reflect on, and summarize the assignment, and human development.

APA 7 Reference page

History and Multiculturalism of Human Development Paper Rubric (Possible 20 Pts.)

<i>Criterion</i>	<i>Improvement Needed</i> (1)	<i>Developing</i> (2)	<i>Proficient</i> (3)	<i>Accomplished</i> (4)	<i>Pts</i>
FACULTY USE ONLY =	Parts are missing or incomplete and/or quality is poor	All parts are complete but quality needs improvement	All parts are complete and quality is acceptable	All parts are complete and quality is exceptional	
Introduce the Assignment	Student does not introduce the assignment.	Student vaguely introduces the assignment.	Student introduces the assignment well, but is missing the Introduction to the Assignment heading.	Student introduces the assignment in at least five sentences, and has the Introduction to the Assignment heading.	
History	Student does not address the history of human development.	Student vaguely addresses the history of human development.	Student addresses the history of human development, but is missing the amount of academic resources needed to back up their ideas.	Student addresses the history of human development, including the amount of academic resources needed to back up their ideas.	
Theories	Student does not address the theories of human development.	Student vaguely address the theories of human development.	Student addresses the theories of human development, but is missing the amount of academic resources needed to back up their ideas.	Student addresses the theories of human development, including the amount of academic resources needed to back up their ideas.	
Multiculturalism and Ethics	Doesn't refer to any techniques.	Student vaguely addresses the multiculturalism and ethics of human development.	Student addresses the multiculturalism and ethics of human development, but is missing the amount of academic resources needed to back up their ideas.	Student addresses the multiculturalism and ethics of human development, including the amount of academic resources needed to back up their ideas.	
Organization Syntax; Grammar, Spelling, Punctuation.	Student does not write at the graduate level, major APA errors, major grammatical errors, or major academic writing errors.	Student does write at the graduate level, however, has major APA errors, major grammatical errors, or major academic writing errors.	Student writes at an academic level, however has minor APA errors, minor grammatical errors, or minor academic writing errors.	Student writes in an academic level, has very few errors combined within APA, grammar, and academic writing.	
Out of 20 points					

Appendix C

Gene and Environment Paper (24 pts.) Please turn in the assignment to Tk20 Link.

CACREP Standards:

KPI 3f, and 3h.

Students can go to the following link to access the article:

<https://www.psychologytoday.com/us/articles/200403/the-identity-dance>.

Example outline, please see template paper in D2L.

APA 7 Cover Page

Introduction to the Assignment

- In at least five sentences, introduce the assignment.

Susceptibility

- In at least five sentences, based on the article, students will describe what is meant by susceptibility is not inevitability.
- In at least five sentences, based on the article, students will explore how ideas from behavioral genetics are used to explain the failure of welfare programs.
- In at least five sentences, based on the article, students will explore how these ideas should be modified considering susceptibility is not inevitability.
- In at least five sentences, based on the article, students will discuss what could this mean for welfare programs

Environmental Influences

- In at least five sentences, based on the article, students will explore why researchers thought the monkeys acted so differently despite Jim and George having the same transported gene.
- In at least five sentences, students will consider what could have been done to prevent George's alcoholism
- In at least five sentences, based on the article, students will discuss what made people who carry the short versions of the transporter gene more likely to become depressed according to the study by Moffit and Caspi study.
- In at least five sentences, based on the article, students will reflect on if they knew they had the short version of the transporter gene, would they behave differently. Students will use in-text citations referencing the Psychology Today article not the original article by Moffit and Caspi.

Reflection

- In at least five sentences, students will reflect on the article, and share their personal views, and thoughts.

APA 7 Reference Page

Gene and Environment Paper Rubric (Possible 24 Pts.)

<i>Criteria</i>	<i>Improvement Needed</i> 2	<i>Developing</i> 4	<i>Proficient</i> 6	<i>Accomplished</i> 8	<i>Pts</i>
Susceptibility	Analysis of susceptibility is missing or illogical.	Analysis of susceptibility is vague, weak, or underdeveloped.	Analysis of susceptibility is accurate and clear.	Analysis of susceptibility is insightful and well-articulated.	
Environmental Influences	Analysis of genetic influences is missing, inaccurate, or unsupported.	A basic analysis of genetic influences is included. Analysis is underdeveloped or repetitive. Connections and rationale are weak or inconsistent.	Analysis of genetic influences is complete. Specific connections and rationale are presented to support the ideas.	Analysis of genetic influences is complete. Specific connections and rationale are presented to support the ideas.	
Format and Mechanics	Paper is less than 2 pages. Assignment has significant errors. References are missing. Citations are missing to identify ideas from outside sources in the body of the text.	Paper is 2-3 pages. References are listed and have multiple APA formatting errors. Citations are inconsistently used throughout the paper and have APA formatting errors.	Paper is 3 pages. References are listed with only minor APA formatting errors. Citations are included to identify ideas from outside sources in the body of the text.	Paper is over 3 pages. Reference listings are included and follow APA format guidelines. Citations are included to identify ideas from outside sources in the body of the text and are correctly formatted.	
Out of 24 Points					

Appendix D

Midterm Exam (20 pts.)

CACREP Standards:

3a, 3b, 3c, 3d, 3e, 3f, 3h, and 3i.

Students will take a midterm exam over chapters one through 10. Students will be able to take the exam twice with the highest grade being kept.

Appendix E

Final Exam (20 pts.)

CACREP Standards:

3a, 3b, 3c, 3d, 3e, 3f, 3h, and 3i.

Students will take a final exam over chapters 11 through 19. Students will be able to take the exam twice with the highest grade being kept.

I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.