

EPSY 3153 X20 Educational Psychology

Part of Term A Online

Spring 2026 Syllabus

Midwestern State University

Gordon T. & Ellen West College of Education

Class Meets

Online; 8 Week Course

January 20, 2026- March 27, 2026

Instructor/Contact Information:

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Phone: 940-397-4528

Office: BH 308H

Office Hours: Tuesday & Thursdays 11:00 AM-1:00 PM, Wednesday 9AM-10AM.

Appointments are recommended to avoid conflicts. Zoom appointments also available for other times outside of office hours- contact by email to discuss times.

Instructor Response Policy

The best way to contact me is via email. I will check my email between the hours of 8:00AM and 5:00 PM Mon-Fri. I will attempt to contact you within 24 hours; however, this does not apply on weekends or holidays. Once you contact me via email, we can then set up a virtual, phone, or in-person meeting, depending on your needs.

Course Description

Concepts of learning theory and applications, motivation, and measurement and evaluation.

This is an online Competency-Based Education (CBE) course. Learning activities include assigned readings and performance-based assessments that require students to demonstrate mastery of specific competencies. To progress through the course and advance in the program, students must earn a score of 80% or higher (Proficient or Accomplished level) on each required assignment. Students are allowed up to three attempts per assignment to achieve the required 80%.

Students who do not demonstrate competency (80%) on all required items may still earn a final course grade of D, based on overall point accumulation; however, students who do not meet the 80% competency requirement for each item will not be permitted to move forward in the program.

Textbook & Instructional Materials

Ormrod, J. E. (2020). *Essentials of Educational Psychology* (6th ed.). Pearson.

Required Technology

All students must have Internet access and the following technology applications: appropriate hardware in order to access D2L, Word Processing software. If you are new to D2L or if you are having technical difficulty with any part of D2L, please contact [Distance Education](#).

Course Objectives/Assessments & Activities

	Assessments, Assignments
Students recognize, understand, and address in both writing and discussion the implications of the many developmental phenomena associated with teaching and learning.	Final, Quizzes, Module Activities
Students recognize, understand, and address both in writing and discussion the implications of the many cognitive and behavioral phenomena associated with teaching and learning.	Final, Quizzes, Module Activities
Students recognize, understand, and address in writing and discussion, the many aspects of developing positive environment for learning of respect and rapport. Specifically, candidates will verbally discuss and write about factors affecting children's learning, including candidates' understanding of contextual factors	Final, Quizzes, Module Activities
Students will develop a vision of learning that promotes the success of all students based on relevant knowledge and theories, including but not limited to an understanding of all learners' needs.	Final, Quizzes, Module Activities
Students recognize, understand, and address in writing and discussion the nature and implications of both student-centered and teacher-centered approaches to teaching and learning. Specifically, candidates will analyze instructional techniques that influence student learning.	Final, Quizzes, Module Activities
Students learn and practice reflective habits while in the classroom.	Final, Quizzes, Module Activities
Students will recognize children at-risk of suicide. Students will recognize children who are, or may be the victims, or who engage in bullying. Students will recognize children displaying early signs and a possible need for mental health or substance abuse intervention, warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in habits, and destructive behavior toward self or others. Students will learn strategies and the appropriate action to take to intervene effectively with children at-	Training Modules

	Assessments, Assignments
risk or with early warning signs.	

These course objectives are aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, the Texas Education Agency (TEA) Educator Standards (Commissioner's Rules), the Pedagogy and Professional Responsibilities (PPR) Examination Framework, the Early Childhood–Grade 3 (EC–3) Examination Framework, and the Science of Teaching Reading (STR) Examination Framework. A complete list is available in D2L.

Table 1- Assignments and Points

Assignments/Assessments	Points
Course Pre-Assessment	10
Module Quizzes (8 @10 points each)	80
Module Activities (3 @ 25 points each)	75
PPR Study Requirements	50
Training Modules TK20 (3 @25 points each)	75
Observations TK20 Timelog Screenshots	50
Final Exam	100
Notes (8 @ 10 points each)	80
Total Points	520

Table 2- Grading

The percentage of total points will determine final grade.

Grade	Percentage of total points
A	90%-100%
B	80%-89%
D	79%-60%
F	59% and below.

Course Assignments and Assessments

Grading

The module assessments are assessments of your knowledge of the material required for the successful completion of this course. A score of 80% or higher is required to demonstrate competency in the module topics. If you score less than 80% on any module assessment, you will have the opportunity to review the material, revise, and resubmit the module assessment two more times in order to receive at least an 80% or higher. If your final average at the end of the course is less than an 80%, you will receive the grade indicated with the corresponding percentage on the chart above and you will not be able to

continue in the teacher education program.

Reading and Notes

Read all assignments carefully. For each chapter you have a choice of note-taking method. You will upload these to D2L. You are responsible for the content of all assigned reading. Take notes over your reading and review these after each class. Participation is very important and contributes to the quality of your learning experience.

Module Activities

You will be completing application activities to demonstrate your understanding of the concepts. Specific instructions and grading rubrics are available in D2L. You must score 80% or higher to pass the assessment. If you score less than 80% on any module assessment, you will have the opportunity to review the material, revise, and resubmit the module assessment two more times in order to receive at least an 80% or higher.

Quizzes

You will be quizzed on your knowledge for each of assigned chapter. After reading, and notetaking, take the quiz. You must score 80% or higher to pass the assessment. If you score less than 80% on any quiz, you will have the opportunity to review the material, revise, and resubmit the module assessment two more times in order to receive at least an 80% or higher.

240 Tutoring Certification Exam Preparatory Program

For those of you who are enrolled in the WCoEPS education program at MSU, and are seeking teacher certification, you are required by the college to complete study hours and pass a practice test with an 80% in every test domain for every exam you are required to take. The Professional Responsibility and Pedagogy exam is a test every person who wants to teach must take and pass; therefore, as the content of the exam is supported by the concepts in educational psychology, you will begin practicing for the actual test that you will eventually take to receive certification. WCOEPS purchases access for each student in the teacher education program; once you have created an account, you will then take the PPR practice pre-assessment, then complete 10 hours in study mode and retake the exam. That will complete the requirements for this course; however, to be released for the real certification exam later on in the program, you will need to have passed the practice exam with an 90% in each domain. If you do not complete this requirement during this course, you will receive an Incomplete for the course unless you are failing otherwise and in that case you will receive an F. You will not be able to continue in the teacher education program until the trainings and "I" are taken care of if you are passing the course otherwise. The "I" will become an "F" two weeks after the course is complete (into the next long semester) if the trainings are not complete and uploaded to TK20). You will not receive reminders for this and it is your responsibility to communicate with your instructor to complete the work required.

Final Exam

This will be in multiple choice format, and items will be drawn from the course videos and readings, and will be administered through D2L and will be open for a specific window of time for you to complete. You must score 80% or higher to pass the assessment. If you score less than 80% on any module assessment, you will have the opportunity to review the material, revise, and resubmit the module assessment two more times in order to receive at least an 80% or higher, so make sure you give yourself enough time before the course closes at the end of the semester in order to take the final exam two more times if you need.

Classroom Observation and Reflection Assignment

As part of the TEA requirement to be accepted into the teacher preparation program all candidates must observe at least 50 hours before entering clinical teaching, half of which must be the candidate being engaged in instructional activities. For this course you will be required to complete 10 of those observation hours. Specific details are provided in the D2L folder. If you do not complete this requirement during this course, you will receive an Incomplete for the course unless you are failing otherwise and in that case you will receive an F. You will not be able to continue in the teacher education program until the observation hours and "I" are taken care of if you are passing the course otherwise. The "I" will become an "F" two weeks after the course is complete (into the next long semester) if the hours are not complete and documented in TK20.

Ethics Activity and Training Modules

One of the requirements of the Texas Education Agency is that teacher candidates complete online trainings in ethics, substance abuse prevention, at-risk (youth suicide) prevention, and mental health awareness. In this course, you must complete all four. For teacher candidates, you must submit your completed training certificates to TK20 by the due date, where they will be in your permanent file. (If you do not complete these trainings during this course, you will receive an Incomplete for the course and you will not be able to continue in the teacher education program until the trainings and "I" are taken care of if you are passing the course otherwise. The "I" will become an "F" two weeks after the course is complete (into the next long semester) if the trainings are not complete and uploaded to TK20). If you have already done these through your district or Region IX, you may upload your certificates for verification. Only those with verification will receive points. Your full name must be printed on the certificates. You will complete these outside of class through D2L.

Instructor Class Policies

Classroom Climate

Students are expected to assist in maintaining a classroom environment which is conducive to learning. Inappropriate behavior in the D2L online classroom or in the face-to-face classroom shall result, minimally, in a request to drop the class

and/or a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate classroom behaviors, the student may receive an instructor drop with an "F" for the course.

An instructor may drop a student any time during the semester for failure to participate, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student- initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

Incomplete "I" Grade Designation

If you receive an Incomplete for the course due to unforeseen circumstances or because you did not complete one of the required WCOEPS or TEA assessments/activities or upload correctly to TK20, you will be notified only once. Neither the registrar nor your instructor will send reminders. It is your responsibility to download the necessary materials from D2L before the course closes and to contact your instructor for guidance on submitting the work to remove the Incomplete. The "I" will become an "F" two weeks after the course is complete (into the next long semester) if the required assignment is not complete and documented in TK20.

Late Work

Assignments are due by 11:59 PM of the date listed on the calendar. Assignments are expected to be turned in by the due date. It is your responsibility to keep up with when assignments are due in the syllabus calendar. *Arrangements must be made at least two days in advance for any exceptions to be given.

Acceptable Use of Artificial Intelligence (AI) Tools:

AI is an amazing tool and can be a powerful reference and resource; however, it should be used as a reference/resource only. Passing another person or entity's work off as your own is dishonest and can also prevent you from properly learning the material you should in this course. Therefore, using AI to compose/create your assignments for you will not be tolerated. Assignments in which the professor suspects the majority was composed by AI will receive a zero. If a student receives a zero, the student may resubmit the work, revised in their own writing for half credit. The following are acceptable ways to use AI in this course but a citation must be provided to give credit to the AI program used such as providing you an example answer to a question (put answer into your own words), give you a template or provide you a format to follow, assist with wording difficult concepts (then put into your own words for your assignment), researching topics to give you additional information or other viewpoints

on a topic, and/or ideas for lesson activities.

MSU-TEXAS Policies and Procedures

Student Handbook:

Academic Misconduct Policy and Procedures

Academic Dishonesty:

Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#)

Plagiarism

“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, authenticity, and educational purposes.” from [Student Handbook](#). All assignments submitted in BRIGHTSPACE will also be checked through Turn It In for originality. Assignments with more than 50% match will be given a 0.

Please note: 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.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Computer issues are not an excuse for missing a deadline.** There are many places to access your class! Our online classes may be accessed from any computer, which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however, they are able to help you be connected to our online services. For help, log into [D2L](#).

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. **HOWEVER**, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request). For specific information and information regarding financial aid policies, contact the MSU business office.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Campus Carry Rules/Policies

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active

aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: "*Run. Hide. Fight.*"

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213

laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [this link to report online](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [this link to view the policy](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are

informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity.

Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Research Based Content and Pedagogy

This course utilizes research on best practices in the field of teaching. Additionally, content delivered for this course is based on accepted up to date research in the field. The following are some of the resources utilized to provide quality instruction to students enrolled in the class.

Berk, L. E. (2021). *Infants, Children, and Adolescents* 9th ed.). Pearson Education Inc: Boston.

Sprick, R., Garrison, M., & Howard, L.M. (2010). *Champs: A Proactive Approach to Classroom Management*. Longmont, CO: Sopris West

Wong, H., Wong, R. (2018). 2nd Edition. *The Classroom Management Book*. Canada, Transcontinental Printing.

Marzano, Robert J. (2017) The New Art and Science of Teaching. Bloomington, IN: ASCD.

Silver, H. F., Strong, R. W., & Perini, M. J. (2000). So each may learn: Integrating learning styles and multiple intelligences. Alexandria, VA: ASCD.

Durwin, C. C., & Reese-Webber, M. (2019). EdPsych: Modules. (4th) Sage: Los Angeles, CA.

Appendix A

Inclement Weather: In the event that the university is closed for a short time due to inclement weather, course work that is posted in the course calendar is still due unless a notification is posted in D2L on the News page stating otherwise. In most cases courses will not be offered digitally synchronously unless the closing extends beyond a brief period and is otherwise noted on the D2L News page. Students enrolled in courses with observations, internships, and field work, will be handled on a case by case basis.

Appendix B

Teacher Education Program Requirements

Clinical experiences at the WCOEPS, including both initial clinical experiences (e.g. classroom observations) and clinical teaching, are an essential part of the professional preparation program. Clinical experiences vary across many WCOEPS undergraduate and graduate programs and are designed and implemented through collaboration with school district and community partners. WCOEPS teacher candidates gain essential knowledge, skills, and dispositions through observations and teaching opportunities in a wide variety of settings (e.g. urban/rural, SES, special needs, race/ethnicity). WCOEPS believes in gradual release of responsibilities and exposes and evaluates teacher candidates throughout the program so as to provide them with the best learning experience. Below are the assessments that are used across courses and programs to effectively monitor teacher candidates' progress.

Dispositions

Candidates in the teacher education program are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block A, and Clinical Teaching. Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as determined by the academic committee on program quality. The evaluation is based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

Data Literacy Assignment

Teacher candidates are expected to demonstrate the ability to interpret standardized test data and make instructional decisions based on the test data from students. At the conclusion of Classroom Assessment/Assessment in PE, students will develop an understanding of assessment practices that enable them to accurately read and interpret testing data. In addition, teacher candidates will apply concepts learned in the course to explain what the data means and what, if any, interventions should be implemented for targeting specific groups of students. By identifying weak areas of conceptual understanding of their students, teacher candidates can create appropriate instructional strategies that lead to greater student success.

Lesson Planning

Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment. Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal.

Candidates must form an assessment strategy to determine the extent to which students are able to master learning of objectives. Candidates also describes the instructional delivery method addressing the following step-by-step procedures listed in the template.

After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future planning, and opportunities for collaboration with mentor teacher. The skills acquired during lesson planning provides the foundation and are also built upon for unit planning and other key assessments.

Unit Plan

Teacher candidate's ability to demonstrate the ability to plan, assess, and implement instruction continues in the professional block with the Unit plan assessment. The unit plan assessment is a modified form of Midwestern Impact on Student Learning (MISL) that requires teacher candidates to plan a unit of teaching. Candidates are required to determine a set of multiple learning objectives aligned to state content standards Texas Essential Knowledge and Skills (TEKS) appropriate to the lesson(s) the candidate is preparing.

Co-Teaching

West College of Education adopts a co-teaching model for the candidates during their clinical experiences. These strategies include the following:

One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.

- One Teach, One Assist — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.
- Station Teaching — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Of-ten an independent station will be used.
- Parallel Teaching — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.
- Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.
- Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.
- Team Teaching — Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject in-formation, and available to assist students and answer questions. (Adapted from Cook & Friend (1995)

MISL- Midwestern Impact on Student Learning

Successful completion and submission of a MISL portfolio is required during the first six weeks of clinical teaching. Teachers candidates are required to plan, implement, and assess student learning within a unit of study. The Midwestern Impact on Student Learning (MISL) measures content knowledge, pedagogical knowledge, and effect on student learning in the following areas/domains : Learning Environments; Individual Development and Diversity; Collaboration; Planning Process and Content; Assessment; Strategies and Methods; Reflection; Professional Development; and Communication.

Each of the 10 areas is scored with one of 4 ratings: Exemplary 4, Competent 3, Needs Improvement 2, and Unsatisfactory 1. An overall score of 20 (meets expectations) is required for successful completion of student teaching for all teacher candidates.

The MISL is a record of candidates' ability to carefully consider all contextual factors that influence instruction and to then use those factors to plan and design a unit of instruction, including an assessment plan that can demonstrate changes in student knowledge, skills, or dispositions resulting from instruction. The MISL includes both reflexive (description of instructional decision making during the unit) and reflective components that encourage candidates to plan instruction strategically and to approach teaching in a purposeful, thoughtful, and methodical manner.

Course Calendar

Week	Activities/Assignments/Exams	Due Date
Week 1	Introduction to Educational Psychology Chapter 1 reading and notes Quiz 1	1/25 11:59 PM
Week 2	Learning, Cognition and Memory Chapter 2 reading and notes Quiz 2 How We Learn Activity Due to D2L	2/1 11:59 PM
Week 3	Complex Cognitive Processes Chapter 3 reading and notes Quiz 3	2/8
Week 4	Learning in Context Chapter 4 reading and notes Quiz 4 Observation Hours (TK20 Timelogs Screenshots due to D2L)	2/15 11:59 PM
Week 5	Motivation and Emotions Chapter 5 reading and notes Quiz 5 240 Tutoring PPR Study Documentation due to D2L	2/22
Week 6	Cognitive Development Chapter 6 reading and notes Quiz 6 Motivation Brochure Due to D2L	3/1 11:59 PM
Week 7	Personal, Social, and Moral Development Chapter 7 reading and notes Quiz 7 Online Trainings due to TK20	3/8 11:59 PM
Week 8	Ethics, Professional Practices, Instructional Strategies and Classroom Environment Chapters 8-10 reading and notes Quiz 8 Ethics Activities due to D2L Final Exam	3/22 11:59 PM

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor. Teaching is about being responsive to student needs, as such, the topic dates may change as there may be more or less discussion needed for particular concepts.

Note: Ideas and opinions expressed in course materials are those of the respective authors and do not imply endorsement by the professor or university.