

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number PSYC 232 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Request that PSYC 232 *Developmental Psychology* be included in the General Education Social and Behavioral Sciences Menu.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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	Change to a Degree Plan	Dept./School	College Academic	Deans	COUNCIL ³				Provost	Faculty	President	Board of Trustees
					TEC	JGEC	JUAC	GRAD				
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

	Provost-Proposed Change	Provost	Department	Dean	COUNCIL ³			Faculty	President	Board of Trustees
					TEC	JUAC	Graduate			
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

	Department/School Chair(s)
_____	August 26, 2022
<i>Signature</i>	<i>Approval date</i>
_____	_____
<i>Signature</i>	<i>Approval date</i>

College Academic Council(s)	
_____	_____
<i>Signature</i>	<i>Approval date</i>
_____	_____
<i>Signature</i>	<i>Approval date</i>

Dean(s)	
_____	_____
<i>Signature</i>	<i>Approval date</i>
_____	_____
<i>Signature</i>	<i>Approval date</i>

Teacher Education Council	
_____	_____
<i>Chair's signature</i>	<i>Approval date</i>

General Education Council	
_____	_____
<i>Chair's signature</i>	<i>Approval date</i>

Undergraduate Academic Council	
_____	_____
<i>Chair's signature</i>	<i>Approval date</i>

Graduate Council	
_____	_____
<i>Chair's signature</i>	<i>Approval date</i>

Provost	
_____	_____
<i>Signature</i>	<i>Approval date</i>

Faculty	
_____	_____
<i>Chair of faculty senate</i>	<i>Approval date</i>

President	
_____	_____
<i>Signature</i>	<i>Approval date</i>

Application for Social and Behavioral Science Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Social and Behavioral Science Description

Courses within this domain help students examine behavior and interactions among individuals, groups, institutions, and events to understand the complexities of social systems.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be based on the rubric submitted as part of this course application.

Subject code, course number, and title of course:	PSYC 232 Developmental Psychology
Terms offered:	Fall and Spring
Catalog description:	A survey of the biological, cognitive, moral, and psychosocial development of the individual from conception through death.
Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	PSYO 232
Other general education menus on which the course appears or you are applying for:	NA

Description of Menu Fit

Please describe how your class fits into the Social and Behavioral Sciences Menu (200 words or less).

As a comprehensive survey of the biological, cognitive, moral, and psychosocial development of the human person from conception through death, PSYC 232 "helps students examine behavior and interactions among individuals, groups, institutions, and events to understand the complexities of social systems." Course content includes bio-psycho-social development, cognition, learning theory, social and familial dynamics, multiculturalism, moral development, mental illness, and personality development. As a comprehensive and introductory survey course, PSYC 232 is focused upon "breadth of knowledge" within the field of developmental psychology, surveying major empirical findings and theoretical perspectives, and does not focus on applied skills, techniques or procedures related to the counseling professions. In addition to "breadth of

knowledge,” PSYC 232 also introduces students to critical thinking and research methodologies related to psychological science.

Course Content

Using your syllabus as evidence, demonstrate that either the majority of course content or the majority of graded student work adheres to the Social and Behavioral Sciences description above (200 words or less).

Borrowing from the course textbook, below is an overview of the content covered in PSYC 232 that meets and assesses the Gen Ed SBS subject matter outcome:

PART I THEORY AND RESEARCH IN HUMAN DEVELOPMENT

Selected topics: Common Research Methods, General Research Designs

PART II FOUNDATIONS OF DEVELOPMENT

Selected topics: The Family, The Newborn Baby’s Capacities

PART III INFANCY AND TODDLERHOOD: THE FIRST TWO YEARS

Selected topics: Cognitive Development in Infancy and Toddlerhood, Emotional Development

PART IV EARLY CHILDHOOD: TWO TO SIX YEARS

Selected topics: Autism, Theory of Mind, Self-Esteem

PART V MIDDLE CHILDHOOD: SIX TO ELEVEN YEARS

Selected topics: Moral Development, Peer Relations, Peer Groups

PART VI ADOLESCENCE: THE TRANSITION TO ADULTHOOD

Selected topics: Paths to Identity, Depression, Suicide, Delinquency

PART VII EARLY ADULTHOOD

Selected topics: Sexuality, Psychological Stress, The College Experience, Emerging Adulthood

PART VIII MIDDLE ADULTHOOD

Selected topics: Challenges of Midlife, Vocational Life, Job Satisfaction

PART IX LATE ADULTHOOD

Selected topics: Dementia, Spirituality and Religiosity, Aging

PART X THE END OF LIFE

Selected topics: Death, Dying, and Bereavement

Beyond the SBS subject matter content, PSYC 232 also includes a unit (textbook Chapter 1 “History, Theory, and Research Strategies”) focused on critical thinking and the role of research methods in making, evaluating, and supporting claims regarding human development. This unit meets and assesses (in Exam 1) the Gen Ed outcomes A2 (Listen to, understand, and critically evaluate rhetorical claims), C1 (Evaluate widely disparate sources of information and competing evidence to form their own reasoned positions) and C2 (Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions).

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student’s breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

There are no prerequisites for PSYC 232. The goal of PSYC 232 is to highlight how developmental psychology applies to everyday life, across social and vocational contexts, in order to inform and enrich every ACU student, no matter their major or vocational pursuits.

Relevant Outcomes

At a minimum, a course applying to the Social and Behavioral Science menu must address at least one performance indicator from each of the following areas:

- Social and Behavioral Sciences Subject Matter
- A2: Listen to, understand, and critically evaluate rhetorical claims.
- C1: Evaluate widely disparate sources of information and competing evidence to form their own reasoned positions.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each performance indicator. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
SBS subject matter	Comprehensive Exam (assessing mastery of course content)
Outcome A2	Exam #1 questions, content from Chapter 1 (“History, Theory, and Research Strategies”), evaluating ability to critically evaluate rhetorical claims regarding human psychology.
Outcome C1	Exam #1 questions, content from Chapter 1 (“History, Theory, and Research Strategies”), assessing ability to evaluate widely disparate sources of information and competing evidence concerning psychological claims.
Outcome C2	Exam #1 questions, content from Chapter 1 (“History, Theory, and Research Strategies”), assessing ability to interpret data appropriate for psychological research.

Please use the following rubric to perform assessment each year. If a performance indicator is not assessed, please write “Not Assessed” in the “Meets Expectations” section. The last two pages have rubric examples for your reference; these pages may be deleted before submitting your application.

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Students correctly answer fewer than 75% of PSYC 232 comprehensive exam questions.	Students correctly answer 75% or more of PSYC 232 comprehensive exam questions.	Students correctly answer 90% or more of PSYC 232 comprehensive exam questions.

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Students correctly answer fewer than 75% of PSYC 232 Exam 1 questions	Students correctly answer 75% or more of PSYC 232 Exam 1 questions assessing A2 outcome.	Students correctly answer 90% or more of PSYC 232 Exam 1 questions assessing A2 outcome.

	assessing A2 outcome.		
Interpret source within rhetorical context		Not Assessed	
Evaluate relevance of source within multiple contexts		Not Assessed	

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic	Students correctly answer fewer than 75% of PSYC 232 Exam 1 questions assessing C1 outcome.	Students correctly answer 75% or more of PSYC 232 Exam 1 questions assessing C1 outcome.	Students correctly answer 90% or more of PSYC 232 Exam 1 questions assessing C1 outcome.
Develop and express an evidence-based viewpoint on a topic		Not Assessed	
Synthesize information from multiple sources		Not Assessed	

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Students correctly answer fewer than 75% of PSYC 232 Exam 1 questions assessing C2 outcome.	Students correctly answer 75% or more of PSYC 232 Exam 1 questions assessing C2 outcome.	Students correctly answer 90% or more of PSYC 232 Exam 1 questions assessing C2 outcome.

PSYC 232: Developmental Psychology

Credit hours

3 Hours

Semester and year

Fall 2022

Meeting time and place

Tues/Thurs 8:00-9:20

Onstead-Packer Bibl Stds Bldg 100 (Hart Auditorium)

Prerequisites/Corequisites

None.

Catalog description

A survey of the biological, cognitive, moral, and psycho-social development of the individual from conception through death. May be used to satisfy University Requirements.

Your Professor**Cherisse Y. Flanagan, PhD**

Associate Professor of Psychology

Director of Residential Graduate Programs in Psychology

Licensed Psychologist

Cyf07a@acu.edu

McKenzie 127

Graduate Assistants (GA)

TBA

McKenzie 128

Office hours/Contact expectations

In most cases, your Graduate Assistant (GA) will be first point of contact. But if you need to meet with me, please email for appointment. The times below are ones that I am more readily available for office hours.

Monday 10:30-12:00

Tuesday 1:00-3:00

Wednesday 9:00-12:00; 1:00-2:00

Friday by appointment

Mission Statements

ACU Mission

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

College Mission

The mission of the College of Arts and Sciences is to engage students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.

Department Mission

The psychology faculty at Abilene Christian University views psychology as a scientific and applied profession through which one may provide service to the local community as well as the community of faith. Faculty members view the nature and needs of humankind from a biblical perspective. Excellence in research and clinical practice are a part of the Christian commitment which students are challenged to share.

Unique Christian Perspective

I seek to be intentional about integrating my Christian beliefs, not just in psychology and in the classroom, but in every corner of my life. In counseling we often talk about content and process. In counseling sessions, the content of the session is generally considered the *what*, while the process is the *how*. My goal is that students see my faith both in the content of my courses and the process, or how I live my life according to my Christian principles.

Course

Objectives

1. Identify and critically evaluate the approaches of different developmental psychologists and claims made regarding human development.
2. Describe key concepts in biological, cognitive, moral, and psychosocial development in each lifespan period (Infants/Toddlers; Early and Middle Childhood; Adolescence and Early Adulthood; Middle/Late Adulthood; and End of Life).
3. Understand, integrate, and apply course knowledge in understanding human behavior.
4. Apply the aforementioned competencies in reflecting on how to improve systems for serving people in a specific segment or range of development (e.g., a child care setting, respite care services, a nursing home).

Learning Outcomes

Critical Thinking and Research Design (Measure 1 of 6): Demonstrate ability to critically evaluate claims regarding human development along with knowledge of social scientific research practices.

Knowledge of Developmental Psychology (Measure 2 of 6): Demonstrate an understanding of the basic knowledge, terminology or elements in the following content areas of developmental psychology: History and Foundations of Development

Knowledge of Developmental Psychology (Measure 3 of 6): Demonstrate an understanding of the basic knowledge, terminology or elements in the following content areas of developmental psychology: Physical, Cognitive, Emotional and Social Development of Infants and Toddlers

Knowledge of Developmental Psychology (Measure 4 of 6): Demonstrate an understanding of the basic knowledge, terminology or elements in the following content areas of developmental psychology: Physical, Cognitive, Emotional and Social Development of Early and Middle Childhood

Knowledge of Developmental Psychology (Measure 5 of 6): Demonstrate an understanding of the basic knowledge, terminology or elements in the following content areas of developmental psychology: Physical, Cognitive, Emotional and Social Development of Adolescence and Early Adulthood

Knowledge of Developmental Psychology (Measure 6 of 6): Demonstrate an understanding of the basic knowledge, terminology or elements in the following content areas of developmental psychology: Physical, Cognitive, Emotional and Social Development of Middle Adulthood, Late Adulthood, and End of Life

Textbook

Berk, L.E. (2014). Exploring Lifespan Development, 4e.

CLASS POLICIES

1. Personal Days: You have 3 “personal days” to use during the semester. These are to be used as sick days, for family crises, or school sports/trips. Please use your days wisely and save them for later in the semester. You might become sick late in the semester or your family might experience a crisis the last week of school. Students with 3 or less absences will earn 100% for their attendance grade (10% of the semester grade), 4-5 will earn 85%; 6-7 will earn 60%; and 8-9 will earn 0% for the attendance grade. More than 9 absences will result in being dropped from the class.
2. Missed Exams and Exam Retakes: There are six exams during the semester. You may retake one exam at the end of the semester. That can replace your lowest grade or make up one that you miss for any other reason.

EVALUATION METHODS:

The aforementioned competencies will be evaluated through:

6 Examinations (75%)

Quizzes (20%)

Participation/Attendance (5%)

Research Participation (Extra Credit)

SCALE: A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 or below

EXAMS

You will have 5 major exams and a comprehensive final. Exams will be primarily multiple choice with a possible written supplement and will cover the pertinent information across the 3 main developmental axes (Physical, Cognitive, Emotional/Social) discussed within the major developmental phases. Exams will cover material found in the book, in class lecture, from class discussion, and from other applicable sources cited during that course block. More information will be given on the details of each exam as they approach.

QUIZZES

Chapter quizzes will be taken on your own, and so are open book/open web. You are welcome to do them with study buddies. You may retake them as many times as you like before the corresponding exam but late deductions will apply. Canvas will use your highest grade, so if you make a 100 on the Quiz by the due date, and then retake it to study later – it will not change your grade.

To repeat, you must complete the quiz by the due date for the maximum points. You will not be able to take them at all after you take an Exam on those chapters. After the corresponding exam, if you have not completed your quiz, it will turn to a 0.

Your final quiz grade will be the highest grade for 16 of the chapters. That means I drop two quiz grades.

RESEARCH PARTICIPATION (Extra Credit)

Periodically throughout the semester, you will be given the opportunity to be participants in ongoing research by ACU professors, through answering questions in a battery of questionnaires. Should those opportunities arise, details will be given to you at that time, along with the possible maximum points that will be given for your participation.

LATE WORK

In the real world, late work is not an option. Part of me caring for you as a student is holding you accountable in a way that will be required of you when you leave ACU. However, if you do turn in work late it will be penalized 10 points for every 24-hour period it is late.

ADA Policy

"Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must

complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha Scholars Program office directly at 325-674-2667.

Academic Integrity (Excerpt from ACU Faculty Handbook)

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full Policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost> ([Links to an external site.](#))) and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments.

PSYC 232: DEVELOPMENTAL PSYCHOLOGY

COURSE SCHEDULE

FALL XXXX

	DATES	Reading	Assignments/Due Dates
Week 1	Tuesday	Syllabus	
	Thursday	Chapter 1	
Week 2	Tuesday	Chapter 2	DUE: Chapter 1 Quiz
	Thursday	Chapter 3	
Week 3	Tuesday	Chapter 3	DUE: Chapter 2 & 3 Quiz
	Thursday		Exam 1: Chapters 1-3 IN CLASS, lock-down browser required. Make every effort to be early and sit one seat between you and those next to you.

Week 4	Tuesday	Chapter 4	DUE: Chapter 4 Quiz
	Thursday	Chapter 5	DUE: Chapter 5 Quiz
Week 5	Tuesday	Chapter 6	DUE: Chapter 6 Quiz

	Thursday	Chapter 6	
Week 6	Tuesday		EXAM 2: Chapter 4-6 Requires Lockdown Browser. You may not wear a watch or have your phone out. Nothing on your desk besides computer/device.
	Thursday	Chapter 7	DUE: Chapter 7 Quiz
Week 7	Tuesday	Chapter 8	Due: Chapter 8 Quiz
	Thursday	Chapter 9	DUE: Chapter 9 Quiz
Week 8	Tuesday	Chapter 10	
	Thursday	Chapter 10	DUE: Chapter 10 Quiz

Week 9	Tuesday	Chapter 10	
	Thursday		EXAM 3: Chapters 7-10 Requires Lockdown Browser. You may not wear a watch or have your phone out. Nothing on your desk besides computer/device.

Week 10	Tuesday	Chapter 11	DUE: Chapter 11 Quiz
	Thursday	Chapter 12	DUE: Chapter 12 Quiz

Week 11	Tuesday	Chapter 13	DUE: Chapter 13 Quiz
	Thursday	Chapter 14	DUE: Chapter 14 Quiz
Week 12	Tuesday	Chapter 14	EXAM 4: Chapters 11-14 Requires Lockdown Browser. You may not wear a watch or have your phone out. Nothing on your desk besides computer/device.
	Thursday	Chapter 15	DUE: Chapter 15 Quiz
Week 13	Tuesday	Chapter 16	DUE: Chapter 16 Quiz
	Thursday	Chapter 17, 18	DUE: Chapter 17, 18 Quiz

Week 14	Tuesday	Chapter 19	DUE: Chapter 19 Quiz
	Thanksgiving Break		
Week 15	Tuesday		EXAM 4: Chapters 15-19 Requires Lockdown Browser. You may not wear a watch or have your phone out. Nothing on your desk besides computer/device.

	Thursday		Make-Up and Retake Exams
FINALS WEEK			Exam 6: Final Exam Requires Lockdown Browser. You may not wear a watch or have your phone out. Nothing on your desk besides computer/device.