

### **Instructor Contact Information**

Dr. Linda Drew

[linda.drew@utdallas.edu](mailto:linda.drew@utdallas.edu)

**Office Hours:** Friday 1-2 pm & by appointment

**Office location:** JO 4.314

**UPDATED 8/25/15 11 am**

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### **Course Description:**

This course is designed to provide the student with an overview of the theories, findings, and research on the biopsychosocial & cultural perspective of the *Emerging Adult (18-29 years-old)*. Students will develop an understanding of the influences of the external and internal process in development focused on self-concept, identity, and biology. Basic knowledge of psychology and developmental theories is assumed. Course material will be ascertained from the text, readings, documentaries/movies, and lectures.

### **Student Learning Objectives:**

After completing the course, students should be able to:

- 1.1. Identify and describe the theory of Emerging Adulthood and lifespan theory.
  - 1.2. Describe the contribution of *social* and *cultural* events on Emerging Adulthood as a new developmental stage between adolescents and adulthood.
  - 1.3. Demonstrate an understanding of *biological changes* and *cognitive development* as relevant to emerging adulthood.
  - 2.1 Analyze the theories and materials presented to determine the degree to which the theory of emerging adulthood is valid.
  - 2.2 Use critical thinking to apply concepts and theories learned in the classroom to personal experiences of modern culture, the media and their own lives.
  - 2.3 Determine the extent to which research findings support specific hypothesis.
  - 3.1 Describe how the psychological prospective can enlighten social issues, and inform public policy.
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### **Required Textbooks:**

**BOOK 1 Title:** Emerging Adulthood, 2<sup>nd</sup> Ed.

Author: Arnett

**BOOK 2 Title:** Emerging and Young Adulthood: Multiple Perspectives, Diverse Narratives 2<sup>nd</sup> Edition (2015)

Author: Konstam

*Course Syllabus PSY XXX;*

**Descriptions and Timeline are subject to change at the discretion of the professor**

Publisher: Springer

ISBN: 978-3-319-11300-5

**Movie:** buy/rent/borrow a copy; also on hold at UTD library to watch IN library

*Boyhood* by Director: [Richard Linklater](#)

*Watch this movie before Sept. 23<sup>rd</sup> class.*

**Required Additional Readings:** listed in syllabus and available on eLearning.

**Suggested NOT required readings and documentaries/movies are listed in the syllabus:**

These items were thoughtfully chosen to enhance your learning experience and increase critical thinking moments. Movies when possible are on hold at UTD library to watch IN library. Journal articles are posted on eLearning on suggested readings.

**Paper, Interview, Final Project & Classroom Policy:** See syllabus for exact due dates!

**Exams:** There will be no exams!

**Quizzes:** There will be **several** based on the articles discussed in class. Quizzes will become available on eLearning 24 hours prior to the start of **EVERY** class. Each question is worth 1-4 pts.; fill in blank or short answer and are open journal/book and completed online. Don't miss the window of time to complete these quizzes there is NO makeup without prior explanation—see below. **All total=1/5 final grade**

**First, 1-3 page paper:** using this topic question: “*Is emerging adulthood a developmental stage?*” References: Arnett, 2000; Cote, 2014; lectures; and any peer reviewed academic journal articles/book found on the library search engine. Include APA cover page and separate reference page. **Due Sept 8th by 11:59pm** to tunitin link on eLearning.

**Second, 1-3 page paper:** using the topic statement: “\_\_\_\_\_ is a rite of passage event for emerging adults in \_\_\_\_\_(culture/religion). Identify relevant theory; 2-3 peer reviewed academic journal articles/books found on the library search engine. Include APA cover page and separate reference page. **Due October 7 by 11:59pm** to tunitin link on eLearning.

**Structured Interviews and Vignette:** FIVE interviews of emerging adults ranging in age 18-

29. Part of your assignment is developing 5+ open ended questions in a focused topic area to discuss with each of your interviews. The cumulative answers from the questions developed by you will be used to create a *vignette* of a hypothetical emerging adult and the transition to adulthood. It is required to record these interviews to review answers later. **More information** provided in class. **Due: All Interviews completed and Vignette turned into *turnitin* link on eLearning by 10 a.m. on Dec. 2<sup>nd</sup> – no extensions!**

**On line Interviews:** As *part of your participation grade* an online link will be provided for you to send to 5 UTD or SMU students ranging in age 18-29 years. The result of the online questions will be discussed on the final day in class to highlight real world EA's. **Due: encourage completion of the survey by Dec 2<sup>nd</sup>** to enable analysis of the data for class discussion.

**Final Paper:** paper (5-8 pages) based on the process of emerging adulthood of the parents in the movie *Boyhood* by director Richard Linkletter. *First*, select either the *mother or the father* character in the movie. *Second*, identify a theory to guide your findings of their development into adulthood: emerging adulthood, identity development, personal agency, cognitive, or biological development. *Third*, social and cultural influences are expected to be included (see below for further requirements). *Lastly*, pick a *focus* from the following to create your topic sentence:

1. Work/career
2. Love/relationships
3. Parenting

**Final Paper Requirements:** double space, typed, APA format for references (ask if you need guidance), include APA cover page and separate reference page; **submit to *turnitin* link on eLearning.** Use min. of 3 *peer reviewed journal articles as references.* **Due to *turnitin* link on eLearning on Dec 9<sup>th</sup> by 11:59pm or turn it in early to free up this week.**

**Attendance and participation:** Attendance in class is required. Meaningful participation in *Course Syllabus PSY XXX;*

**Descriptions and Timeline are subject to change at the discretion of the professor**

class discussion will be a part of your final grade. *Please be professional and attend class because it is in your best interest!*

**Classroom policy:**

- ***PLEASE Turn off all mobile phones during class time.***
- ***No recordings are permitted in class.***

**Grading Policy:**

Grading is based on a set of *a priori* criteria: 90% correct and above for the A range, 80% and above for the B range, 70% and above for the C range, and 60% and above for the D range. *In the event that the tests prove unusually difficult, I will relax these criteria somewhat.* Final grades will be based on the total number of points obtained on meaningful participation in 1) class discussion **and** 5 online interviews, 2&3) 2 total 1-3 page papers, 4) Quizzes, 5) five structured interviews and Vignette and 6) final paper. Each numbered item above will count for 1/6 of the total grade. Pluses and minuses will be assigned based on average scores across all three tests; all equally weighted.

**Course & Instructor Policies:**

**DON'T MISS DEADLINE FOR ANY ASSIGNMENT!**

**EXTENSIONS** will be given only if (a) you were seriously ill and have documentation from a physician, or (b) you have a police report (e.g., auto accident) indicating you were detained the day and time of the exam, or (c) you made arrangements prior to the exam to attend an important event (e.g., a funeral). In any of these cases, you must notify the professor in **ADVANCE** of the scheduled time for the exam or paper (call or leave an e-mail message in you can do nothing else). Otherwise, you will receive an F on the assignment. If you have been approved for extensions, it is the student's responsibility to make sure that the assignment is made up within **one week** of the scheduled time.

DATE	TOPIC	READING
Aug 26	<ul style="list-style-type: none"> <li>• <b>What is it all about? What will you learn?</b></li> <li>• What is the theory of Emerging Adulthood?</li> </ul> <p><b>Part I:</b> Course Introduction, expectations, and facts about EA.</p> <p><b>Part II: Psychological and Social perspective</b> LECTURE: What is the theory of Emerging Adulthood (EA)? What are the theoretical underpinnings that brought about a new developmental stage? Is Emerging Adulthood a theory?</p>	<p>Syllabus</p> <p>Arnett Chapter 1</p> <p><b>see eLearning for journal article</b> Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. <i>American Psychologist</i>, 55, 469-480.</p> <p>Cote (2014). The Dangerous Myth of Emerging Adulthood: An Evidence –based critique of a flawed developmental theory. <i>Applied Developmental science</i>, 18, 177-188.</p>
Sep 2 Quiz	<ul style="list-style-type: none"> <li>• <b>Biological Theory and Cognitive development</b></li> </ul> <p><b>Part I: LECTURE: Biological foundations</b> How does maturation in adolescents impact EA? Are the biological changes that occur during emerging adulthood? What is <i>epigenetics</i>? How does epigenetics influence development and EA? How might environment and genetic makeup explain the observed difference in the generational path to adulthood?</p> <p><b>Part II: Cognitive development: Postformal Thinking</b> <b>Quiz:</b> online Quiz; open on eLearning 24 hours prior to class starting and relevant to: Bouchard (2004).</p>	<p><b>See eLearning for journal articles:</b> Bouchard, T. J. (2004). Genetic Influence on Human Psychological Traits: A Survey. <i>Current Directions In Psychological Science</i>, 13(4), 148-151.</p> <p><b>Suggested not required:</b> Good example of Vingettes Arnett Chapter 2</p>
Sept 8 <sup>th</sup> @11:59am DUE	<p><b>DUE: 1-3 page paper on eLearning @ 11:59am Sept 8<sup>th</sup> (Sunday).</b> “<i>Is emerging adulthood a developmental stage?</i>” References: Arnett, 2000 &amp; Cote, 2014. Include APA cover pg &amp; separate reference pg. <b>link closes at 11:59am</b></p>	

Sept 9	<p><b>Part I:</b> Discussion <b>Is Emerging Adulthood a theory?</b> Be prepared to discuss this question in class today based on your findings while writing your paper.</p> <p><b>Identity theories relevant to EA</b></p> <p><b>Part II: LECTURE:</b> What are the theories of Identity development relevant to EA? What are the changes in self-esteem from adolescents to Emerging adulthood? Are EA impacted by Social and emotional loneliness? How? What is personhood agency and why does it matter?</p> <p><b>Quiz:</b> online Quiz; open on eLearning 24 hours prior to class starting and relevant to Konstam <b>Chapter 2</b>.</p>	<p><b>Konstam Chapter 2</b></p> <p><u><b>Suggested reading:</b></u> see eLearning for <b>journal article:</b> Schwartz, S. J., Côté, J., &amp; Arnett, J. J. (2005). Identity and Agency in Emerging Adulthood: Two Developmental Routes in the Individualization Process. <i>Youth &amp; Society</i>, 37, 201-229.</p>
Sept 16 Quiz	<ul style="list-style-type: none"> <li>• <b>Worldviews and Identity Development</b></li> </ul> <p><b>Part I: Worldly perspectives</b> How is the path to adulthood determined by religion, politics, or culture? Identify and discuss relevant theories. How has changes in <b>globalization</b> impacted EA? What is the impact of globalization on identity development? What is a hybrid identity? How is globalization influencing identity development and the process of EA?</p> <p><b>Part II: Social Activist or Slackers?</b></p> <p><b>Quiz:</b> online Quiz; open on eLearning 24 hours prior to class starting and relevant to Arnett Chapter 9 &amp; Konstam Chapter 3</p>	<p><b>Arnett Chapter 9</b></p> <p>Konstam Chapter 3</p> <p><u><b>Suggested not required:</b></u> Jensen, L., &amp; Arnett, J. J. (2012). Going global: New pathways for adolescents and emerging adults in a changing world. <i>Journal of Social Issues</i>, 68, 473-492.</p>

<p>Sept 23 <b>Quiz</b></p>	<p>• <b>Psychology of Identity impacted by Gender &amp; social class</b></p> <p><b>Part I: Lecture on Identity exploration Context</b></p> <p>What are the gender stereotypes in EA? How is the process different for males and females?</p> <p><b>Part II: Discussion Gender and Social Class</b></p> <p><u>Please be prepared from readings to discuss the following:</u></p> <ul style="list-style-type: none"> <li>• Based on your observations through life, give examples of differential gender socialization in emerging adulthood.</li> <li>• In which period do you think the “<i>difference</i>” was most pronounced?</li> <li>• How do you think gender impacts emerging adults today?</li> <li>• Does class matter in regards to Social Class and emerging adulthood?</li> <li>• Is there a difference in gender and the impact of Social Class on development or does it all filter down to individual difference?</li> </ul> <p><b>Quiz: online Quiz; open on eLearning 24 hours prior to class starting and relevant to today’s readings { Thomas, V., &amp; Azmitia, M. (2014) &amp; McDermott &amp; Schwartz (2013). }.</b></p>	<p>Arnett Chapter 10</p> <p><b>Thomas, V., &amp; Azmitia, M. (2014).</b> Does class matter? The centrality and meaning of social class identity in emerging adulthood. <i>Identity: An International Journal Of Theory And Research</i>, 14(3), 195-213.</p> <p><b>McDermott &amp; Schwartz (2013).</b> Toward a Better Understanding of Emerging Adult Men’s Gender Role Journeys: Differences in Age, Education, Race, Relationship Status, and Sexual Orientation</p> <p><b><u>Suggested:</u></b> Represent Gender attitudes/beh. as EA.</p> <p><b>Movie: <i>Stand by Me</i></b></p> <p><b>Movie: <i>Mean Girls</i></b> All movies reserved in UTD library.</p> <p><b>Journal: Behm-Morawitz, E. &amp; Mastro, D. (2008).</b> Mean Girls? The influence of gender portrayals in teen movies on emerging adults’ gender based attitudes and beliefs. <i>J&amp;MC Quarterly</i>, 85, 131-146.</p>
<p>Sept 30 <b>Quiz</b></p>	<p>• <b>Rites of Passage: Cultural perspective</b></p> <p><i>Course period is relevant to your 2<sup>nd</sup> 1-3 page paper</i></p> <p><i>Preparation for 1-3 page paper on cultural transitions/rite of passages to emerging adulthood.</i></p> <p><b>Part I: Lecture</b></p> <p>What is a rite of passage?</p> <p>What elements are necessary, traditions, intergenerational value...?</p> <p><b>Part II: Documentary and discussion – <i>Return to Belaye: A Rite of Passage</i></b></p> <p>What rites of passage associated with emerging adulthood are present in western culture of any type?</p> <p>Gender specific considerations observed in rituals – what rituals are there for women?</p> <p><b>Part III: Discussion: 2<sup>nd</sup> 1-2 page paper, expectations, topic choices, etc.</b></p> <p><b>Quiz: online Quiz open on eLearning 24 hours prior to class starting and relevant to Konstam Chapter 3</b></p>	<p><b>Konstam Chapter 3</b></p> <p><b>Suggested viewing:</b></p> <p><b>Movie <i>Godfather</i></b> on reserve at UTD library as example of rites of passage.</p>

Oct 7 Quiz	<p>• <b>Friendships and Peers: Face to face and on SNS's</b></p> <p><b>Part I:</b> Lecture: Importance of Friendships in EA</p> <p><i>If you want to survive then you need to get people to like you!</i> Does being liked on SNSs feel like a life or death struggle as in <i>Hunger Games</i> where participants must get sponsors to like them to send them survival items?</p> <p><b>Part II:</b> Fair game Documentary "Generation Like" Are teens who enjoy social media aware that corporation are targeting there "likes" as consumers of products and news and impact what info they are sent? – Documentary discussion</p> <p><b>Quiz:</b> online Quiz open on eLearning 24 hours prior to class starting: relevant to Lanthier, R. P., &amp; Windham, R. C. (2004).</p>	<p>Konstam Chapter 4</p> <p>Lanthier, R. P., &amp; Windham, R. C. (2004). Internet use and college adjustment: The moderating role of gender. <i>Computers in Human Behavior</i>, 20, 591-606.</p> <p><b>Suggested:</b> <b>Movie</b> <i>Hunger Games</i> On hold at UTD library to watch at library only.</p>
Oct 14 Quiz	<p>• <b>Parental relationships in EA</b></p> <p><i>This course period is relevant to final project!</i></p> <p><b>Part I:</b> Lecture Parenting and emerging adulthood Parenting theory; cultural influences; attachment Identity exploration and changes in the parental relationship Why does conflict with parents usually decrease from adolescent to emerging adulthood?</p> <p><b>Part II:</b> Becoming a parent while an emerging adult Read Kokko et al. article &amp; watch movie <i>Boyhood</i> <b>Discussion</b> <i>Boyhood</i> film and Kokko et al article Can a parent's path to EA influence their child's development? Does becoming a parent equate with adulthood? Can a parent be an emerging adult while they are raising a child? If yes, how does it influence development? How does Life course theory explain the importance of on time events for development? Cognitive influence on parental role?</p> <p><b>Guest Moderator:</b> Dr. Daniel Krawczyk, Ph.d., UTD Specialty: Cognitive Neuro Psychology</p> <p><b>Quiz</b> online open on eLearning 24 hours prior to class starting relevant to Kokko, K, Pulkkinen, L., &amp; Mesianinen, P (2009) and movie <i>Boyhood</i>.</p> <p><b>Due:</b> 1-3 page paper on Rite of Passage to turnitin by 11:59 pm</p>	<p>Arnett Chapter 3</p> <p>Kokko, K, Pulkkinen, L., &amp; Mesianinen, P (2009). Timing of parenthood in relation to other life transitions and adult social functioning</p> <p><b>Prior</b> to class watch the Movie: <i>Boyhood</i> <b>Director:</b> <u>Richard Linklater</u></p>



Oct 21 <b>Quiz</b>	<ul style="list-style-type: none"> <li>• <b>The Role of Cognition in decision making</b></li> <li>• <b>The path to EA: crooked, straight, U turns, dead ends...all with hope and stars in our eyes</b></li> </ul> <p><b>Part I:</b> Unimaginable extensive choices and possibilities. What theory of cognitive development is necessary for this process to occur? Decision making as an EA How does <i>postformal thought</i> inform the process of making these complicated decisions?</p> <p><b>Part II:</b> <i>Living on one dollar a day</i> <b>Discussion:</b> What are your life choices? Which path to pursue, getting sidetrack, a reboot or <i>do over</i> (reference movie <i>City Slicker</i>). Is an adventure part a necessary process of emerging into adulthood or now a possibility because Gen y has the luxury of taking more time to emerge into adulthood due to advances in technology, medicine, etc.?</p> <p><b>Quiz:</b> online Quiz open on eLearning 24 hours prior to class starting: relevant to <b>Konstam Chapter 5 &amp; Arnett Chapter 9</b></p>	<p>Konstam: Chapter 5 Arnett: Chapter 11</p> <p><b>Suggested not required:</b> Movie <i>City Slicker</i> <i>Why? "Getting a do over"</i>; you have to wait till the end of the film to get this valuable reference relevant to EA life.</p>
Oct 28 <b>Quiz</b>	<ul style="list-style-type: none"> <li>• <b>Digital Natives and the value of a good news story!</b></li> </ul> <p>But what does good mean in the current age of so many sources and opinions?</p> <p><b>Part I: Technology use among college students</b> Are EA living a virtual life through Social Networking Sites (SNSs)? Is this good or bad, or part of life as we know it? Discussion: Coyne</p> <p><b>Part II:</b> Guest Lecture: Mr. Michael Merschel, Editor from the <i>Dallas Morning Newspaper</i>. Where do you get your news? Is it clean? What does it mean to have clean news? Why is clean news important? How might your opinion be swayed based on the news sources without even knowing?</p> <p><b>Quiz:</b> online Quiz open on eLearning 24 hours prior to class starting: relevant to Coyne</p>	<p>Arnett Chapter 8</p> <p>Coyne, S. M., Padilla-Walker, L. M., &amp; Howard, E. (2013). Emerging in a digital world: A decade review of media use, effects, and gratifications in emerging adulthood. <i>Emerging Adulthood</i>, 1(2), 125-137.</p>
Nov 4 <b>Due paper</b>	<p><b>Research/Interview work day</b></p> <p><b>DUE:</b> Paper "Rite of Passage" – submit to tunritin link on eLearning – <b>link closes at 11:59am on Nov 4th.</b></p>	<p>Article TBD</p>

Nov 11	<ul style="list-style-type: none"> <li>• <b>A choice “Beer and Circus” or Vocational path!</b></li> </ul>	Konstam Chapter 7 Arnett Chapter 6 & 7
<b>Quiz</b>	<ul style="list-style-type: none"> <li>• <b>Working world for EA</b></li> </ul> <p><b>Part I:</b> Lecture Higher Ed path or not What is the Real Value of Higher Education? This unit will assess the benefits and costs of a postsecondary education in America today. Who does this happen to and why?: Straight ahead <i>do not</i> stop at College/University, <i>do not</i> collect your extended period of Emerging Adulthood.</p> <p><b>Part II:</b> Career planning/decision making What is the Career indecision Model? How can understanding of this model aide EA’s in effective career decisions?</p> <p><b>Part III:</b> Discussion: Lefkowitz, E. S. (2005).</p> <p><b>Quiz:</b> online Quiz open on eLearning 24 hours prior to class starting: relevant to Lefkowitz, E. S. (2005) &amp; Konstam Chapter 7.</p>	Lefkowitz, E. S. (2005). "Things have gotten better": Developmental changes among emerging adults after the transition to university. <i>Journal of Adolescent Research</i> 20, 40-63.
Nov 18	<ul style="list-style-type: none"> <li>• Mental Health in Emerging Adulthood</li> <li>• Resilience and Problems: Personnel Agency</li> </ul>	Konstam pgs. 130-140 Arnett Chapter 12
<b>Quiz</b>	<p><b>Part I:</b> Risk taking and Personal Agency <b>Part II:</b> Substance Use and Abuse and eating disorders</p> <p>What happens to abusers who miss the period of EA, how do they find their identity?</p> <p><b>Guest lecture on eating disorders</b> Carrie McAdams, MD, Ph.d., UTSW Medical School</p> <p><b>Quiz:</b> online Quiz open on eLearning 24 hours prior to class starting: relevant to</p>	Journal article on eating disorders to be provided later
Nov 25	<b>Fall Break NO Class</b>	
Dec 2	<p><b>Romance and Love</b></p> <p><b>Part I:</b> First comes love, then comes marriages, then comes baby sleeping in the baby carriage, or does it? <b>Discussion topic:</b> Love and romance in EA while coping with SNS's All those choices EA wrap up (data presentation from online interviews)!</p> <p><b>Part II:</b> Review interview data and discuss in class</p> <p><b>Due: All Interviews completed and Vignette turned into turitin by 10 a.m. on Dec. 2<sup>nd</sup> – no extensions!</b></p>	Arnett Chap. 4 & 5 Konstam p. 118-123
Dec 9	<p><b>No Class</b> – Reading week for Finals</p> <p><b>DUE: Final project</b>– submit to <i>turnitin</i> link through eLearning by <b>11:59pm</b> or turn in final project in early and free up this week.</p>	Reading: Manning, et al. (2006). Hooking up: The relationship contexts of "nonrelationship" sex. <i>Journal of Adolescent Research</i> , 21, 459-483.



**PSY 4V90.001 – Emerging Adulthood Development CR 1.212 – Fall 2015**  
(3 semester credit hrs.): Wednesday 10-12:45pm

**Student Conduct & Discipline**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, A to Z Guide, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures Of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the university's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

**Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

**Email Use**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

**Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college - level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

**Student Grievance Procedures**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be

submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

**Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F

**Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

**Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment. If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

**These descriptions and timelines are subject to change at the discretion of the Professor**

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**Descriptions and Timeline are subject to change at the discretion of the professor**