

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY**  
**Graduate School of Applied and Professional Psychology**

**Human Development**  
**Course Number 18:826:543:01**  
**Fall 2022, Tuesdays 4:45-7:30PM, A302**  
**Canvas Site: <https://rutgers.instructure.com/courses/198132>**

**INSTRUCTOR:**

Joanna L. Williams, M.S.Ed., Ph.D.  
Associate Professor  
Email: [joanna.lee.williams@rutgers.edu](mailto:joanna.lee.williams@rutgers.edu)  
Office: A355  
Office hours: Wednesdays 12:30-2:30 (by appointment)  
Phone: 848-445-3934

**RUTGERS UNIVERSITY LAND ACKNOWLEDGMENT**

We acknowledge that the land on which we stand is the ancestral territory of the Lenape People. We pay respect to Indigenous people throughout the Lenape diaspora – past, present, and future – and honor those who have been historically and systemically disenfranchised. We also acknowledge that Rutgers University, like New Jersey and the United States as a nation, was founded upon the exclusions and erasures of Indigenous peoples.

**COVID-19: RUTGERS MASK POLICY**

In order to protect the health and well-being of all members of the University community, face coverings are required in all indoor teaching spaces, libraries, and clinical settings. Compliance is mandatory. See more at <https://coronavirus.rutgers.edu/fall-semester-2022-health-and-well-being-protocols/>. Students drinking or eating during class must replace their masks quickly. Please do NOT attend class in person if you are experiencing symptoms of illness.

**COURSE DESCRIPTION**

In this course we will explore how processes of physical, cognitive, and socio-emotional development occur across the lifespan, emphasizing an ecological-systems view of dynamic person ↔ context interactions in families, schools, communities, and culture. We will critically examine prevailing theoretical and conceptual perspectives on development and related themes of nature & nurture, universality & specificity, continuity & discontinuity, and experience-expectant & experience-dependent processes. You will acquire a working knowledge of theories and science of development that you can apply in your future practice.

**LEARNING OBJECTIVES**

**For students in the School Psychology (SP) program, this course will address:**

*School Psychology Profession-Wide Competencies (SP-PWC)*

- 3.2: Demonstrates knowledge of current theoretical and empirical models to support human diversity across core professional roles

- 3.4: Works effectively with diverse individuals and groups, including those whose group membership, demographic characteristics, or worldviews are different from or similar to their own
- 5.2: Demonstrates skills in producing, comprehending, and integrating oral, nonverbal, and written communications that are informative and well-integrated across a range of situations, populations, and systems
- 10.1: Demonstrates an understanding of the impact of multiple systems on student development and functioning

*Discipline-Specific Knowledge (DSK)*

- *Developmental Aspects of Behavior*, including transitions, growth, and development across an individual's life
- *Affective Aspects of Behavior*, including topics such as affect, mood, and emotion.
- *Biological Aspects of Behavior*, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior
- *Cognitive Aspects of Behavior*, including topics such as learning, memory, thought processes, and decision-making

**For all students, this course will support your ability to:**

1. Describe normative processes of physical/biological, cognitive, and social-emotional development across the lifespan [DSK: Developmental, Affective, Biological, and Cognitive Aspects of Behavior]
2. Critically assess the relevance and utility of major theories of development [SP-PWC Element 3.2]
3. Define an ecological systems perspective, with attention to micro- and macro-level factors (e.g., structural oppression), and discuss how a dynamic, person ↔ context view can enhance our understanding of children, youth, and adults [SP-PWC Elements 3.2 & 10.1]
4. Translate and apply knowledge of developmental science for external stakeholders, including parents/caregivers and educators [SP-PWC Element 5.2]
5. Communicate and collaborate with peers through active listening, respectful communication, effective contribution, and personal accountability [SP-PWC Element 3.4]
6. Recognize the value of a developmental perspective as a future psychologist and determine ways to capitalize on unique developmental processes to support human thriving and social justice

**INSTRUCTIONAL METHODS**

We will work towards the objectives listed below using a combination of lecture and discussion, student-led activities, critical application and analysis of course concepts, and personal reflection. Consider yourself a co-constructor of this course; your full engagement as a learner and leader and your willingness to challenge your own and others' perspectives are essential to creating a high-quality, meaningful experience. You will have weekly reading assignments from our primary textbook and other supplementary sources. We will use the course Canvas site for posting supplementary reading materials, handouts, lecture slides, and submission of all assignments unless otherwise specified. We will meet in-person unless otherwise noted.

## REQUIRED TEXTBOOK:

Broderick, P. C., & Blewitt, P. (2020). *The life span: Human development for helping professionals (5<sup>th</sup> ed.)*. New York: Pearson.

The text is available as an e-textbook, currently about \$75 for lifetime access and \$40 for short-term access (120 days). You can find it on the Vital Source e-book platform:

<https://www.vitalsource.com/referral?term=9780135206157>. You can also search for it on other booksellers (e.g., amazon); it is available in hard copy as well. **Be sure to get the 5<sup>th</sup> edition!**

## ADDITIONAL READINGS

Arnett, J. J. (2016a). Does Emerging Adulthood Theory Apply Across Social Classes? National Data on a Persistent Question. *Emerging Adulthood, 4*(4), 227–235.

<https://doi.org/10.1177/2167696815613000>

Arnett, J. J. (2016b). Emerging Adulthood and Social Class: Rejoinder to Furstenberg, Silva, and du Bois-Reymond. *Emerging Adulthood, 4*(4), 244–247.

<https://doi.org/10.1177/2167696815627248>

Blumberg, F. C., Deater-Deckard, K., Calvert, S. L., Flynn, R. M., Green, C. S., Arnold, D., & Brooks, P. J. (2019). Digital Games as a Context for Children’s Cognitive Development: Research Recommendations and Policy Considerations. *Social Policy Report, 32*(1), 1–33. <https://doi.org/10.1002/sop2.3>

Cantor, P., Osher, D., Berg, J., Steyer, L., & Rose, T. (2019). Malleability, plasticity, and individuality: How children learn and develop in context 1. *Applied Developmental Science, 23*(4), 307–337. <https://doi.org/10.1080/10888691.2017.1398649>

Center on the Developing Child at Harvard University (n.d.). *In brief: The science of early childhood development*. Retrieved from <https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2007/03/InBrief-The-Science-of-Early-Childhood-Development2.pdf>

Center on the Developing Child at Harvard University (2017). Three Principles to Improve Outcomes for Children and Families. Retrieved from <https://developingchild.harvard.edu/resources/three-early-childhood-development-principles-improve-child-family-outcomes>

Coplan, R. J., Schneider, B. H., Ooi, L. L., & Hipson, W. E. (2018). Peer-Based Interventions for Behaviorally Inhibited, Socially Withdrawn, and Socially Anxious Children. In Bukowski, W. M., Laursen, B., & Rubin, K. H. (Eds.), *Handbook of peer interactions, relationships, and groups* (2<sup>nd</sup> edition; pp. 657-675). New York: The Guilford Press.

du Bois-Reymond, M. (2016). Emerging Adulthood Theory Under Scrutiny. *Emerging Adulthood, 4*(4), 242–243. <https://doi.org/10.1177/2167696815614422>

Feldman, D. H. (2012). Cognitive Development in Childhood. In Weiner, I. B., Lerner, R. M., Easterbrooks, M. A., Mistry, J., & Weiner, I. (Eds.). *Handbook of Psychology: Developmental Psychology* (pp. 197-213). Hoboken, NJ: John Wiley & Sons.

García Coll, C. G., Crnic, K., Lamberty, G., Wasik, B. H., Jenkins, R., Garcia, H. V., & McAdoo, H. P. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development, 67*(5), 1891-1914.

Ginsburg, K. R., Majek, A., & Williams, J. L. (2020). Understanding and supporting healthy adolescent development. In K. R. Ginsburg (Ed.), *Reaching teens: Strength-based, trauma-sensitive, resilience-building communication strategies rooted in positive youth*

- development* (2<sup>nd</sup> edition). Washington, DC: American Academy of Pediatrics.
- Gülgöz, S., Glazier, J. J., Enright, E. A., Alonso, D. J., Durwood, L. J., Fast, A. A., Lowe, R., Ji, C., Heer, J., Martin, C. L., & Olson, K. R. (2019). Similarity in transgender and cisgender children's gender development. *Proceedings of the National Academy of Sciences*, *116*(49), 24480–24485. <https://doi.org/10.1073/pnas.1909367116>
- Lake, R. (1990). An Indian father's plea. *Teacher Magazine*, *2*(1), 48-53.
- Maysel, O., & Keren, E. (2014). Finding a Meaningful Life as a Developmental Task in Emerging Adulthood: The Domains of Love and Work Across Cultures. *Emerging Adulthood*, *2*(1), 63–73. <https://doi.org/10.1177/2167696813515446>
- Mehta, C. M., Arnett, J. J., Palmer, C. G., & Nelson, L. J. (2020). Established adulthood: A new conception of ages 30 to 45. *American Psychologist*, *75*(4), 431–444. <https://doi.org/10.1037/amp0000600>
- Morelli, G. (2015). The Evolution of Attachment Theory and Cultures of Human Attachment in Infancy and Early Childhood. In L. A. Jensen (Ed.), *The Oxford Handbook of Human Development and Culture* (pp. 149–164). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199948550.013.10>
- Morgan, E. M. (2016). Contemporary issues in sexual orientation and identity development in emerging adulthood. In Arnett, J. J. (Ed.). *The Oxford handbook of emerging adulthood* (pp. 262-279). New York: Oxford University Press.
- The National Scientific Council on Adolescence (2021). *The intersection of adolescent development and anti-Black racism* (Council Report No. 1). Retrieved from <https://developingadolescent.org/>
- National Scientific Council on the Developing Child. (2020). Connecting the Brain to the Rest of the Body: Early Childhood Development and Lifelong Health Are Deeply Intertwined: Working Paper No. 15. Retrieved from [https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2020/06/wp15\\_health\\_FINAL.pdf](https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2020/06/wp15_health_FINAL.pdf)
- Odgers, C. L., & Jensen, M. R. (2020). Annual Research Review: Adolescent mental health in the digital age: facts, fears, and future directions. *Journal of Child Psychology and Psychiatry*, *61*(3), 336–348. <https://doi.org/10.1111/jcpp.13190>
- Osher, D., Cantor, P., Berg, J., Steyer, L., & Rose, T. (2020). Drivers of human development: How relationships and context shape learning and development1. *Applied Developmental Science*, *24*(1), 6-36. <https://doi.org/10.1080/10888691.2017.1398650>
- Pfeifer, J. H., & Allen, N. B. (2021). Puberty Initiates Cascading Relationships Between Neurodevelopmental, Social, and Internalizing Processes Across Adolescence. *Biological Psychiatry*, *89*(2), 99–108. <https://doi.org/10.1016/j.biopsych.2020.09.002>
- Silva, J. M. (2016). High Hopes and Hidden Inequalities: How Social Class Shapes Pathways to Adulthood. *Emerging Adulthood*, *4*(4), 239–241. <https://doi.org/10.1177/2167696815620965>
- Slaughter, V., & Perez-Zapata, D. (2014). Cultural variations in the development of mind reading. *Child Development Perspectives*, *8*(4), 237-241.
- The University of Chicago Consortium on Chicago School Research (CCSR) and The Wallace Foundation (2015, June 24). *Foundations for young adult success: A developmental framework*. Brief. CCSR. Chicago, IL. Retrieved from <https://consortium.uchicago.edu/sites/default/files/2019-01/Wallace-Four-Pager.pdf>

## COURSE SCHEDULE:

Week, Date	Topic	Readings	Assignments
1. 9/6	Introduction to course and each other	n/a	In-class: What is “development?” activity
2. 9/13	Organizing themes & Developmental systems	<ul style="list-style-type: none"> <li>▪ B&amp;B, Ch. 1- read 1.1 and 1.3 through the end (SKIP section 1.2)</li> <li>▪ Lake, 1990</li> <li>▪ Osher et al., 2020</li> </ul>	DUE: Complete course survey on Canvas  In-class: Ch. 1 case study & Lake, 1990
3. 9/20	Biological development in context: A focus on childhood	<ul style="list-style-type: none"> <li>▪ Cantor et al., 2019</li> <li>▪ Nat’l Sci. Council on Dev. Child, 2020</li> <li>▪ Center on Developing Child, In Brief (n.d.)</li> </ul>	
4. 9/27	Cognitive development in childhood	<ul style="list-style-type: none"> <li>▪ Feldman, 2012</li> <li>▪ Gauvain &amp; Nicolaidis, 2015</li> <li>▪ Slaughter &amp; Perez-Zapata, 2014</li> </ul>	<b>Class facilitations begin</b> In-class: Ch. 3 case study
5. 10/4	Socioemotional development: Attachment relationships in the early years	<ul style="list-style-type: none"> <li>▪ B&amp;B, Ch. 4 from “How do emotions develop?” (p. 131) to end of chapter</li> <li>▪ Morelli, 2015</li> </ul>	<b>NO CLASS MEETING.</b> See Canvas for instructions & video links DUE: Ch. 4 Case Study
6. 10/11	Self-regulation & Executive Functioning in childhood	<ul style="list-style-type: none"> <li>▪ B&amp;B, Ch. 5, sections 5.1-5.2 + Applications to end of chapter (SKIP 5.3-5.4);</li> <li>▪ B&amp;B, Ch. 7, section 7.1 + Applications to end of chapter (SKIP 7.2)</li> </ul>	
7. 10/18	Cognitive Development in middle childhood	<ul style="list-style-type: none"> <li>▪ B&amp;B, Ch. 6, sections 6.1 &amp; 6.2</li> <li>▪ Blumberg et al., 2020</li> </ul>	DUE: Developmental interview proposal
8. 10/25	Social Cognition & Peer Relations: Middle Childhood-Early Adolescence	<ul style="list-style-type: none"> <li>▪ B&amp;B Ch. 6, section 6.3; Ch. 8, section 8.3 to end</li> <li>▪ Coplan et al., 2018</li> </ul>	Guest instructor: Dr. Marissa Davila DUE: Ch. 6 case study
9. 11/1	Biological development in Context: The transition into adolescence	<ul style="list-style-type: none"> <li>▪ B&amp;B, Ch. 8, sections 8.1 &amp; 8.2</li> <li>▪ B&amp;B, Ch. 9., sections 9.1 &amp; 9.2</li> <li>▪ Gülgöz et al., 2019</li> <li>▪ Pfeifer &amp; Allen, 2021</li> </ul>	DUE: confirm article selection for developmental science translation (on Canvas)
10. 11/8	Psychosocial development: Identity in Adolescence	<ul style="list-style-type: none"> <li>▪ B&amp;B, Ch. 9, section 9.3 to end; Ch. 10, sections 10.1-10.2</li> <li>▪ Ginsburg et al., 2020</li> <li>▪ NSCA, 2021</li> </ul>	DUE: Ch. 9 case study

		▪CDA Core science	
11. 11/15	Social contexts of development: Adolescence	▪B&B, Ch. 10, 10.3 to end ▪Odgers & Jensen, 2020	
12. 11/22	Biological and Cognitive development: Young adulthood	▪B&B, Ch. 11 ▪Arnett, 2016a & 2016b ▪Du Bois-Reymond, 2016 ▪Silva, 2016	DUE: Ch. 11 case study
13. 11/29	Socioemotional development: Young adulthood	▪B&B, Ch. 12 ▪CCCSR, 2015 ▪Mayseless & Keren, 2014 ▪Morgan, 2016	DUE: Developmental Interview Paper
14. 12/7	Cognitive & Socioemotional development: Middle adulthood	▪B&B, Ch. 13 ▪Mehta et al., 2020	
15. 12/14	Developmental Science Translation	n/a	Science translation presentations

## ASSIGNMENTS:

### *Readings and Lectures*

Please complete the assigned readings prior to our class meeting

### *Participation (10%)*

Participation includes coming to class prepared (i.e., complete the readings and assignments beforehand), listening attentively and with an open mind, contributing to small and/or large-group discussions, and participating in other class activities as requested. Participation also means submitting assignments on-time and having no more than one unexcused absence.

### *Class Facilitation & Write-up (20%)*

You will work with one or two classmates to facilitate our engagement with a specific topic relevant to the weekly readings.

- 1) *Facilitating understanding and discussion (30-45 minutes)*. Your pair/group should introduce us to the concept, issue, or theory as needed and plan an activity that allows us to engage more deeply with it. In considering how to manage the time, class engagement should be prioritized over lecture/presentation. Your pair/group should check in with the instructor at least one week before class to confirm the topic area; however, you do not need to have your activity finalized by then.
- 2) *Written Submission*
  - a. Submit a summary of your class facilitation activity (one summary per group) that includes a description of each group member's contribution, and
  - b. A discussion brief (one per student) that includes all four of the following:
    - i. Two or three "big ideas" or major take-home messages that you considered central when reading about the topic. You should summarize each big idea in a few sentences



- ii. An Application: Briefly discuss ways you plan to use information from the readings in your current life or future work
- iii. A Connection: Briefly high connections you made between the reading(s) and personal experiences, other readings, other courses, etc.
- iv. A Talkback: Briefly discuss contradictory and/or skeptical thoughts and opinions about the ideas presented in the reading(s)

**Due dates:** Sign up on Canvas for a facilitation date; written assignments are due on the day of your facilitation.

### ***Case Studies (20%)***

To practice applying your knowledge of developmental processes and theories, you will read four case studies from the Broderick & Blewitt textbook and submit responses to the discussion questions associated with the case. In addition to answering the discussion questions, please make note of any questions, issues, challenges, etc. that arose for you as you considered the case. Assume that I have the details of the case as written in the textbook; you do not need to re-summarize the case as part of your response.

**Format:** Written, audio, or video submission on Canvas

**Due dates:** Ch. 4 due 10/4; Ch. 6 due 10/25; Ch. 9 due 11/8, Ch. 11 due 11/22

### ***Developmental Interview (25%)***

This project provides an opportunity to learn about a specific aspect of development from the perspective of parents/primary caregivers of young children, or from older children, adolescents, or adults.

Here are the central components of the project:

1. Select a specific aspect of biological, cognitive, or psychosocial development and identify a period of development (from early childhood to adulthood) you would like to highlight
2. Select an individual to interview about the topic. If you are interested in early childhood you will need to identify a parent/guardian to interview; for an older child or middle adolescent (ages 8-17) you will need parent/guardian permission to interview the youth
3. Gather background information about the topic and develop an interview protocol (you will turn in the topic proposal and interview draft as steps in the process).
4. Interview your participants and record details from the interview.
5. Write an 8-10 page paper that
  - a. includes a description of your participant (they should remain anonymous), including relevant personal, developmental, and contextual factors
  - b. provides background information on your focal theory/construct(s)
  - c. describes congruence and incongruence between your participant's responses and what might be expected based on current theory/research
  - d. identifies implications of your findings for helping professionals
6. Cite references, if any, using the APA publication style (5<sup>th</sup> or 6<sup>th</sup> Edition).

**Format:** Written draft of proposed topic (1-2 pages), written draft of interview questions and description of proposed interviewee; final paper, 8-10 pages doubled-spaced

**Due dates:** Topic proposal and draft interview questions due Oct 18<sup>th</sup>; final paper due Nov 29<sup>th</sup>

### ***Developmental Science Translation (25%)***

Developmental science is not always presented in a manner accessible to those who may need it, including families, educators, and other helping professionals. For this assignment, please select one article from the [Annual Review of Developmental Psychology](#) (you will need to access it through the Rutgers Library proxy or VPN). After you read the article you will write a brief that contains the following elements:

- 1) A summary (3-5 paragraphs) of the article, written for a non-scientific audience. You will not be able to include everything in your summary, think about the essentials.
- 2) A minimum of three questions that you were left with after reading the article; consider questions related to the utility or validity of the content, representativeness, unresolved issues, etc. Try to avoid clarification questions (e.g., “I was confused by X word/concept”)
- 3) A list of important takeaways that would be useful for key stakeholders (e.g., families, educators, helping professionals). **Please specify your intended audience.** Include a minimum of *four points* on your list and be sure they are “translated” into accessible language with a focus on practical/applied insights. As an example, please visit this website on [8 things to remember about child development](#). You should identify “4 things to remember” about the topic of your article. Communicate each one with an accessible, easy-to-remember statement (i.e., one sentence or phrase) followed by a brief explanation (2-3 sentences)
- 4) In addition to the written brief, please prepare a presentation of 4-7 minutes to share during our last class session. **The presentation can be done with a partner if you’ve read the same article.** In this presentation you should convey the important takeaways from your brief. Think of the presentation as a “public service announcement” of sorts to communicate the essential take-home points for your audience (again, specify your intended audience); focus on *translation* of the research- please do not summarize the article itself. You can be creative with your format- who is your audience and what might resonate most with them?

**Format:** Written submission (individual), 3-5 pages on Canvas + Presentation (can be done in pairs) to be shared during our final class session. You may pre-record this or do a live presentation. The written submissions and presentation materials should be submitted on Canvas.

**Due dates:** Nov. 1, confirm article (on Canvas); Dec 14<sup>th</sup>, Presentation; Dec. 17<sup>th</sup>, Paper

## **RELEVANT UNIVERSITY RESOURCES & POLICIES:**

### ***Respect for Diversity***

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality,



disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. *Your suggestions are encouraged and appreciated.*

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

### ***Commitment to Anti-Racism***

The following statement from the *School Psychology Unified Anti-Racism Statement and Call to Action* is relevant to our work as future helping professionals: *We commit to using psychological science to combat systemic racism and implicit bias at all levels to foster change including:*

- *training, supporting and collaborating with school personnel, parents and other community stakeholders in advancing safe schools that are inclusive of policies addressing racism and other forms of discrimination and actions that embody these policies;*
- *preparing decision makers to collect information that includes representation from all relevant groups, informed by sources that are fair, and to deliver responses that are culturally sensitive;*
- *preparing current and future school psychologists to engage in public policy advocacy, even when politically difficult, to combat systemic racism and implicit bias at all levels to foster change.*

## **ADDITIONAL UNIVERSITY RESOURCES & POLICIES:**

### ***Accommodation Statement***

I am committed to providing everyone the support and services needed to participate in this course. If you require an accommodation to fully access this course, please contact Office of Disability Services (ODS) at 848.202.3111 or [dsoffice@echo.rutgers.edu](mailto:dsoffice@echo.rutgers.edu). If you are unsure if you require an accommodation, or to learn more about their services, you may contact the ODS at the number above or by visiting <https://ods.rutgers.edu/>.

### ***Statement on Academic Integrity***

The University's academic integrity policy, to which this class will adhere, can be reviewed at <http://academicintegrity.rutgers.edu/>

### ***Religious Observances***

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required assignments/attendance. If this applies to you, please speak with me directly as soon as possible at the beginning of the term. See more at <https://scheduling.rutgers.edu/scheduling/religious-holiday-policy>

### ***Discrimination and Harassment***

Rutgers University is committed to a working and learning environment for all faculty, staff and

students that is free from discrimination and harassment. The University strictly prohibits discrimination and harassment based on membership in certain enumerated protected classes. These classes are race, religion, color, national origin, ancestry, age, sex, sexual orientation, pregnancy, gender identity and expression, disability, genetic information, atypical hereditary cellular or blood trait, marital status, civil union status, domestic partnership status, military service, veteran status, and any other category protected by law.

Discrimination and harassment compromise the integrity of the University and unfairly interfere with the opportunity for all persons to fully participate in the academic, work, and living environment at Rutgers. The University recognizes the human dignity of each member of the Rutgers community and believes that each member has a responsibility to promote respect and dignity for others so that all employees and students are free to pursue their educational and work goals in an open environment, participate in the free exchange of ideas, and share equally in the University's employment and educational opportunities. Any member of the University community alleging discrimination or harassment on the basis of membership in any of the protected classes is encouraged to report it immediately to the Office of Employment Equity, (848) 932-3973.

### ***Bias Reporting***

Anyone who believes they have witnessed or been the target of bias may file a complaint through the Rutgers bias incident reporting system. The website provides complete details, including Rutgers' definition of "bias complaint," what to expect in response from the University when such a complaint is reported, how to preserve evidence, and what resources and support are available. Complaints can be filed online, over the telephone, or in person. See <http://studentaffairs.rutgers.edu/for-students/bias/bias-incident-reporting/>

### ***Students in Distress***

Services for students in various forms of distress are offered by Counseling, Alcohol and Other Drug Assistance Program & Psychiatric Services (CAPS; <http://health.rutgers.edu/medical-counseling-services/counseling/>). Students can access the on-call counselor by visiting 17 Senior Street on the College Ave Campus or calling 848-932-7884.

### ***Student Success***

The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at [success.rutgers.edu](http://success.rutgers.edu), and nearly all services and resources that are typically provided in-person are now available remotely.

### ***Attendance***

Each student is required to attend class. If you are unable to attend a class due to unusual circumstances (e.g., illness, child care) or religious observance, please inform me in writing as soon as possible. It is your responsibility to obtain any missed notes and handouts from your peers, so please make arrangements with them in advance.