

## Course Material Submission Form OAN Match Definition Form

**Today's Date:** January 8, 2008

<b>Use this table to specify institutional data</b>	
<b>College/University:</b>	Bowling Green State University
Name and title of individual submitting on behalf of the college/university	
<b>Name:</b>	Mark H. Gromko
<b>Title:</b>	Vice Provost for Academic Programs
<b>Address:</b>	McFall Center, BGSU
<b>Email:</b>	<a href="mailto:mgromko@bgsu.edu">mgromko@bgsu.edu</a>
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**Indicate the reason for this submission:**

New Course Match  
 Course Renumbering Only (do not use for calendar changes)  
 Revised Materials - Faculty review panel requested clarification  
 Revised Materials - Institution submitting additional information  
 Revised Materials - Course content revised by institution, including situations of both content and credit hour change  
 Revised Materials - Other

**Describe specific revisions being made for "Revised Materials" submissions:**  
 Unclear about Intro as pre-req, credit hours. Still no evidence of coverage of research methods. Outdated text.

**Institutional Notes to Faculty Panel (the institution is encouraged to add any additional clarifications for this submission):**

**Table 1 – Use this table to describe the course match for which materials are being submitted for the first time or revised.**

Proposed effective year and term of match (Final effective date will depend on actual approval of match by faculty panel. Effective Year and Term is the first term in which students taking the course will receive matching credit.)

Semester institutions complete this row:  
 2006 Academic Year       Summer    Autumn    Spring

Quarter institutions complete this row:  
 20      Academic Year    Summer    Autumn    Winter    Spring

<b>Ohio Articulation</b>	<b>OSS 046</b>
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<b>Number (OAN)</b> (Use a separate form for each OAN.):	
<b>Number of courses in the match:</b>	(up to 10)
<b>Current status of match:</b>	<input type="checkbox"/> First time submission
	<input type="checkbox"/> Approved <input type="checkbox"/> Submitted <input type="checkbox"/> Disapproved <input type="checkbox"/> Error <input type="checkbox"/> Resubmitted <input type="checkbox"/> Pending <input type="checkbox"/> Error with enrollment <input type="checkbox"/> Not submitted
<b>Course or Courses being matched to or currently matched to the OAN listed above.</b> (Course Numbers must be exactly what will appear on a student's transcript.):	<b>Course Number</b>
	1.                      PSYC 304
	2.
	3.
	4.
	5.
	6.
	7.
	8.
	9.
10.	

**Table 2 - Use this table to submit course materials for the first time or to revise previously submitted course materials. You must submit each course in a separate form, repeating the match definition information in Table 1 above for each form submitted.**

<b>Course Number.</b> (Course Numbers must be exactly what will appear on a student's transcript.):	PSYC 304	<b>Course Title:</b>	Psychology of Adolescent Development
<b>Hours</b> (be sure that the hours for this course matches the hours in the OAN.)			
<input checked="" type="checkbox"/> <b>Semester Hours</b>		<input type="checkbox"/> <b>Quarter Hours</b>	
<b>Total Credit Hours</b>	3	<b>Lecture Hours</b>	3
		<b>Laboratory Hours (if applicable)</b>	
<b>Course Placement in Major:</b>		<input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Major Elective <input type="checkbox"/> Major Not Offered <input type="checkbox"/> Other	
<b>Pre-Requisite Course work (if applicable)</b> (Be sure this is consistent with the OAN definition): PSYC 101			
<b>Catalog/Course Description:</b> PSYC 304. <i>Psychology of Adolescent Development (2)</i> . On demand. Major concepts, theories and principles of adolescent development. Prerequisite: PSYC 101 .			
<b>Texts/Outside Readings/Ancillary Materials</b> (Be sure that the text meets performance expectations): Adolescence and Emerging Adulthood: A Cultural Approach (J. Arnett, author; 2007 publication date)			

**Course Objectives and/or Plan of Work:**

(Provide a clear indication of how the course objectives align with the matched OAN's learning outcomes. This will facilitate the faculty panel course review process.)

Assess the biological, cognitive, cultural, environmental, and social factors that influence adolescent development.

Evaluate current and past research on adolescents, guided by theories within developmental psychology.

Apply developmental psychology principles to daily life in adolescence.

Detect myths and misconceptions regarding adolescent development.

Describe methodological approaches used to study adolescent development.

Assess and critically analyze theories, research methodology and findings, and applications developed by developmental psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.

**Description of Assessment and/or Evaluation of Student Learning** (The assessment plan needs to be appropriate for the expected rigor of the course) :

[Multiple choice examinations; writing assignments](#)

**Master Syllabi and Working Syllabi (if both are used):**

Topics:

Biological development; Cognitive development; Moral development; Gender; The self; Family; Friends and peers; Dating, love, and sexuality; School; Work; Media; Developmental problems

Format:

Lecture; Reading; Discussion

**Additional Documentation: Sample Course Syllabus****Psychology 304: Psychology of Adolescent Development**

Bowling Green State University  
Fall 2007  
TTh 2:30-3:45  
221 Olscamp

**Instructor:** Guyla Davis, M. A.

Office: 227 Psychology Building

Mailbox: 206 Psychology Building

E-mail: [dguyla@bgnet.bgsu.edu](mailto:dguyla@bgnet.bgsu.edu) (best method of reaching me)

Telephone: 372-4402

Office Hours: Mondays and Tuesdays 10-11 am, or by appointment

**Teaching Assistant:** Kristen Abraham

Office: 119 Psychology

E-mail: kabraha@bgnet.bgsu.edu

Telephone: 372-4597

Office Hours: M 3-5, W 10:30-12

**Required Text:** Arnett, J. J. (2007). *Adolescence and Emerging Adulthood: A Cultural Approach* (3<sup>rd</sup> Ed.).

Upper Saddle River, NJ: Prentice Hall.

**Text Website:** [www.prenhall.com/arnett](http://www.prenhall.com/arnett)

**Course Information:** I use blackboard extensively, so be sure to check there for lots of information.

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## COURSE OVERVIEW

The purpose of this class is to provide an in-depth examination of different aspects of adolescent development, including biological, cognitive, and social influences. By the end of this course, students should understand how an adolescent develops physically via puberty, how ways of thinking and problem solving change, and how relationships with family and peers change from the start of puberty until the end of college.

The class will be a mixture of traditional lectures, class discussion, and films. The textbook will be followed to a point during class, but will be largely supplemented with outside materials. I feel that anyone can just read a textbook and show up. I really want to convey the deeper meaning of developmental psychology and hopefully make the class much more interesting. Therefore, outside sources such as films, demonstrations, or guest lectures will be included in this course. Student participation is strongly encouraged. Any comments that you have that will add to the lectures are welcome.

The schedule and procedures outlined in this syllabus are subject to change in the event of extenuating circumstances. Depending on how fast or slowly we cover the material, the lecture schedule may fall ahead/behind. Changes to the schedule will be regularly announced in class. Major changes, such as test date adjustments will be announced in class and will be sent out over email.

## COURSE GOALS

By the end of this course, students should

- Learn and evaluate the theories and research that have formed the basis for our scientific understanding of adolescent development (**See TAG objective 2**)
- Understand the biological, cognitive, environmental, and social factors that impact adolescent development (**See TAG objective 1**)
- Broaden understanding of the differences in experiences of adolescents in the

US and the world and how those differences influence development and developmental outcomes (See TAG objective 1)

- Develop the ability to apply scientific knowledge of adolescent development to real life issues (See TAG objective 3)
- Learn to differentiate facts based on scientific research from often incorrect information presented in the media (e.g., newspapers, the internet) as well as other myths regarding adolescent development (See TAG objectives 4 and 6)
- Understand the methodologies that are used to study adolescent development (See TAG objective 5)

## **ATTENDANCE**

Attendance is for your benefit and therefore will not be taken in class. However, attendance is strongly encouraged. While my powerpoint slides will be available on blackboard, my lecture notes will not, so I strongly encourage you to ask a classmate for any missed notes that you need. If you miss class and still need some extra help, please feel free to see me during office hours or make an appointment.

## **CLASSROOM CONDUCT**

While each of you are in college, based on my experience, classroom conduct still needs to be addressed. Please turn off cell phones when coming to class. Also, when class begins please put away books, newspapers, and other non-class related material. Sleeping, whispering, working on the crossword, etc. in class is distracting to other students and myself and is also very rude. Just because you sit in the back of the classroom, do not assume that I cannot see what you are doing.

## **ACADEMIC HONESTY**

Cheating of any kind, including plagiarism, will not be tolerated. Any form of cheating (including copying word for word off of websites or books, not citing ideas, etc.) will result in a zero on the assignment and potentially a failing grade for the class. If you are unsure if you are following the academic honesty policy, please come see me. For more information about BGSU's policies and the consequences of academic dishonesty, please refer to

- BGSU student handbook  
([www.bgsu.edu/offices/sa/book/Student\\_Handbook.pdf](http://www.bgsu.edu/offices/sa/book/Student_Handbook.pdf))
- The Academic Charter ([www.bgsu.edu/downloads/file921.pdf](http://www.bgsu.edu/downloads/file921.pdf))
- Student Discipline Programs  
([www.bgsu.edu/offices/sa/judicial/academic/index.html](http://www.bgsu.edu/offices/sa/judicial/academic/index.html))

## **LATE POLICY**

Assignments may be turned in during class or throughout the day in my mailbox (206 Psychology Building). Assignments are due by 5 pm on the due date. A late penalty of 8 points will be deducted for late papers up to 1 week. This penalty is the same for papers 5 minutes late or one week late. After one week, a grade of zero will be recorded.

### **MAKE UP POLICY**

I understand that sometimes emergencies occur and tests may be missed. However, due to the large number of students and the difficulties of arranging make up tests, make up tests will not be given in this course. If you miss a test, you must contact me within **5 days** of the exam and provide appropriate documentation. If you follow these guidelines, you may take a comprehensive final exam to replace the grade. Note: this make up policy only applies to one missed exam. If you miss two exams, you will receive a zero for one of the exams.

### **GRADING**

#### **Final Grades:**

- Final grades will be based on total points across 3 exams (300 pts) and 1 critical thinking exercise (75 pts) for a total of 375 points.
  - A = 337 – 375 pts
  - B = 300 – 336 pts
  - C = 262 – 299 pts
  - D = 225 – 261 pts
  - F = less than 224 pts

#### **Exams:**

- In this course, there will be 3 exams (combination of multiple choice questions and short answer).
- Any material covered in lecture, films, and/or in the text may appear on the exam. Note: some of the information in the book will not be or only briefly be covered in class and some of the material covered in class will not be from the text. Keep in mind, everything is fair game. However, the exam will probably be 85% lecture material, 10% material only from the book, and 5% from the films/guest speakers).
- I will not curve the test grades so that someone gets a 100%. Curves will be based on the deletion of bad test items and keeping a normal distribution of scores.
- A review sheet will be provided **at least one week in advance** to help you prepare for the exam. Material will be marked as being covered in lecture, in textbook only, or in films.

- The final exam is not comprehensive (unless you have missed an exam). Essentially it will be the exam covering the last section of material. The final exam can only be given at the time assigned to this class. For any exceptions, you will need to obtain written approval from the Dean of the College of Arts and Sciences.

### **Critical Thinking Exercise:**

- A variety of articles will be available online on E-reserve. Each article contains three to four critical thinking questions at the end. Choose *1 article* that you would like to use to complete the assignment. This assignment is two-fold. First, you must write an abstract of the article. Second, you must complete the critical thinking questions.
- The abstract should be approximately 1 page. The critical thinking portion should be approximately 1-2 pages.
- Grades will be given according to completeness of assignment requirements, level of thought displayed in the answers, and spelling and grammar.
- A more detailed handout will be given out in class.
- This assignment will be due Tuesday, October 18 by 5 pm.
- To access e-reserve, go to <https://reserve.bgsu.edu> and search for this class. The password to access the articles is 304F05GD46 (note: three zero four F zero five G D four six).

### **Extra Credit:**

- Extra credit points can be obtained in this course. These points will be added to your total point amount. The following are options that will allow you to earn these points.
  - Attendance: Throughout the semester, extra credit may be obtained in class. An application question related to adolescent development will be presented in class and one extra credit point may be earned by writing an answer to the question.
  - Online quizzes: The textbook website provides practice exams for each chapter. By selecting the chapter we are covering, selecting Study Guide, and then Chapter Exam you will be taken to an online test. By completing this online exam, receiving 100% (you can retake it and even use your textbook) and emailing me your score (after completion there is a box to fill out to send scores), you will receive 2 extra credit points.
    - Quizzes must be taken and scores emailed during the time that we are covering material in class (e.g., taking the Chapter 1 quiz before exam 1 while we are covering Chapter 4 will not count).
    - Make sure you read the applicable chapter before you take the test. This is supposed to help you in your study – look at it as a way to keep up with the class and to get a head start on studying.
    - Make sure you select the correct textbook before entering the website (the book on the left).
- Additional methods of earning extra credit may be presented throughout the semester.

**Schedule of Assigned Readings and Lectures:**

<i>Week</i>	<i>Date</i>	<i>Assigned Chapters</i>	<i>Lecture Material</i>
One	T – August 21		Introduction to class
	R – August 23	1	Research Methods in Adolescent Development
Two	T – August 28	2	Biological Development
	R – August 30	2	Biological Development
Three	T – September 4	3	Cognitive Development
	R – September 6	3	Cognitive Development
Four	T – September 11	4	Moral Development
	R – September 13	4	Moral Development
Five	T – September 18	5	Gender
	R – September 20	5	Gender
Six	T – September 25		<b>Exam 1</b>
	R – September 27	6	The Self
Seven	T – October 2	6	The Self
	R – October 4	7	Family
Eight	T – October 9	-	<b>No class- Fall Break</b>
	R – October 11	7	Family
Nine	T – October 16	8	Friends & Peers; <b>Critical Thinking Exercise due 5 pm</b>
	R – October 18	8	Friends & Peers
Ten	T – October 23	9	Dating, Love, & Sexuality
	R – October 25	9	Dating, Love, & Sexuality
Eleven	T – October 30	-	<b>Exam 2</b>
	R – November 1	10	School
Twelve	T – November 6	10	School
	R – November 8	11	Work
Thirteen	T – November 13	11	Work
	R – November 15	12	Media
Fourteen	T – November 20	12	Media
	R – November 22	-	<b>No Class –Thanksgiving Break</b>
Fifteen	T – November 27	12	Media
	R – November 29	13	Problems
Sixteen	T – December 4	13	Problems
	R – December 6	No reading	Wrap up and Review
Finals Week	W – December 12		<b>Final Exam 3:30-5:30</b>

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**OBR Use**

<b>Approved-Effective Date</b>	
<b>Pending (i.e. Additional Information Requested)</b>	
<b>Disapproved</b>	
<b>Today's Date</b>	

# Course Material Submission Form

## Instructions and notes

1. Submit completed forms to [atpanels@regents.state.oh.us](mailto:atpanels@regents.state.oh.us).
2. Use this form to define course matches and to submit new or revised course materials for faculty panel review. Please do not submit a form for multiple OANs or Courses.
3. For course renumbering and credit hour revision, remember to withdraw the old match.
4. For course renumbering and credit hour revision, you may want to include information about how the new numbers relate to the old in the Institutional Notes to the Faculty Panel.
5. Click check boxes to check the item. Text fields will expand as you enter information. Press tab to move forward through form. Press Shift-tab to move backward. Note that these tables are implemented as MS Word tables. Keep that in mind as you are copying and pasting between your syllabi and this form. It is possible to paste tables as nested tables. Use the Edit Menu "Paste as Nested Tables" selection.
6. Once you are done entering your information, save the data file. Under the File menu, choose "Save as" and then enter the name (no spaces!) of the file using the following naming conventions:
  - a. For course material submissions: **Institution-OAN-Course Number-Sequence-Version. Institution** is the 4 character HEI institution designation. **OAN** is the Ohio Articulation Number whose match is being defined or revised. **Course Number** is the **transcript** course number. **Sequence** is an indication of which course of a multi-course match is addressed in this form. The sequence is of the form (n of m) for an m-course match. For example, 1 of 1 for a single course match or 1 of 2 and 2 of 2 for a 2 course match. **Version** is a number indicating the revision number of this submission. Start with "Ver1" for the first time submission and include the "Ver".

### Example:

If you are submitting course materials for Rhodes Community College MATH110 for OMT005 the name of the file would be LMTC-OMT005-MATH110-(1 of 1)-Ver1.

If you are submitting course materials for Rhodes Community College MATH111 and MATH112 for OMT006 the name of the files would be LMTC-OMT006-MATH111-(1 of 2)-Ver1 and LMTC-OMT006-MATH112-(2 of 2)-Ver1.

7. Course materials must be submitted according to timelines below:

Considering the submissions of **new** courses for TAG matches, our goal is to work toward a timeline as follows:

Submit Course Material:	Start of Term 1
Faculty Panels Review Submitted Courses:	During Term 1
Approved course is effective:	Start of Term 2
Approved course is matched for transcript processing:	Term 3

A new match will have to be approved according to the timeframes below:

Course Approval Sample Timelines

#### Quarter Institutions

	Summer	Autumn	Winter	Spring
Course Material Submitted for Review	By 6/1	By 8/15	By 1/1	By 3/1
Faculty Panel Reviews Completed	By 8/1	By 12/31	By 2/28	By 5/31

#### Semester Institutions

	Summer	Autumn	Spring
Course Material Submitted for Review	By 6/1	By 8/15	By 1/1
Faculty Panel Reviews Completed	By 8/1	By 12/31	By 5/31

8. If you want to submit supplementary supporting documentation, you may do that. Simply send the file along with this form and name the supplementary file **Institution-OAN-Course Number-Supplement. Institution, OAN, and Course Number** are as described in Number 6 above. Include the word **"Supplement"**. Just be sure to reference the supplement from the appropriate spot in this document.
9. Remember that all institutions are required to have at least one course match for each OAN in all TAGs for which they have corresponding programs.
10. This form should be used for all submissions or resubmissions starting immediately.
11. If you encounter problems or have questions, please contact any of the individuals listed below:

Jim Ginzer (614) 752-9486 [jginzer@regents.state.oh.us](mailto:jginzer@regents.state.oh.us)  
 Sam Stoddard (614) 752-9532 [sstoddard@regents.state.oh.us](mailto:sstoddard@regents.state.oh.us)  
 Candice Grant (614) 644-0642 [cgrant@regents.state.oh.us](mailto:cgrant@regents.state.oh.us)