

Course Material Submission Form

OAN Match Definition Form

Today's Date: May 14, 2007

Use this table to specify institutional data	
College/University:	<u>Northwest State Community College</u>
Name and title of individual submitting on behalf of the college/university	
Name:	<u>Linda Carr</u>
Title:	<u>Chief Learning Officer</u>
Address:	<u>22600 State Route 34</u>
Email:	<u>lcarr@northweststate.edu</u>
Phone:	<u>419-267-1331</u>
Fax:	<u>419-267-3878</u>

Indicate the reason for this submission:

New Course Match
 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:
The submission includes a previous error in the required pre-requisite of the course.

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:
 2007 Academic Year Summer Autumn Spring

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

Ohio Articulation	OSS048
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Number (OAN) (Use a separate form for each OAN.):	
Number of courses in the match:	1 (up to 10)
Current status of match:	<input type="checkbox"/> First time submission
	<input type="checkbox"/> Approved <input type="checkbox"/> Submitted <input checked="" 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
Course or Courses being matched to or currently matched to the OAN listed above. (Course Numbers must be exactly what will appear on a student's transcript.):	Course Number
	1. PSY230
	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.

Course Number. (Course Numbers must be exactly what will appear on a student's transcript.):	PSY230	Course Title:	Human Growth and Development
Hours (be sure that the hours for this course matches the hours in the OAN.)			
<input checked="" type="checkbox"/> Semester Hours		<input type="checkbox"/> Quarter Hours	
Total Credit Hours	3	Lecture Hours	3
		Laboratory Hours (if applicable)	0
Course Placement in Major:		<input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Major Elective <input type="checkbox"/> Other	
Pre-Requisite Course work (if applicable) (Be sure this is consistent with the OAN definition): PSY110 – General Psychology			
Catalog/Course Description: This course addresses the study of human development over the entire life span. Topics included in this course are emotional, cognitive, moral, social, and biological development. In addition to these topics, this course offers an analysis of the interaction of human characteristics within the individual and the relationship between individuals, environment, and culture at various stages of development.			
Texts/Outside Readings/Ancillary Materials (Be sure that the text meets performance expectations): Feldman, R.S. (2006). Development Across the Lifespan (3 rd ed.). Upper Saddle River: Prentice Hall.			

Paludi, M.A. (2002). Human Development in Multicultural Contexts: A Book of Readings. Upper Saddle River, NJ: Prentice Hall.

TIME: Special Edition Psychology

Companion website: www.prenhall.com/feldman

Internet Grade Site: <http://www.eClassInfo.com/home.asp?id=mfaber>

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.)

Successful students in Human Growth and Development will:

1. Discuss the physical, cognitive, and social/emotional changes that are experienced from conception to death.
2. Recognize the applicability and usefulness of developmental research and theories for each age group.
3. Describe the history and various schools of psychology that are used to explain developmental processes.
4. Discuss the complexity of the individual in each age group and the resulting behavior and thought patterns by using psychological and cultural principles and theories.
5. Identify myths and misconceptions associated with each age group.
6. Explain the scientific methods that are used to investigate developmental stages and processes.
7. Objectively critique scientific research presented through the media and professional resources in order to be wise consumers of information.

Class Format

This course will basically consist of a lecture and discussion format. This format will be supplemented with videos, in-class projects and activities. The student is responsible for obtaining all information in the text and supplemental readers as designated in this syllabus, all lecture notes, video information, and all other information conveyed through the projects and discussions. The instructor reserves the right to test on any and all information conveyed through these methods.

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

Course Requirements

TESTS	5 tests – 50 points each
PROJECTS	1 project – 115 points
CHAPTER ACTIVITIES	20 activities – 10 points each
TOTAL POINTS	565 points

1. **TESTS.** Students will be required to take five tests. Each test is worth 50 points.

Tests will be comprised of multiple choice, true or false, short answer, and/or essay questions. Students are required to take the test on the test day. Make-up tests will be given only if the instructor is notified prior to the test date, written verification of the excuse is provided to the instructor, and the instructor agrees that the student has a valid reason to reschedule the test. Verification will be required. In the case of an emergency, the instructor must be notified within 24 business hours of the scheduled test time. Make up tests must be rescheduled within one week of the originally scheduled test time. Make up tests will consist of all essay questions. Neglect in taking the exam will result in an automatic failure of the exam. There will be no make up for the last (final) test.

2. **PROJECT.** Each student is required to complete one project. The project is worth 115 points. The project is entitled Developmental differences on Tasks. Complete description of the project is found at the end of this syllabus.
3. **CHAPTER ACTIVITIES.** Each student is required to complete 20 chapter activities. Each activity is worth 10 points. These chapter activities are direct applications of material covered in the text and notes. Activities may take the form of a small group project, large group project, worksheet, brief essay, practice quiz, and other short activities. You must be present on the day the activity is assigned in order to earn the assigned points. Exceptions will be made ONLY when there is a valid, documented reason for the absence. Projects and activities are expected to be handed in by the due date; late papers will be deducted four points per business date that they are late. Projects not handed in within one week of the due date will not be accepted. Projects, unless specified, must be typed and double spaced. Papers are expected to be proofread prior to being submitted. Points will be deducted for sloppy presentation.

Plagiarism on any of the assignments will be dealt with according to NSCC's academic dishonesty policy. See page 14 of the printed College catalog.

ATTENDANCE

Although attendance will not be recorded for a grade in this class, it is strongly suggested that you attend each class. Attendance will be taken each class period and will be reported to the Business and Financial Aid offices and also used by the instructor to determine areas of concern. Information from outside sources, as well as in class projects, videos, and discussion may be utilized during each class. If you are not in class, you will miss this information. You are responsible for obtaining all information that is missed during your absence. You are expected to come prepared to each class. This means that you should read the assigned material for that day. By reading prior to class, the terms and concepts discussed during the lecture will be familiar. Since time is limited, all information that is in the text cannot be discussed during class time. We will spend most of our in-class time addressing the applications of the concepts and theories addressed in the text. Therefore, you must read the text in order to keep up with and understand the discussion.

SPECIAL CONSIDERATIONS

If a student requires accommodations for learning because of physical, mental, or learning disability, please discuss this situation with the instructor within one (1) week of the first class session. If you have a need for special accommodations under the Americans with Disability Act, please see Dave Donaldson. Mr. Donaldson can be contacted at extension 457, or in office A105A.

GRADING SCALE

90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
0 – 59%	F

NOTE: The instructor reserves the right to amend or adjust this syllabus as is necessary. If changes are required, they will be announced in class. It is the responsibility of the student to be in class to record any changes.

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

Project

This project is intended to help students understand development, concepts explained by multiple theories, and the scientific method. This project is divided into four major sections: introduction, research methods, subject data and research conclusions. Students will 1) research multiple areas of development, 2) conduct a research project involving four subjects who will be asked to complete their cognitive tasks, one physical task and one social/emotional task, and 3) draw conclusions about their subjects' answers based on the development theories.

Section 1:

For section one, students are required to research cognitive development and the theories proposed by Piaget, Kohlberg, and the information processing theory. This section will provide a brief overview of the theories proposed by the different theorists. Specifically, students will outline the beliefs of these theorists about cognitive changes throughout the lifespan. This section will also be used to introduce the project that will be completed in section two. Students should understand the tasks of section two so that this performance on the four cognitive tasks. Students will create their own tasks for the physical and social / emotional tasks. Make sure that the theoretical framework for those tasks have also been outlined in section one. For example, if you included a task on identity or definition of self, you should describe Erikson's view on this subject and how identity changes with age. You will also need to provide background on the physical task. What are the physical abilities of people of different ages? How could those abilities affect the completion of the physical task that you developed? Be careful to choose a task that is suitable for all four of your subjects and does not pose a health risk. Section 1 of the project is similar to a composition / English research paper. Cite your resources.

Section 2 and 3:

For section two, you will conduct an actual research project using the scientific method. Choose 4 subjects of different age groups. At least one subject must be under the age of seven years and one subject must be over the age of 65 years. Identify the age and

sex of each of your subjects. Throughout the rest of this project refer to the subjects as Subject 1, Subject w, etc. or some other code name. Keep in mind that this is a mini-experiment so the scientific method, as well as the psychological ethical guidelines should be adhered to at all times. Each subject is to be treated the exact same way as the other subjects, you will be introducing an extraneous or random variable and your findings become invalid. Each subject should be tested individually.

Have each subject perform the following 3 cognitive tasks:

1. Piaget's theory of cognitive development. The subject is tested on Piaget's conservation tasks. Pour water into two identical containers until the subject agrees the water is equal in both containers. Next, pour the liquid from one container into a differently shaped container while the subject is watching. Ask the subject to compare amounts, determine which container is currently holding more liquid, and explain the answer. Identify the Piagetian stage in which the subject fits. Explain your answer. This task does not assess formal operations. The highest stage of development indicated by performance on this task is the concrete operational stage.
2. Information processing theory of memory development. Present the subjects with 10 words (listed below) that you will later ask them to recall. If your subjects are young and you need to present the words by picture, ensure that all subjects are presented the pictures.

Use the words that are listed below:

Ape, bear, crayon, dress, elephant, glue, jeans, paper, socks, tiger

Note: You can choose to use 10 other words if you wish. If you change the words, ensure that your list can be grouped categorically. Do not tell your subjects what strategies should be used. Allow them to develop their own memory strategies. Strategies may be rehearsal, organization, elaboration or any other memory strategy that may improve their performance. You can assess their level of metamemory by not giving them any help.

After you present the words and allow the subjects study time (two minutes of study time), have the subjects count to 30 to ensure that the information has been placed into long term memory. You are testing long-term memory-memories that have been stored for at least 30 seconds or longer. If the memories are stored in short-term memory, the subject can only retain the information for 30 seconds without rehearsing before the memories fade. Again, you are testing long-term memory, not short term memory. If the subject cannot count to 30, you need to help the subject count (or attempt to count) for 30 seconds.

- Record what the subjects were doing during the storage phase of this task.
- Record how many items they remembered and in what order. Be sure to include this information and the exact recalled list in your research write up.
- Indicate whether you saw the usage of storage and/or retrieval strategies (i.e. Did they organize the information in any way, did they use rehearsal, cues?). It would be helpful to ask the subjects what they did to remember the words.
- Explain whether you found age or strategy differences among your subjects.
- Identify factors that may have influenced their recall (i.e., attention span, biological factors, processing speed)

3. The subjects are given a moral judgment task and asked to indicate what the

person should do. You can use the following scenario or create one of your own. Sharon and Jill were best friends. Jill recently lost her job and was having difficulty finding enough money to feed her family. One day they went shopping together. Jill placed a package of meat in her purse and walked out of the store. A moment later, the store's security guard stopped Sharon and asked her to name the girl who just walked out because he saw the girl put something in her purse. The officer told Sharon that she could get into trouble if she did not tell him the girl's name. Sharon lied and said that she did not know the girl. Did Jill do the right thing? Did Sharon do the right thing? Explain your answers. Have the subject explain their answers. Their explanations are needed to complete this task. The explanations will help determine the appropriate moral stage for this person. Based on their answers, identify which level of Kohlberg's theory of moral development fits their response. Explain.

4. Develop one physical task to assess physical differences discussed in the text. Explain how your findings relate to the theory/concept that is being tested. When developing a task, be sure that the task taps a physical function in which the results are predicted to uncover an age difference among the subjects. For task four, you need to describe the task and what theory/concept that you were testing. Be sure to explain how your task assesses the concept and your expectations of performance by subjects of different ages. Indicate the subjects' responses and discuss their answers in relationship to the relevant theory/concept.
5. Develop one social/emotional task to assess any social/emotional theory or concept discussed in the textbook or on-line notes. For task five, you need to describe the task and what theory/concept that you were testing. Be sure to explain how your task assesses the concept and your expectations of performance by subjects of different ages. Indicate the subjects' responses and discuss their answers in relationship to the relevant theory/concept.

When writing sections 2 and 3, you should first describe all five tasks. This is section 2. Section 3 is presentation of your subjects' answers and your explanations. After describing all tasks in section 2, use headings of each task to report your data in section 3. List each subject's response for that task and then move on to the next task. Also include any information, such as your conclusions that were required for each task. For example, Piaget's task

Subject 1: Subject indicated that the containers held the same amount of liquid.; concrete operational stage; your explanation for placing the subject in the concrete operational stage.

Subject 2: ...

Etc.

Memory task

Subject 1: ...

Follow this outline until data has been reported for all subjects on all tasks.

Section 4

Section 4 is an overall summary of the project and development across the lifespan. Looking at all five tasks, discuss the differences observed in your subjects due to age, cognitive abilities, physical abilities or emotional issues. Discuss how this study either

confirms or provides conflicting evidence for the existing development theories. What are the implications of your finding?

Project will be graded on Possible Points	
Introduction of theories and project	25
For each of the first three tasks:	
Administration of task explained (2/task)	6
Explanation of results (4/task)	12
Conclusions (4/task)	12
Tasks: Four and Five	
Appropriate task for area of development (2/task)	4
Description and administration of task (3/task)	6
Explanation of results (4/task)	8
Conclusions (4/task)	8
Use of four subjects of different ages	3
Final conclusions	20
Grammar and proofreading	11
TOTAL POINTS	115

HUMAN GROWTH AND DEVELOPMENT FALL SCHEDULE

Aug.	24	Intro. Ch. 1 – p. 3-16; Multicult. P. 1-6
	29	Theoretical Persp. P. 16-30; TIME p. 28-32
	31	Research methods p. 30-45
Sept.	05	NO CLASS – Labor Day
	07	Genetics Ch. 2 – p. 47-73
	12	Prenatal growth Ch. 2 – p. 73-87
	14	Birth Ch. 3 – p. 89-112
	19	Newborn Ch. 3 – p. 113-121; TIME p. 36
	21	TEST 1: Ch. 1 – 3, TIME and Multi.
	26	Infancy Ch. 4 and 5
	28	Infancy Ch. 5 and 6
Oct.	03	Infancy Ch. 6; Multi. P. 31-37
	05	Preschool Ch. 7; Multi. P. 65-69
	10	Preschool Ch. 8
	12	TEST 2; Ch. 4 – 8; Multi.
	17	Middle Childhood Ch. 9
	19	Middle Childhood Ch. 10; Multi. P. 107-111
	24	Adolescence Ch. 11
	26	Adolescence Ch. 12
	31	Adolescence Ch. 12;

		Multi. 158-170; TIME p. 14-17
Nov.	2	TEST 3 Ch. 9 – 12; TIME and Multi.
	7	Early Adult Ch. 13; TIME p. 34-35
	9	Early Adult Ch. 14; TIME p. 27
	14	Middle Adult Ch. 15
	15	LAST DAY TO WITHDRAW WITH "W"
	16	Middle Adult Ch. 16; Multi p. 212-216
	21	TEST 4 Ch. 13 – 16; TIME and Multi.
	23	THANKSGIVING VACATION
	28	Late Adult Ch. 17
	30	Late Adult Ch. 18; Multi. P. 200-204; PROJECT DUE
Dec.	05	Death and Dying Ch. 19; Multi. P. 220-225
	07	Catch up
	12	TEST 5 (Final) Ch. 17 – 19; Multi.

Additional Documentation:

OBR Use

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

Course Material Submission Form

Instructions and notes

1. Submit completed forms to 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
 Sam Stoddard (614) 752-9532 sstoddard@regents.state.oh.us
 Brett Berliner (614) 466-2004 bberliner@regents.state.oh.us

