

**Ohio Articulation Number (OAN)
Course Submission Form
2005-2006**



College/University The University of Akron

Course(s) Submitted(Title & Course #) 3750:230 Developmental Psychology for
(Lifespan Development)
Ohio Articulation Number OSS048

Date 8-9-06 Course 1 of a 1 Course OAN mapping.

Name and title of individual submitting on behalf of the college/university

Name Dr. Paul E. Levy Title Department Chair, Psychology

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Phone 330-972-8369

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Credit Hours 4 qtr _____ sem X

Lecture Hours 4

Laboratory Hours _____ (if applicable)

Pre-Requisites(s) Course work (if applicable)

3750:100 (Introduction to Psychology) and 3750:110 (Quantitative Methods in Psychology)

Placement Score (if applicable)

(Name of test)

(Domain) (Score)

Catalog/Course Description (Includes Course Title and Course #)

Lectures and laboratory experience in the scientific bases of psychology such as experimental design, methods and apparatus, collection and analysis of data and interpretation of results.

Texts/Outside Readings/Ancillary Materials

Santrock, J. W. (2005). Life-Span Development (10th edition). Boston, MA: McGraw-Hill.

Course Objectives and/or Plan of Work

Students will take three (3) equally weighted non-cumulative exams. These exams will primarily be made up of multiple-choice items, although open-ended (i.e. short answer) items might also be included. Content for each exam will be taken from the class lectures (typically ~70%) and assigned textbook or related readings (~30%). Accordingly, students are encouraged to keep pace with the assigned reading schedule. Having the textbook in class may be helpful, particularly when certain concepts or specific issues from the text are addressed in the context of lecture. It is important to recognize that the textbook serves principally as a general guide for the organization of the course. Moreover, lectures will not merely repeat textbook content; rather, lectures will attempt to embellish, broaden, and otherwise add to the issues addressed in the text.

Students are expected to take each exam at the scheduled time. In the event of an anticipated conflict with a scheduled exam, the student must speak with me in advance of the exam date (preferably 1 week prior), and consideration may be given to scheduling an alternate date for that student. *Having multiple exams on the same date is generally **not** accepted as a good reason to re-schedule an exam.* Requests for scheduling adjustments must be presented with a sound rationale, and there should be sufficient reason to expect that a student would not be able to complete the exam as scheduled under the circumstances. In cases where an emergency or other development occurs that interferes with a student's ability to complete the exam as scheduled (e.g., illness, transportation, or other unanticipated problems) the student should contact me as soon as possible following the missed exam. In all cases, the opportunity to reschedule an exam will be offered at the discretion of the instructor.

Description of Assessment and/or Evaluation of Student Learning

Exam Schedule

- Exam 1 Thursday, May 25
- Exam 2 Wednesday, June 7
- Exam 3 Friday, June 16

Course Grading:

Generally, each exam will be worth 70 points. The specific number of items for an exam, and a general breakdown of topic areas/issues to be covered, will usually be presented at least 1-2 day(s) prior to a given exam. The University grading scale serves as a guide for assigning grades in this course (refer to page 8); however, this may be adjusted based on the overall performance of the class on the required exams. Grades for each exam will be presented shortly after each exam is taken, and any adjustments to the grading scale will be specifically addressed. Every effort is taken to insure a fair and appropriate scale for assigning grades. Students are encouraged to keep track of their individual performance in the class, and should seek assistance if problems develop.

Where questions or concerns arise regarding class performance, don't hesitate to speak with me. Most importantly, don't delay scheduling a meeting if you are struggling on exams, or are experiencing other difficulties regarding course material, expectations, or your general level of performance.

Master Syllabi and Working Syllabi (if both are used)

Syllabus below:

Summer Session I
2006: May 15-June 16

The University of
Akron Department
of Psychology

Developmental Psychology

(Lifespan Development)

3750:230:401

Course Description

This course is intended to acquaint students with the principles and research regarding human development across the lifespan. Students will be introduced to various factors influencing growth and maturation from conception through adulthood. A chronological perspective will be taken here, with attention given to physical, cognitive, social, and emotional changes occurring at each developmental stage from birth through old age. The overall goal is to provide students with a unique perspective on human growth and development from a 'whole-life' viewpoint, with efforts made to integrate general textbook level knowledge with advances in scientific inquiry into human development. Additional readings assigned by the instructor (i.e., *italicized Articles 1-9*) will be used to illustrate research issues in the field of developmental psychology. In general, specific emphasis will be given to the interaction between biological, social-emotional and cognitive factors as they relate to human development.

Instructor: Kevin P. Kaut, Ph.D.

Office: Arts & Sciences Building (CAS), office 363

Phone: (330) 972-2196; e-mail: kpk@uakron.edu

Office Hours: Th & F, 2:00-3:00 (*or by appointment*)

Course Meetings: MTWTh & F, 12:00-2:00, 138 CAS (Arts & Sciences Building)

Text (Required): Santrock, J. W. (2005). *Life-Span Development* (10th edition). Boston, MA: McGraw-Hill.

Course Requirements

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Course Examinations &

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Where questions or concerns arise regarding class performance, don't hesitate to speak with me. Most importantly, don't delay scheduling a meeting if you are struggling on exams, or are experiencing other difficulties regarding course material, expectations, or your general level of performance.

University Policies Relating to Course Administration

Attendance: The University policy regarding attendance is as follows:

A student is expected to attend all meetings of a class for which he or she is registered. A student may be dropped from a course by the dean if absences are repeated and the instructor recommends this action; a student can gain readmission only with the permission of both dean and instructor. A student dropped from a course receives an 'F' which counts as work attempted whenever grade-point ratio calculations are made.

Registration: Students whose names do not appear on the University's official class list by

Friday, May 19, 2006 will not be permitted to participate (i.e., attend class, take exams or receive credit).

Withdrawal: For your information , the University policy on withdrawal is:

A student may withdraw from a course without an adviser's or course instructor's signature through May 19, 2006. After this point, and through the midpoint of the summer session, a student may withdraw from a course, but will need the signature of their respective advisor. After this point, the student will also need the signature of the course instructor in order to withdraw from a class. The last day to withdraw with the advisor's and instructor's signatures is Friday, June 9, 2006. Should the instructor or advisor refuse to sign the withdrawal form, the student may appeal to the dean of the student's college, who shall make the final decision after consultation with the instructor or adviser who declined to approve the withdrawal. An approved withdrawal may be indicated on the University official academic record by a "WD". A student who leaves a course without going through the withdrawal procedure will be given a grade of 'F' in the course. In accord with the University policy, students may withdraw without instructor permission up to the midpoint of the semester. Decisions regarding permission to withdraw after mid-semester are intended, as much as possible, to promote the student's best interests. Usually acceptable reasons for withdrawal include serious illness or over-commitment on the student's part.

University Statement

Regarding Sexual Harassment:

"It is the policy of this institution that there shall be no unlawful discrimination against any individual in employment or in its programs or activities at the University of Akron because of race, color, religion, sex, age, national origin, handicap or status as a veteran. The University of Akron prohibits sexual harassment of any form in all aspects of employment and in its programs and activities, and prohibits discrimination on the basis of sexual and racial or ethnic orientation in employment and admissions."

In accordance with the intent of this university policy, any form of discriminatory behavior will not be tolerated in the context of this class. The purpose of this class is to provide an appropriate and comfortable environment where students can learn and express their ideas in a professional and respectful academic setting. Circumstances that interfere with the maintenance of this atmosphere are entirely unacceptable, and will be dealt with according to University policy.

Attendance will *not* be taken on a daily basis; however, reliable attendance *noticeably* facilitates performance in this class. ‘Encore lectures’ will not be given during office hours for those who have missed a lecture. In the event that you are unable to attend a class, please make arrangements to obtain the necessary material from a fellow student. I will be glad to clarify material, but only if you have the necessary materials in need of clarification.

Content from the textbook, although not always covered in lecture, *may* appear on each exam. It is recommended that students read each assigned chapter for a broad understanding of the issues contained therein. Then, review the *key-terms* and *concepts* covered at the end of each chapter. Be able to understand the meaning of each term/concept, while also appreciating the context in which it is presented in the chapter. In addition, where certain terms are printed in **boldface type** in the text, be sure you understand the nature of the issue and how it relates to the relevant section of material. Also, it is beneficial to understand the information contained in Figures/Illustrations, Tables, and Section Reviews. Ultimately, students are responsible for keeping pace with the assigned readings, and should arrange to discuss with me any questions or needs for clarification.

Students are permitted to tape record lectures if necessary. Speak with me in advance to make the necessary arrangements. Please refrain from using cell phones or pagers during scheduled class time. As a courtesy, keep these off (or on a silent function) during class. In situations where a cell phone/page must be on during class, simply let me know of the circumstances.

All students are expected to take scheduled exams on the assigned dates. Failure to do so may result in the forfeiture of *all* points designated for that part of the course. In the event of circumstances beyond the student’s control, notification must be received in advance of (or shortly after) the scheduled activity. Acceptable excuses generally include personal illness, family matters, or unforeseen difficulty with transportation (but not always). *However, the decision to allow students to make-up any exam will be made on an individual basis.*

Students are always welcome to individually review their performance on exams or other assignments. Lecture time will generally not be allocated to a detailed review of these issues; however, arrangements can easily be made during office hours or at other convenient times.

Course Topics and Assigned Readings

Students are expected to keep pace with the assigned reading schedule. This material supplements and expands lecture topics, and content will appear on exams

The Lifespan Perspective

- **Monday, May 15: Introductory Material: An overview of the Lifespan Perspective**

Why study human lifespan development? Do changes occur across the lifespan, and what can be learned from a study of these changes? Ultimately, how can we best study, conceptualize, and understand the importance of each stage across the lifespan?

Text, Chapter 1—Introductory Concepts in Lifespan Development

- **Tuesday, May 16: Theories of Human Development**

This section provides a review of different perspectives concerning human development.

Different viewpoints offer multiple methods for investigating and understanding human behavior. An appreciation of eclecticism is important in this ever-changing field. Be able to compare and contrast the various theorists/theories as they relate to human development (e.g., specifically note the timeline on page 56, Figure 2.6)

- **Tuesday, May 16 (Continued):**
Text, Chapter 2—Theories of Development

Prenatal Development

- **Wednesday & Thursday, May 17-18: An overview of Prenatal Development and Birth**

A brief primer of prenatal development, including the most elementary principles of genetics (where relevant), and the processes related to embryonic and fetal stages of development. Issues of *teratogenicity* and *fetal life* will be discussed, in addition to a few genetic disorders. Consideration will be given to the issue of *prenatal genetic testing* and related social implications.

Read Text, Chapter 3—Biological Beginnings

Chapter 4—Prenatal Development and Birth

The following brief articles will be provided:

Article 1: The War Over Fetal Rights

Article 2: The Mystery of Fetal Life: Secrets of the Womb

The Newborn and Infant Development

- **Friday, May 19: Patterns of Development in the Newborn: Emphasis on Physical and Cognitive Development**

Is there evidence of cognitive processing even shortly after birth? Here, we will document what is happening *physically* in the infant, and discuss what research suggests regarding information processing and related cognitive skills in the newborn. *Piaget's Theory of Cognitive Development* will be featured, coupled with an integration of related principles in language development and motor skill acquisition.

Chapter 5—Physical Development in Infancy (selected sections)

Read Chapter 6—Cognitive Development in Infancy

- **Monday, May 22: Social and Personality Development in Infancy**

Here, we will review select theories of attachment (e.g., Harlow; Ainsworth) and address the issue of *temperament* development.

Chapter 7—Socioemotional Development in Infancy (selected sections)

Early Childhood Development and Transitions into Formal Education

- **Tuesday, May 23: Physical and Cognitive Development in Early Childhood**

Read Text, Chapter 8—Physical and Cognitive Development

Exam 1

- **Wednesday, May 24: Exam 1**
- **Thursday, May 25: Parenting and Socioemotional Development**
The emphasis here will be on *parenting styles* and family structure in childhood development. Also, we will briefly consider child maltreatment and abuse.
Key Terms/Concepts Chapter 9—Socioemotional Development in Childhood
-see Parenting Styles (pages 276-277); Figure 9.4
- **Thursday, May 25: Parenting and Socioemotional Development (Continued)**
-Gender Development (identity, role, psychoanalytic theory, social-cognitive theory, cognitive development, gender schema)
-Maltreatment and Abuse (e.g., punishment, pp278-280)
Article 3: Effects of Maltreatment
- **Friday, May 26; Tuesday, May 30: Transitions into Formal Education: Developmental Issues during Middle Childhood**

Educational demands on children increase at this time, and social issues become a more prominent aspect of a child's life. Intelligence testing will be addressed in the context of psycho-educational assessment and special populations (e.g., mental retardation). In addition, an examination of social and personality development will emphasize behavioral problems that may emerge at this time (e.g., conduct disorder), along with perspectives on moral development.

Read Text, Chapter 10—Physical and Cognitive Development in Middle and Late Childhood

Chapter 11—Socioemotional Development in Middle and Late Childhood
-focus on Kohlberg, pp340-344

Adolescence and Adult Transitions

- **Wednesday, May 31; Thursday, June 1: Adolescence: A Time of Physical Change**
Here, we will review Daryl Bem's theory of psychosexual development as one way of considering physical and hormonal changes in adolescence, while addressing the ontogeny of sexual orientation.

Read Text, Chapter 12—Physical and Cognitive Development in Adolescence

- **Friday, June 2: Physical and Social-Emotional Development during Adolescence**

Adolescence can be an intense time of change in social and emotional domains. Here, we will examine issues regarding peer relationships, sexual behavior, and moral development.

Chapter 13—Socioemotional Development in Adolescence

-Figure 13.1 (self-esteem); Identity Development (Marcia, Figure 13.2)

Article 4: Inside the Teen Brain

- **Monday, June 5: Early Adulthood**

Special attention will be given to perspectives on career development, and issues relevant to social and emotional patterns of development.

Read Text, Chapter 15—Socioemotional Development in Early Adulthood

- **Tuesday, June 6: Early Adulthood (Continued); Introduction to Middle Adulthood Years**

Middle adulthood is a time of continual change, both physically and cognitively. Here we will address issues of importance regarding health and wellness (e.g., diabetes, estrogen therapy), in addition to information concerning social behavior (e.g., laughter and social bonding). Discussion will also include references to changing career issues and familial responsibilities (e.g., the family life cycle).

A brief review will be provided for Exam 2.

Exam 2

- **Wednesday, June 7**

Again, the entire class period will be set aside for the second exam in the course.

- **Thursday, June 8 and Friday, June 9: Middle Adulthood and the Period of Late Adulthood**

Articles that will guide our discussions of these adulthood years include the following:

Article 5: The End of the Estrogen Age

Article 6: An American Epidemic—Diabetes

Article 7: Emotions and the Brain: Laughter

Late Adulthood; Death & Dying

- **Monday, June 12; Tuesday, June 13: Late Adulthood**

Here, we will detail the salient changes occurring at this time of life, particularly in the areas of physical and cognitive development. Emphasis may be given to select disorders of old age, but consideration will also be given to stability of function, and growth, with age. Later adulthood should not be considered a time of inevitable decline, but must be viewed as an important time of continued development (e.g., plasticity)

Read Text, Chapter 18—Physical Development in Late Adulthood

Article 8: Sleep Waves: Sleep and Aging

Read Text, Chapter 19—Cognitive Development in Late Adulthood

Article 9: The Nun Study: Alzheimer's

- **Wednesday, June 14: Dying and Death in the Elderly**

Dying and death are extremely important aspects of human development and change. Here, we will address important issues to be considered regarding declining health and physical deterioration. The debate concerning euthanasia will be addressed, coupled with an examination of perspectives on palliative care for the dying and the role of hospice for the terminally ill.

Read Text, Chapter 21—Death and Grieving

- **Thursday, June 15: Course Overview and Preparation for Final Exam**

Final Exam

- **Friday, June 16: Final Exam**

University Grading Scale

University Grading Scale (Adapted for Lifespan Development 3750:230)

A	93-100	D+	68-69
A-	90-92	D	63-67
B+	88-89	D-	60-62
B	83-87	F	00-59
B-	80-82		
C+	78-79		
C	73-77		
C-	70-72		

As noted, this scale will serve as a broad guide for assigning grades; however, class performance on each exam (and end of semester cumulative totals) will determine the final grade distribution.

Note: This syllabus is subject to change, especially the required readings and the sequence of lecture topics presented in class. Additional readings may be assigned (or substituted for designated readings), and the existing reading schedule may be altered (e.g., pages deleted or reduced). Remember, the grading scale used at the end of the semester will be based on the overall performance of the class.

Also, it has been a practice in the past to provide opportunities for supplemental credit toward your grade. Typically, this is in the form of a research project related to a given topic in the class (e.g., prenatal development; end-of-life planning, etc.). Commonly, students are asked to complete a survey instrument, and provide additional written feedback (usually brief) relevant to the issue under consideration. Allocated credit will be addressed with the class at the time of presentation.

Importantly, students should remain informed of any changes or alterations that may occur in various aspects of the class as the summer session progresses. Students will be notified in advance of any significant adjustments in the syllabus or opportunities for additional credit.

Additional Documentation

OH - BELMONT TECHNICAL COLLEGE (1978A) OH	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES
PSY110		3750:230	Fall Semester 1980 - 9999
PSY280 - LIFESPAN DEVELOPMENT		3750:230	Fall Semester 1980 - 9999
OH - BOWLING GREEN STATE UNIVERSITY OH	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES
PSYC310 - LIFESPAN DEVELOPMENT		3750:230	Fall Semester 1982 - 9999
OH - CAPITAL UNIVERSITY (1921A) OH	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES
PSYCH310		3750:230	Fall Semester 2001 - 9999
OH - CLARK STATE	T	UNIVERSITY OF AKRON	EFFECTIVE DATES

COMMUNITY COLLEGE (1974A) OH	O		
PSY221 and PSY222		3750:230	Fall Semester 1989 - 9999
OH - CLEVELAND STATE UNIVERSITY	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES
PSY 223		3750:230	Fall Semester 1998 - 9999
OH - COLUMBUS STATE COMMUNITY COLLEGE (1973A) OH	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES
PSY 240		3750:230	Spring Semester 1993 - 9999
OH - CUYAHOGA COMMUNITY COLLEGE	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES
PSY 202		3750:230	Summer Semester 1979 - Summer Semester 1998
PSY 2020		3750:230	Fall Semester 1998 - 9999
OH - EDISON STATE COMMUNITY COLLEGE (1981A) OH	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES
PSY127S		3750:230	Fall Semester 1993 - 9999
OH - KENT STATE UNIVERSITY	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES
PSYC 30650		3750:230	Fall Semester 1979 - 9999
PSYC 30652		3750:230	Fall Semester 1979 - 9999
OH - LORAIN COUNTY COMM COLLEGE -QTRS (1971A)	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES
PSYC 261		3750:230	Fall Semester 1978 - Fall Semester 1998
OH - LORAIN COUNTY COMM COLLEGE-SEMS	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES
PSYH 251		3750:230	Fall Semester 1998 - 9999
OH - LOURDES COLLEGE (1964A) OH	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES
PSY210		3750:230	Fall Semester 1980 - 9999
OH - MIAMI UNIVERSITY (1913A) OH	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES
PSY 231		3750:230	Fall Semester 1960 - 9999
OH - NORTH CENTRAL STATE COLLEGE (1976A) OH	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES

PSY 130		3750:230	Fall Semester 1972 - 9999
OH - OHIO STATE UNIVERSITY (1913A) OH	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES
PSYCH 340		3750:230	Fall Semester 1989 - 9999
OH - SINCLAIR COMMUNITY COLLEGE (1970A) OH	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES
PSY208		3750:230	Fall Semester 1968 - 9999
OH - STARK STATE COLLEGE OF TECHNOLOGY OH	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES
PSY123		3750:230	Summer Semester 1993 - 9999
OH - TERRA COMMUNITY COLLEGE (1975A) OH	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES
PSY136		3750:230	Fall Semester 1975 - 9999
OH - UNIVERSITY OF CINCINNATI (1913A) OH	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES
17 PSYC 273 - Child Psychology and 17 PSYC 275 - Adolescent Psychology and 17 PSYC 277 - Psych of Adulthood & Aging		3750:230	Fall Semester 1980 - 9999
28 PSYC 205 - Human Dev I: Childhood and 28 PSYC 206 - Human Dev II: Adolescence and 28 PSYC 207 - Human Dev III: Adult--Aging		3750:230	Fall Semester 1980 - 9999
34 PSYC 205 - Child Development and 34 PSYC 206 - Adolescent Development and 34 PSYC 207 - Adult Development		3750:230	Fall Semester 1980 - 9999
OH - UNIVERSITY OF RIO GRANDE (1969A) OH	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES

PSY 21105		3750:230	Fall Semester 1980 - 9999
OH - UNIVERSITY OF TOLEDO OH	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES
PSY 2510		3750:230	Fall Semester 1997 - 9999
OH - URSULINE COLLEGE (1931A) OH	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES
PS 230		3750:230	Fall Semester 1970 - 9999
OH - WASHINGTON STATE COMMUNITY COLLEGE (1979A) OH	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES
PSYC 270		3750:230	Fall Semester 1980 - 9999
OH - WRIGHT STATE UNIVERSITY (1968A) OH	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES
PSY341		3750:230	Fall Semester 1980 - 9999
OH - YOUNGSTOWN STATE UNIVERSITY OH	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES
PSYCH755 and PSYCH756 and PSYCH757		3750:230	Fall Semester 1967 - Summer Semester 2000
OH - YOUNGSTOWN STATE UNIVERSITY (1945A) OH	T O	UNIVERSITY OF AKRON	EFFECTIVE DATES
PSYCH3755 and PSYCH3756 and PSYCH3757		3750:230	Fall Semester 2000 - 9999
PSYCH3758		3750:230	Fall Semester 2000 - 9999

OBR Use	Action
Approved	
Additional Information Requested	
Rejected	
Date	