

Course Material Submission Form OAN Match Definition Form

Today's Date: 5-21-08

Use this table to specify institutional data	
College/University:	Shawnee State University
Name and title of individual submitting on behalf of the college/university	
Name:	Dave Todt, PH.D
Title:	Associate Provost
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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:
 Conversion from Quarters to Semesters.

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

Please see Additional Documentation for requested changes.

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	OSS049
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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 checked="" 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
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. PSYC2130
	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.):	PSYC2130	Course Title:	Child and Adolescent Psychology		
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		Laboratory Hours (if applicable)	
Course Placement in Major:			<input 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): PSYC1101					
Catalog/Course Description: PSYC 2130 Child and Adolescent Psychology (3) Study of the course of development from infancy through the adolescent period with emphasis on physical, cognitive, social, emotional and personality development. Please Note: Credit is only offered for one of PSYC 1130 or 2130.					
Texts/Outside Readings/Ancillary Materials (Be sure that the text meets performance expectations): Required Text: Papalia, D. E., Olds, S. W., & Feldman, R. D. (2006), A Child's World: Infancy Through Adolescence (10th ed). McGraw-Hill: Boston.					

Recommended Text: Publication Manual of the American Psychological Association (5th ed.). (2001). APA: Washington, D.C.

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.)

Goals and Objectives:

The goals of this course are as follows:

- Introduce terminology and concepts within the study of child and adolescent development
- Increase knowledge of how various domains of development interact as a child ages
- Increase ability to apply developmental concepts in everyday life

The objectives of this course are as follows:

- Students who complete this course will be able to demonstrate knowledge of terminology and concepts (including research methodology) in the field of child and adolescent development, as evidenced by exams and class discussions.
- Students who complete this course will be able to assess the biological, cognitive, cultural, environmental, and social factors that influence development throughout childhood and adolescence, as evidenced by exams and class discussions.
- Students who complete this course will be able to evaluate past and current research and theory in child and adolescent development, as evidenced by, exams, class discussions, and research/reflection paper.
- Students who complete this course will be able to detect myths and misconceptions regarding human development during childhood and adolescence, as evidenced by class discussions.
- Students who complete this course will be able to demonstrate an ability to apply developmental concepts to their daily lives as evidenced by class discussions and research/reflection paper.
- Students who complete this course will be able to utilize research databases and understand scientific articles, as evidenced by research/reflective paper.
- Students who complete this course will be able to identify, critically analyze and evaluate developmental theories, research methodology, outcomes and applications, as evidenced by class discussions and research/reflection paper.

Description of Assessment and/or Evaluation of Student Learning (The

assessment plan needs to be appropriate for the expected rigor of the course) :

Evaluation:

Exams: There will be two exams. Both exams will be closed-book, closed-note exams. The exams will cover material from lectures, class discussions, and assigned chapters in the text. Each exam will be worth 100 points and will consist of multiple choice and short answer questions.

Research/Reflective Paper: The ten-page research/reflective paper requires research and self-reflection. Students are required to relate a concept learned in class to their own experience as an adolescent (or for parents of current or past teenagers, to the experience of a child's adolescence). This will entail the

incorporation of both research and experience into a coherent, thought-provoking and personal paper. Research paper guidelines are attached to this syllabus.

Grading Scale:

A: 93-100%	A-: 88-92%	B+: 84-87%	B: 79-83%
B-: 76-78%	C+: 73-75%	C: 69-72%	C-: 66-68%
D+: 63-65%	D: 60-62%	D-: 55-59%	F: 0-54%

Instructional Delivery Method:

This course will be conducted onsite. You can expect lectures, class discussions, and videos.

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

Topics to be Covered

- 1 Conception and Heredity
- 2 Pregnancy and Prenatal Development
- 3 Birth and Neonatal Development
- 4 Physical Development in Infancy
- 5 Cognitive Development in Infancy
- 6 Psychosocial Development in Infancy
- 7 Physical Development in Early Childhood
- 8 Cognitive Development in Early Childhood
- 9 Psychosocial Development in Early Childhood
- 10 Physical Development in Middle Childhood
- 11 Cognitive Development in Middle Childhood
- 12 Psychosocial Development in Middle Childhood
- 13 Physical Development in Adolescence
- 14 Cognitive Development in Adolescence
- 15 Psychosocial Development in Adolescence

Additional Documentation:

Child & Adolescent Psychology (Psyc 2130)
Spring, 2008

Class time: MWF 10-10:50; 11-11:50 AM
Rudmann

Instructor: Darrell

Room: MAS 210

Office: 120 ADM

Office hours: MTW 9-10, R 5-6

Phone: 740/351-3350

PREREQUISITES

- Psyc 1101, Introduction to Psychology
- Suggested: Placement into Engl 1101

TEXTBOOK (REQUIRED)

- Santrock, J. W. (2006). Child development (11th ed.). McGraw-Hill.
- (optional) American Psychological Association. (2001). Publication manual of the American Psychological Association (5th ed.). Washington, DC: Author.

Learning Outcomes:

1. Assess the biological, cognitive, cultural, environmental and social factors that influence development throughout childhood and adolescence.*
2. Evaluate current and past research in childhood and adolescence guided by theories within developmental psychology.*
3. Apply developmental psychology principles to daily life throughout childhood and adolescence.*
4. Detect myths and misconceptions regarding human development during childhood and adolescence.*
5. Describe methodological approaches used to study development.*
6. Assess and critically analyze theories, research methodology and findings (outcomes), and applications developed by developmental psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet throughout childhood and adolescence.*

Week Topic

- 1 Introduction; Science of Child Development
- 2 Biological Beginnings, Prenatal Development and Birth
- 3 Physical Development and Health
- 4 Motor, Sensory, and Perceptual Development
- 5 Cognitive Development Approaches
- 6 Information Processing
- 7 Intelligence
- 8 Language Development
- 9 Emotional Development
- 10 The Self and Identity
- 11 Gender; Moral Development
- 12 Families
- 13 Peers
- 14 Schools and Achievement
- 15 Culture

IMPORTANT DATES

Exams (tentative)

1. Exam #1, ch. 1-4: January 17th
2. Exam #2, ch. 5-8: February 22nd
3. Exam #3, ch. 9-12: March 19th
4. Exam #4, ch. 13-16:
 - Section #1: April 17th, 10 – 11:50 AM
 - Section #2: April 19th, 10 – 11:50 AM

Newspaper Article due – February 2nd; topic approval date: March 28th

Research Project due – April 12th

SSU Last Day of Instruction (last day for all late work) – December 12th

Final Essay –

Section #1: April 17th

Section #2: April 19th

ASSIGNMENTS & GRADING SCALE

Assignment Points Percent

Exams (4)

Multiple-choice test items; will often require you to apply your knowledge from the assigned chapters to different situations. 150 50%

Newspaper Article

You will have the opportunity to read several peer-reviewed journal articles about a developmental psychology topic of your choice. Using newspaper article format, describe and explain the research in the articles in a way that a layperson could understand. The paper must be a printed copy and not e-mailed. 45 15%

Research Project

See Project Options handout for instructions. This assignment cannot be e-mailed; a hardcopy is required. APA format is required. This project can be done in pairs.

45 15%

Final Essay

A take-home, comprehensive final essay. 30 10%

Participation 30 10%

300

Percent	Points needed	Grade
90 to 100%	270	A
80 to 89%	240	B
70 to 79%	210	C
60 to 69%	180	D
Less than 60%	Ouch!	F

+ grades will be given to the upper 3% of each bracket,
- grades will be given to the lower 3% of each bracket.

LATE WORK & MAKE-UPS

It helps your learning and test performance if you keep up with the course. I will always give you advance notice of at least a week for graded assignments.

Exams

- You have one week to take an exam that you missed.
- o Missing an exam and not making it up within one week will result in a zero for that exam.
- o It is your responsibility to contact me to make arrangements.
- If you arrive late to class, you have the remaining exam time to finish.

All other assignments

- Any work turned in late (past the beginning of class time on the due date) will be worth up to half-credit.
- All late work must be turned in by SSU's "Last Day of Instruction" at my

office to be eligible for any credit.

- o The Last Day of Instruction is shown on the first page of the syllabus, the course schedule, and on SSU's Academic Calendar (online at www.shawnee.edu).
- All late work will be graded at my convenience.

PARTICIPATION & ATTENDANCE

Nearly every psychology class covers abstract, conceptual material. I use class time to make the material easier to comprehend and more applicable to daily life. Of course, in order for the in-class experience to be effective, you need to be present and engaged.

Regardless of what keeps you from attending, I cannot reproduce the classroom experience for individual students. But, you can handle absences responsibly by getting notes from someone, checking the syllabus to see what you missed, and getting any handouts or slides from our Blackboard site.

- If you miss over 30% of the class meetings, you will not receive any Participation points.
- o Leaving early counts as missing class.
- o If you must leave class early, I would prefer it if either you re-consider your priorities so that you can attend the entire class or that you don't attend.
- Not participating or interfering with others and their learning can reduce your participation points. This includes talking about unrelated matters during lecture or sleeping.
- I award students with a perfect attendance with a small amount of bonus points at the end of the term.

Waived absences

Since a few absences are at your discretion and will not affect your grade, I do not worry about "excusing" absences. However, there are two general situations in which I will not count your absences toward the 30%-cutoff:

- After an absence: the absence is due to medical reasons or due to involvement in University functions. Be ready to provide documentation.
- Before an absence: you had made an arrangement with me in advance.

BLACKBOARD SITE

I make extensive use of Blackboard, and will post slides, handouts, and grades there. Point your browser to <http://blackboard.shawnee.edu> .

TECHNOLOGY

Do not use technology in the classroom, unless you are using it to help you to learn the material being discussed.

CHILDREN

Unless you have made prior arrangements with me, do not bring children to class.

AMERICANS WITH DISABILITIES ACT

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. By law, it is your responsibility to provide documentation of your disability to the instructor. Contact Information: Office of Disability Services, Student Success Center, Massie Hall, Shawnee State University, (Ph) 740 351-3594

PLAGIARISM & ACADEMIC DISHONESTY

Plagiarism, often defined as the use of someone else's words and/or ideas as your own, reduces the amount of knowledge you learn, and as a result, will not be accepted. Make sure your work is a product of your own thinking and effort. Violations can result in a zero score for that assignment, which may result in a failing grade for the class.

WITHDRAWALS & INCOMPLETES

Nearly all of the failing grades I give are due to students who stop attending and don't bother withdrawing from the course. It is your responsibility to drop the course.

Incomplete ("I") grades are appropriate only when a single, terminal aspect of a course (such as a paper or final exam) cannot be completed on time. It is not appropriate for when a student wants to re-do a course or had not completed many assignments.

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

- 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.
- This form should be used for all submissions or resubmissions starting immediately.
- 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