

Florida State College at Jacksonville
Curriculum Proposal Form

Proposal information (Place an "X" in the box next to those that are applicable.)

Title	Adolescent Psychology (DEP 2302) Course Modification			
Action(s)	<input type="checkbox"/> New Course	<input checked="" type="checkbox"/> X	<input type="checkbox"/> Modify Course	<input type="checkbox"/> Inactivate Course
	<input type="checkbox"/> New Program	<input type="checkbox"/>	<input type="checkbox"/> Modify Program	<input type="checkbox"/> Other <small>Use this space to describe action.</small>

Faculty Proposal Originator(s)

Name(s)	Jennifer Grayson & Ron Clark		
Telephone No.	x 2411	Email	grayson@fscj.edu
Signature			Date 1/18/17

Faculty Originator(s) Dean

Name(s)	Dr. Dana White		
Provision	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	<input type="checkbox"/> Support with Conditions Noted
Conditions			
Signature			Date 1-20-17

Faculty Originator(s) School Of Executive Chair/Campus President

Name(s)	Dr. Len Neumann Dr. Sandy Robinson		
Provision	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	<input type="checkbox"/> Support with Conditions Noted
Conditions			
Signature			Date 1/23/17

Associate Vice President or Executive Dean

Name(s)	Dr. Nancy Webster		
Provision	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	<input type="checkbox"/> Support with Conditions Noted
Conditions			
Signature			Date 1/30/17

Curriculum Committee Chair / Faculty Senate Chair

Name(s)	Dr. John Woodward		
Provision	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	<input type="checkbox"/> Support with Conditions Noted
Conditions			
Signature			Date 2/16/17

Vice President of the College/Provost or Designee

Name(s)	Dr. John Wall		
Provision	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	<input type="checkbox"/> Support with Conditions Noted
Conditions			
Signature			Date 2/17/17

Curriculum Services Only	Date Received by Curriculum Services:	1-23-2017	Proposal Assigned Tracking Number:	2016-22
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CS20150730

CURRICULUM ACTION INFORMATION

(For assistance, contact Curriculum Services at 632-3273. The curriculum package will be returned if incomplete)

1. **Identify the effective semester for implementation:** Fall Term 2016 (20171)
This term should be a future term that would not affect current students negatively. All actions in this package will be effective during the term indicated, unless otherwise reflected. Example: Fall Term, 2012 (20131). Please refer to SACS guidelines in item 5 and Financial Aid guidelines in item 6 when selecting appropriate effective semester.
2. **Program proposals** require the following: Program Information (*Program layout for college catalog must be included-see most recent catalog for format and inclusion, you may request from Curriculum office*) OCP and workforce credit information must be included for all PSAV programs. **If applicable program layout must include information about “Record of Conviction of a Crime”, drug screen, background check, immunizations and any other information required for licensing or certifying agents.** All new programs must include information regarding Program Integrity.

All new programs and program modifications with significant changes must include a copy of the program assessment plan. Advisory committee minutes, detailing employer support for the new program or changes should also be included if applicable. Curriculum packages missing these elements if applicable to the program will be considered “incomplete” until received.

(Please “X” that you have included the following with your curriculum submission or indicate “n/a”):

- N/A Program Assessment Plan (required for new programs and significant program modifications)
- N/A Advisory Committee Minutes (if applicable, required for support of new program or requested changes)

Complete the following for all program submissions: AA Elective Course – Non-General Education Requirement

Program Title: Associate in Arts

Program Code: 1108 (for new programs, please contact Curriculum Services for code assignment)

Degree Type: A.A.

School and Area (used for College Catalog): Liberal Arts, Communication and Education

State CIP number: 1192401010 Federal CIP number: 240101

(New programs only, unless State requires change)

TABE SCORES (must be included for all new PSAV programs): N/A

SOC NAV# (if appropriate, assigned by MEI): N/A

Program information from most recent catalog must be included with changes identified.

Please note: If a program is no longer active or students will not be able to complete the program as originally registered, Program Inactivation form and paperwork must be submitted to Curriculum Services.

3. **Limited Access** - Limited Access programs are those that limit the admission of prospective students on the basis of capacity (i.e., the number of students whom the program can accommodate because of available seats).

Is this program limited access? _____ Yes No

If yes, please describe criteria.

4. **Additional Program Requirements:**

(1.) Selective Access- Selective access programs are those that admit prospective students who meet specific admissions criteria, including, without being limited to, grade point average (G.P.A.), entrance exams, scores, letters of application, letters of reference and/or professional background criteria (e.g., criminal background check, drug screening, medical examination, and/or professional licensure or certification).

If this program is selective access, list requirements here, or you may insert on the catalog page included in this proposal.

(2.) Occupation and Salary - The following information is required by the FLDOE to provide detailed information to students leading to occupation and salary (**must be included for all new programs or to submit changes to existing information**).

For each of your Programs of Study, take the salary information from the Florida Department of Economic Opportunity, Occupational Employment and Wages <http://www.floridawages.com/eds.php> for each Standard Occupational Code (SOC) associated with your program of study.

SOC Code: N/A
Job Occupation: N/A
Entry Salary: N/A
Median Salary: N/A

Questions 5-7 are for new programs, substantially modified programs only, please review questions to assure you have met compliance and questions do not apply to this proposal submission.

5. **SACS Information** is required for all new and substantially modified programs: N/A

Please answer the following questions to determine if you should complete the **substantive change intake form**:

(1.) Does this involve development of a new degree or certificate program?

(2.) Does this new degree or certificate program involve a contract, MOU, grant, or consortium for the development or construction of all or part of a program or certificate? (This applies whether the College is outsourcing instruction or our College is providing the instruction for another organization or company.)

(3.) Will this new degree or certificate program be offered via distance education?

(4.) Does this involve instruction of courses delivered by Florida State College at Jacksonville instructors/employees at an off-campus location?

(5.) Does this involve the closure of a program or certificate?

If you answered yes to one or more of the self-assessment questions above, please complete the **substantive change intake form** found on the College's website: <http://www.fscj.edu/district/institutional-effectiveness/coc-substantive-chg.php> and return it, along with a copy of the curriculum proposal, via e-mail to the Office of Institutional Effectiveness and Accreditation. New programs or programs that require substantive change will require more time for approval. Please factor in time in implementation date.

6. **Financial Aid** (State requires 90 days response time on all **new eligible program**). Please identify by “yes or no” if this program is eligible for Financial Aid or any other Federal Funding. If so, identify specifics. **N/A**

A financial aid eligible program would be:

At a school that qualifies as an institution of higher education, the following types of programs are eligible for federal student aid purposes:

- Program leads to an associate, bachelor’s, professional, or graduate degree.
- Program of at least 2 academic years in duration that is acceptable for full credit toward a bachelor’s degree,
- Program is at minimum of 1 academic year in duration that leads to a certificate, degree, or other recognized credential and prepares students for gainful employment in a recognized occupation (at least 600 clock hours or 24 credit hours).

If you answered yes to any of the above, this program must be SACS and state of Florida approved. Please make sure your effective term incorporates length of time to get appropriate approval.

7. Is this program identified as **gainful employment** (yes or no, include explanation)? _____ Yes No

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8. **Course Information** (Course Information includes (if applicable) (list prefix, number and title, credit hours and contact hours. Course Outlines must be included for all new and modified courses.

- a. **New Courses:** (SCNS website: http://scns.fldoe.org/scns/public/pb_index.jsp will assist in course number selection.) List recommended prefix/number, title, credit hours, and contact hours as appropriate. (example: ENC 1101 English Composition I 3 credit hours/3 lecture hours) **N/A**

- b. **Course Modifications:** (course outlines are located at: <http://curriculum.fscj.edu/> and may be used to insert in package so modifications can be applied. Please make sure all changes are shown on outlines.) Modifications should be shown with strike-thru and either **RED** font for add or **highlights**, but changes should be clear. **DO NOT USE “TRACK” CHANGES IN WORD.**) (example: TRA 2222 Transportation I, change title to: Transportation; credits hours from 3 to 4)

DEP 2302 – Adolescent Psychology

- c. **Course Inactivations (list prefix and number of each course):** **N/A**

9. **Identify if this is a General Education Requirement and if required** specified Category (Communication; Humanities; Mathematics; Natural Sciences (Biological or Physical, option A or B if appropriate) or Social & Behavioral Sciences.) – **ALL GER REQUIRED COURSES MUST BE SUBMITTED TO GER-SUBCOMMITTEE FOR APPROVAL PRIOR TO SUBMISSION TO CURRICULUM COMMITTEE.** **N/A – AA Elective Only**

10. **Effectiveness:** Please describe how current and past students are affected by this change, indicating how you plan to identify and resolve individual issues and how you plan to communicate these changes to affected students. **The content of the course will remain intact. This proposal seeks to update the current course learning outcomes and objectives to provide a better understanding to students and faculty members.**

11. **Method of Instruction:** Should this course be offered in distance learning or other unique instructional format (please specify which format)? Why or why not? For assistance, see website:

<http://www.fscj.edu/mydegree/Future-Students/Academics/Distance-Learning-and-Online-Programs.html>

This course can be delivered in a variety of formats: online, face-to-face or hybrid.

12. **Background (answer the following questions):**

- Is this a state requirement? **No.**
- What is the requirement and why must we implement it? **The proposal seeks to update the course learning outcomes to better assist students.**
- Has history shown students need this course/program for some reason? **Yes.**
- Will this meet some specific workforce, university transfer or student success need? **This course is included as part of the Associate in Arts general education elective options. Students enrolled in the Associate in Arts program can select this course as part of their non-General Education requirements (AA elective) coursework. The course will provide credit toward the lower division portion of an upper division degree.**
- Are there partners, grant requirements, faculty collaborations or other reasons leading to the development of this course/program? **The updates to the course learning outcomes and objectives were made in collaboration with the DEP faculty members.**
- Please add any additional information to provide background for this submission. **N/A**

13. **Rationale/need for the above action(s).**

- Is there a need for this course/program in our service district? **Yes.**
- How will this impact student success for upper division instruction or job placement? **This course is included as part of the Associate in Arts general education elective options. Students enrolled in the Associate in Arts program can select this course as part of their non-General Education requirements (AA elective) coursework. The course will provide credit toward the lower division portion of an upper division degree.**
- If the College already has a similar course/program, why are we developing this program/course and what are the differences between the programs and courses? **This course seeks to update the learning outcomes and objectives to provide a clearer pathway for students.**
- How many students and what businesses or transfer institutions will benefit? Does this course/program support a College goal or initiative? **N/A**
- Please add any additional information to provide rationale for this submission. **N/A**

14. **Others Programs Impacted:** Programs or courses affected by this proposal: Identify other existing programs of study or courses that this proposal will affect, and explain how they will be affected. (Program title, program code, required or elective). **None**

15. **Articulations:** If there are existing internal or external (inter-institutional) articulation agreements that will be impacted by this proposal request, please identify and contact as appropriate: **This proposal will have no impact on the current 2+2 articulation agreement.**

- Courses intended for transfer and External Upper division articulations (2+2): Contact Liberal Arts Department at 632-3170.
- Internal articulations (PSAV to AS) and external articulations (Industry certification to AS): Contact Workforce Development at 632-3363 to update agreement. Copies of active internal and external agreements can be found here - <https://www.dropbox.com/sh/o39aqev4wqlbny8/AAC2KS5TnxuhiUBTDYfoxvGfa?dl=0>

16. **Financial Information:** Special fees: A Special Fee Request form must be completed and sent to Finance, Attention: Controller. http://www.fccj.org/campuses/mccs/business_services/financial/forms/pdf/special-fee-request.pdf

Budget and Department must be filled in for all new programs and courses. Please contact the Director of Budget and Financial Planning at 632-3142 with any budget questions.

Budget number: 11172000/111731 Department: KC A&P PSYCHOLOGY

Must be provided for all NEW programs or curriculum package will not go for recommendation.

17. **Fiscal Notes:** This response must include specific information on the financial impact to students and the institution. This section should be concise, unless there are special circumstances related to the course/program. Please answer the following questions. *If answer yes, explanation must be included.

- Will there be unusual costs to students? **No**
- Are faculty salaries to teach course/program higher or lower than standard rates? **Standard**
- Will additional staff or faculty be required, and if so, what are the costs to the institution? **No**
- Will the institution have to purchase additional equipment, supplies, software, and/or materials not currently owned by the College? **No**
- Are there grant or business partnerships that will provide funds to establish the course/program? **N/A**
- Will business partnerships cover the course/program costs? **N/A**

18. **Evaluation:** This response requests specific information on how you will assess the effectiveness of the course/program as it benefits students and the college. This section is also concise but should address the following: **credit transfer course:** review of student enrollment, completion and grades, as well as students ability to move to higher level courses if applicable; **credit or non-credit workforce:** review of student enrollment, completion, job placement, as well as business involvement in development, revision and evaluation of the course/program and student success; and **adult education courses** should include the same information as credit transfer courses but should also include job placement analysis.

19. Do you feel that this proposal will have any special impact on the recruitment and retention of disadvantaged students? If so, please explain. **N/A**

20. Answer the following (if appropriate). Earn credit how many times: Once
Writing Requirements course: _____ Yes X No
Grading Method or any special instructions (if other than standard): **Standard** _____

According to APM 09-0304-Curriculum Approval Process. The curriculum package with appropriate attachments must be e-mailed to curriculum@fscj.edu when finalized. If you have any questions, please call 632-3273. The curriculum services office is located at Administrative Offices, Suite 301.

FLORIDA STATE COLLEGE AT JACKSONVILLE
COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: DEP 2302

COURSE TITLE: Adolescent Psychology

PREREQUISITE(S): Satisfactory score on reading and writing placement tests.
(placement into ENC 1101)

COREQUISITE(S): None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion: 3

Laboratory:

Other _____:

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE
ALLOCATION: 30

CATALOG COURSE DESCRIPTION:
This course consists of the study of adolescent development in the physical, cognitive and psychosocial areas, as well as the contexts within which adolescent development takes place. This course will also address some of the problems adolescents face during this developmental period in the lifespan.

SUGGESTED TEXT(S): Santrock, John. Adolescence, McGraw-Hill, Latest edition.

IMPLEMENTATION DATE: November 14, 1987

REVIEW OR MODIFICATION DATE: Fall Term, 1997 (981)
Fall Term, 2002 (20031)
Fall Term, 2006 (20071)
Fall Term, 2007 (20081) – (prerequisite)
Fall Term, 2015 (20161) – Outline Review 14-15
Fall Term, 2015 (20161) – Class Size Allocation Reduction to 30
Fall Term, 2016 (20171) – Proposal 2016-XX

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Historical Perspective of Adolescence	3
A. Historical Context and Contemporary View of Adolescence	
B. Developmental Processes	
1. Biological	
2. Psychosocial	
3. Cognitive	
C. Developmental Issues	
II. Theories of Adolescent Development	4
A. Psychoanalytic	
B. Cognitive	
C. Behavioral and Social Cognitive	
D. Ecological and Contextual	
E. Emerging Theories	
F. Research Methods	
III. Physical/Biological Foundations	5
A. Puberty and the Growth Spurt	
B. Central Nervous System	
C. Heredity and Basic Genetic Principles	
D. Environmental Influences	
IV. Cognitive Development	6
A. Cognitive Growth	
a. Piaget's Theory	
b. Vygotsky's Theory	
c. Information Processing Theory	
B. Intelligence View	
C. Social Cognition and Egocentric Thinking	
V. Moral, Values, Religious and Spiritual Development	4
VI. Psychosocial Development	9
A. The Self – Concept and Esteem	
B. Identity and Roles	
C. Intimacy	

COURSE TOPICS (CONTINUED)

CONTACT HOURS
PER TOPIC

- D. Gender
- E. Sexuality
- F. Emotional Development
- G. Personality Development

VII. Adolescence in Context

9

- A. Families
- B. Peers
- C. Schools
- D. Culture
- E. Occupational Choice and the World of Work

VIII. Adolescent Problems

5

- A. Identification
- B. Disorders
- C. Prevention and Intervention
- D. Resilience

OBJECTIVES

Upon completion of this course the student **will be able to:**

1. Understands the physical, social, cognitive and psychological aspects of adolescent development. **Identify biological, cognitive, and socioemotional domains of adolescent development and specific topics within each domain.**
2. **Is able to understand adolescent development within its historical context. Compare and contrast the historical perspective and contemporary perspective of adolescent development.**
3. **Can comprehend Identify the various theories covering adolescent development and explain their main tenets.**
4. Understands the biological aspect of adolescent development. **Evaluate the roles of both nature and nurture in physical development during adolescence.**
5. Understands the **Describe and discuss** cognitive development changes and social cognition gains that occur in **during** adolescence.
6. Knows the stages and processes of moral development and is familiar with the development of values, religious sense and spirituality **Compare and contrast Piaget's theory, Vygotsky's theory, and Information Processing theory of cognitive development.**
7. **Is able to recognize and understand the process of adolescent identity, emotional and personality development. Explain current knowledge of the development of morality, spirituality, religiosity, and values and their role in adolescent developmental outcomes.**
8. **Is familiar with the concept of intimacy, influences on gender, and sexual attitudes in adolescence. Delineate the various topics that comprise psychosocial development and are able to summarize self, social, emotional, and relationship development across adolescence.**
9. **Understand adolescent development in the context of family, peers, schools, and culture. Describe adolescent development in the context of family, peers, schools, culture, and work.**
10. **Is familiar with adolescent occupational choice and the adolescent's world of work.**
11. **Is aware of adolescent problems and psychological disorders, and knows about effective prevention and intervention techniques. Identify adolescent problems and disorders, can discuss effective prevention and intervention techniques, and can define the concept of resiliency.**
12. **Is familiar with the concept of resiliency.**

SECTION 1			
Course Prefix and Number:	DEP 2302	Semester Credit Hours (Credit):	3
		Contact Hours (Workforce):	
Course Title:	Adolescent Psychology		

SECTION 2a (To be completed for General Education courses only.)			
TYPE OF COURSE (Place an "X" in the box next to those that are applicable.)			
<input type="checkbox"/>	General Education Core (If selected, core discipline area will be identified in Section 4.)		
<input type="checkbox"/>	General Education (If selected, you must also complete Section 4, Section 5, and Section 8)		
SECTION 2b			
TYPE OF COURSE (Place an "X" in the box next to those that are applicable.)			
X	A.A. Elective	<input type="checkbox"/>	A.S. Required Course
<input type="checkbox"/>	A.A.S. Required Course	<input type="checkbox"/>	A.A.S. Professional Elective
<input type="checkbox"/>	PSAV/Clock Hour/Workforce	<input type="checkbox"/>	Development Education
<input type="checkbox"/>	Upper Division/Bachelors	<input type="checkbox"/>	Other: If selected, use this space to title "other" option.
<input type="checkbox"/>		<input type="checkbox"/>	A.S. Professional Elective
<input type="checkbox"/>		<input type="checkbox"/>	Technical Certificate
<input type="checkbox"/>		<input type="checkbox"/>	Apprenticeship

SECTION 3									
INTELLECTUAL COMPETENCIES (Place an "X" in the box next to those that are applicable.)									
X	Reading	X	Speaking	X	Critical Analysis	X	Qualitative Skills	X	Scientific Method of Inquiry
X	Writing	X	Listening	X	Information Literacy	X	Ethical Judgement	X	Working Collaboratively

SECTION 4 (To be completed for General Education courses only.)									
GENERAL EDUCATION DISCIPLINE AREA (Place an "X" in the box next to those that are applicable.)									
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics	<input type="checkbox"/>	Natural Sciences	<input type="checkbox"/>	
<input type="checkbox"/>	Social and Behavioral Sciences			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

SECTION 5 (To be completed for General Education courses only.)									
GENERAL EDUCATION LEARNING OUTCOME AREA (Place an "X" in the box next to those that are applicable.)									
<input type="checkbox"/>	Communication	<input type="checkbox"/>	Critical Thinking	<input type="checkbox"/>	Information Literacy	<input type="checkbox"/>	Global Sociocultural Responsibility	<input type="checkbox"/>	
<input type="checkbox"/>	Scientific and Quantitative Reasoning			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

SECTION 6		
LEARNING OUTCOMES	TYPE OF OUTCOME (General Education, Course or Program)	METHOD OF ASSESSMENT
Understands the physical, social, cognitive and psychological aspects of adolescent development	Course	Tests, quizzes, case studies, classroom discussions, group projects
Understands adolescent development within its historical context	Course	Tests, quizzes, case studies, classroom discussions, group projects
Understands the biological aspect of adolescent development	Course	Tests, quizzes, case studies, classroom discussions, group projects
Knows the stages and developmental processes of moral development	Course	Tests, quizzes, case studies, classroom discussions, group projects
Is familiar with the development of values, religious sense and spirituality	Course	Tests, quizzes, case studies, classroom discussions, group projects
Comprehends various adolescent development theories	Course	Tests, quizzes, case studies, classroom discussions, group projects

SECTION 6 (Continued)		
LEARNING OUTCOMES	TYPE OF OUTCOME (General Education, Course or Program)	METHOD OF ASSESSMENT
Recognizes and understands the process of adolescent identity, emotional and personality development	Course	Tests, quizzes, case studies, classroom discussions, group projects
Understands adolescent development in the context of family, peers, schools, and culture	Course	Tests, quizzes, case studies, classroom discussions, group projects
Is familiar with the concept of intimacy, influences on gender, sexual attitudes, and adolescent occupational choices	Course	Tests, quizzes, case studies, classroom discussions, group projects
Is aware of adolescent problems, psychological disorders, prevention and intervention techniques, and the concept of resiliency	Course	Tests, quizzes, case studies, classroom discussions, group projects
Is able to identify biological, cognitive, and socioemotional domains of adolescent development and specific topics within each domain.	Course	Tests, quizzes, case studies, classroom discussions, group projects.
Is able to compare and contrast the historical perspective and contemporary perspective of adolescent development.	Course	Tests, quizzes, case studies, classroom discussions, group projects.
Can identify the various theories covering adolescent development and explain their main tenets.	Course	Tests, quizzes, case studies, classroom discussions, group projects.
Is able to evaluate the roles of both nature and nurture in physical development during adolescence.	Course	Tests, quizzes, case studies, classroom discussions, group projects.
Is able to describe and discuss cognitive development and social cognition during adolescence.	Course	Tests, quizzes, case studies, classroom discussions, group projects.
Is able to compare and contrast Piaget's theory, Vygotsky's theory, and Information Processing theory of cognitive development.	Course	Tests, quizzes, case studies, classroom discussions, group projects.
Can explain current knowledge of the development of morality, spirituality, religiosity, and values and their role in adolescent developmental outcomes.	Course	Tests, quizzes, case studies, classroom discussions, group projects.
Can delineate the various topics that comprise psychosocial development and are able to summarize self, social, emotional, and relationship development across adolescence.	Course	Tests, quizzes, case studies, classroom discussions, group projects.
Is able to describe adolescent development in the context of family, peers, schools, culture, and work.	Course	Tests, quizzes, case studies, classroom discussions, group projects.

SECTION 6 (Continued)		
LEARNING OUTCOMES	TYPE OF OUTCOME (General Education, Course or Program)	METHOD OF ASSESSMENT
Is able to identify adolescent problems and disorders, can discuss effective prevention and intervention techniques, and can define the concept of resiliency.	Course	Tests, quizzes, case studies, classroom discussions, group projects.

SECTION 7			
Faculty name(s):	Tessie Bond and Bob Fritts Peter Shapiro, Eddie Rodriguez, Kristin Kristen, Kit Inpornvijit Troianne Grayson and Benjamin Clark	Date:	11/1/2005 4/12/2016 2/13/2017

CS20150615