Course Change Request

Date Submitted: 01/26/18 3:41 pm

Viewing: EPSY 321: Adolescent Development

Last edit: 01/29/18 9:01 am
Changes proposed by: gbyrn

Catalog Pages referencing this course
- Department of Educational Psychology
- EPSY - Educational Psychology (EPSY)
- University Core Curriculum

Programs referencing this course
- BS-INST-BLE: Interdisciplinary Studies - BS, Bilingual Education EC-6
- BS-INST-ESP: Interdisciplinary Studies - BS, Special Education EC-12
- BS-USEH-CPT*: University Studies - BS, Child Professional Services Concentration

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Glenda Byrn</td>
<td><a href="mailto:gbyrn@tamu.edu">gbyrn@tamu.edu</a></td>
<td>9798622289</td>
</tr>
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Rationale for Course

Edit

The proposed changes are part of a routine curriculum review.

Course prefix: EPSY
Course number: 321

Department: Educational Psychology
College/School: Education & Human Development
Academic Level: Undergraduate
Undergraduate course level justification (Select One)

Academic Level: Graduate
(alternate)

Effective term: 2018-2019

Complete Course Title: Adolescent Development
Abbreviated Course Title: ADOL DEV FOR EDUCATORS

Catalog course description

Characteristics of adolescent growth and development emphasizing behavior within secondary school setting; influences of prior development; home, family and community; peer group, as these affect school adjustment and success.

Prerequisites and Restrictions

Junior or senior classification.

Concurrent Enrollment: No
Should catalog prerequisites / concurrent enrollment be enforced?

Crosslistings: No

In Workflow
1. EPSY Department Head
2. Curricular Services Review
3. ED Committee Preparer UG
4. ED Committee Chair UG
5. ED College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 01/26/18 4:42 pm
   Shanna Hagan-Burke (shaganburke): Approved for EPSY Department Head
2. 01/29/18 9:01 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 02/01/18 9:55 am
   Kristy Anderson (kanderson): Approved for ED Committee Preparer UG
4. 02/05/18 2:20 pm
   Chris Cherry (chrisherry): Approved for ED Committee Chair UG
5. 02/05/18 2:21 pm
   Chris Cherry (chrisherry): Approved for ED College Dean UG
6. 02/05/18 8:03 pm
   Sandra Williams (sandra-williams): Approved for UCC Preparer
7. 03/05/18 8:34 am
   Sandra Williams (sandra-williams): Approved for UCC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
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<tr>
<th>Semester</th>
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<th>Contact Hour(s)</th>
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<td>per week:</td>
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<tr>
<td>Hour(s)</td>
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<td>Lecture: 3</td>
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<td></td>
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<td>Lab: 0</td>
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<td>Other: 0</td>
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Repeatable for credit? No

Three-peat? No

CIP/Fund Code 1907060007

Default Grade Mode Letter Grade (G)

Alternate Grade Modes Satisfactory/Unsatisfactory

Method of instruction Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

The student learning outcomes for the online course are similar to the student learning outcomes for the face-to-face course. The program faculty have determined that the syllabi for face-to-face courses and online courses should mirror each other.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Credit Hours: The online section of this course has similar assignments and projects as the original face-to-face course and requires approximately 9 hours per week to complete the following: viewing of the presentation, reading the assigned readings, engaging in the online discussions, & completing the weekly application assignments and course projects. Interaction with the instructor as well as with other students is ongoing throughout the course.

Teaching Component: Class sessions are asynchronous. Students can access the content multiple times during the week as well as multiple times throughout the semester. The content portion of the class is not closed after the initial presentation time, but is continually available to the students. The content is provided through online PowerPoint presentations, videos, content application assignments and projects, and asynchronous class discussions.

Student Interaction & Feedback: All of the interactions: student-to-student and instructor-to-student are conducted through the eCampus platform. These interactions can be tracked on the discussion boards and through the comments on assignment and project submissions. Students are allowed three submissions on assignments and projects. After the first assignment attempt, the instructor provides constructive comments on how the assignment or project can be improved. The student makes the suggested changes and resubmits. This can be done a third time if necessary. Since there are 2-3 assignments or discussions each week of class, it is easy to track these contacts on eCampus.

Will this course be taught as a distance education course? Yes

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this? No
This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration?  Yes

Proposed Core Foundational Component Area

Approved Foundational Component Area  Core Social & Beh Sci (KSOC)

Has/will this course be(en) submitted for Writing or Communication consideration?  No

Has/will this course be(en) submitted for ICD consideration?  No

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**Course Syllabus**

Syllabus:  Upload syllabus

Upload syllabus  [syllabus_EPSY 321.pdf](attachment:syllabus_EPSY 321.pdf)

Letters of support or other documentation  No

Additional information

Reviewer Comments  Sandra Williams (sandra-williams) [03/05/18 8:34 am]: UCC approved March 2018.

Reported to state?  No
Instructor: Dr. Joyce Juntune
e-mail: j-juntune@tamu.edu
You can also email me through eCampus


Course Purpose: This course is designed to provide an overview of the research and theory on adolescent development emphasizing behavior within the secondary school setting.

Course Objectives:

1. To gain an understanding of the characteristics of adolescent growth and development, and the stages and transitions adolescents go through as explained by leading developmental psychologists.

2. To develop an awareness of the problems and issues facing today’s adolescents, and how influences of prior development, family and community, and peer group affect school adjustment and success.

3. To gain an appreciation for the interrelationship of theory, research, and practice in understanding adolescence behavior within the secondary school setting.

Learning Outcomes:

1. Students will be able to apply their understanding of the concepts and theories of adolescent growth and development through written responses to a series of real-life scenarios.

2. Students will deepen their understanding of growth and development of adolescents and their behavior within the secondary school setting through interactions with adolescents followed by a written analysis.

3. Students will gain an understanding of the issues facing adolescents and the impact of outside influences on school adjustment and success through written responses to research articles and an analysis of the portrayal of adolescents in the media.

Course Prerequisites: Junior or senior classification
Special Information for our Students

“Students with Disabilities Act"

"The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services in the Disabilities Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu)

“Academic Honesty”

As commonly defined, plagiarism consists of passing off as one's own words, writings, etc., which belong to another. Therefore, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. In addition, all materials generated for this class are copyrighted. As such, you do not have the right to copy the handouts, unless I specifically grant permission. If you have any questions concerning plagiarism, please consult the latest issue of the [Texas A&M University Student Rules](http://www.tamu.edu), under the section entitled “Scholastic Dishonesty.”

AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: [www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)
Learning Sciences Policy on Plagiarism and Other Academic Misconduct  
(Adopted July 31, 2013)

TAMU Integrity Academic Statement and Policy

“An Aggie does not lie, cheat, or steal or tolerate those who do.” (http://aggiehonor.tamu.edu/)

You must properly acknowledge the sources of the words, ideas, and information you present in all course assignments, assessments, and other activities. Failure to do so constitutes plagiarism (Aggie Honor System):

http://aggiehonor.tamu.edu/Descriptions/Plagiarism.aspx

In all of your work in this course, you should use your own words to express your understanding whenever possible, being certain that you always give proper credit to the source. When you quote, paraphrase, or summarize another source, you must clearly indicate that you have done so following the rules and formats specified by APA (2010, pp. 169-174). In addition, you must avoid “paraphragarism,” (i.e., plagiarism via paraphrase, Gall, Gall, & Borg, 2007, p. 75), in which text from another source is used with only minor revisions. For information about how to avoid plagiarism see:

Aggie Honor System Rules:

http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx#HonorSystemRules

Plagiarism, TAMU Library Guides:

http://guides.library.tamu.edu/content.php?pid=393112&sid=3221010

Avoiding Plagiarism, TAMU University Writing Center:

http://writingcenter.tamu.edu/for-faculty/teaching-writing/classroom-workshops/undergrad/plagiarism/

Avoiding Plagiarism, Self-Plagiarism, and Other Questionable Writing Practices; U.S. Department of Health and Human Services Office of Research Integrity:

http://ori.dhhs.gov/education/products/plagiarism/6.shtml

Avoiding Plagiarism Tutorial, McGraw-Hill:

http://highered.mcgraw-hill.com/sites/0072873469/student_view0/avoiding_plagiarism_tutorial/

How to recognize plagiarism, paraphrasing, Indiana University Bloomington School of Education:

https://www.indiana.edu/~istd/example1paraphrasing.html

All incidents of suspected plagiarism or other academic misconduct in this class will be reported to the Aggie Honor System Office as required by TAMU rules and procedures (http://aggiehonor.tamu.edu/). If a finding of plagiarism or other academic misconduct is reached, the student’s Chair or Temporary Advisor will be notified. The range of possible penalties for such offenses ranges from mandatory ethics training with no penalty to expulsion from the program or university.
Course Requirements:

The assignments for this class are as follows:

- **Think ‘N Respond** - There will be regular application assignments that will be used to extend and apply the reading material in the chapter. *Each of these will be worth 10 points.*

- **Discussion Postings** - The discussion postings are designed for you to reflect on how the content applies in real life situations. *Each of these will be worth 5 points.*

- **Projects** - There will be four projects designed to cover different aspects of the field of Adolescent Development. *Each of these will be worth 25 points.*
  - Project 1 - The BIG Picture
  - Project 2 - Your Identity Coat of Arms
  - Project 3 - National Curriculum
  - Project 4 - Design a Prevention Program

**Grading:**

Grades will be calculated according to the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Think “N Respond</td>
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<tr>
<td>Discussion Postings</td>
<td>30</td>
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<tr>
<td>Projects</td>
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</table>

- **A** = 160 – 180 points
- **B** = 139 – 159 points
- **C** = 118 – 138 points
- **D** = 97 – 117 points
- **F** = 96 and below

ecampus is set to allow for 3 submits per assignment
If you resubmit an assignment—use the same link as for the original assignment.
If you upload documents—be sure they are either a pdf or a Word document.

Final Day to turn in projects & assignments---August 6th 11:59 pm
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<tr>
<th>Module/Week</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week One</td>
<td>Ch. 1 Introduction</td>
<td>Readings: Ch 1 &amp; 2</td>
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<td>Ch. 2 Biological Foundations</td>
<td>Think ‘N Respond #1</td>
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<td>Discussion #1, #2</td>
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<td>July 3 - 7</td>
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<td>Week Two</td>
<td>Ch. 3 Cognitive Foundations</td>
<td>Readings: Ch 3, 4, &amp; 5</td>
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<td>Ch. 4 Cultural Beliefs</td>
<td>Think ‘N Respond #2</td>
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<td>Ch. 5 Gender</td>
<td>Project #1</td>
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<td>Discussion #3</td>
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<td>Week Three</td>
<td>Ch. 6 The Self</td>
<td>Readings: Ch 6, 7, &amp; 8</td>
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<td>Ch. 7 Family Relationships</td>
<td>Think ‘N Respond #3</td>
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<td>Ch. 8 Friends and Peers</td>
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<td>Discussion #4</td>
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<td>June 15 - 21</td>
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<td>Week Four</td>
<td>Ch. 9 Love and Sexuality</td>
<td>Readings: Ch 9, 10 &amp; 11</td>
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<td>Ch. 10 School</td>
<td>Think ‘N Respond #4</td>
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<td>Ch. 11 Work</td>
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<td>Discussion #5</td>
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<td>July 22 - 28</td>
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<td>Week Five</td>
<td>Ch. 12 Media</td>
<td>Readings: Ch 12 &amp; 13</td>
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<td>Ch. 13 Problems and Resilience</td>
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<td>Discussion #6</td>
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<td>July 29 - Aug 4</td>
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References


