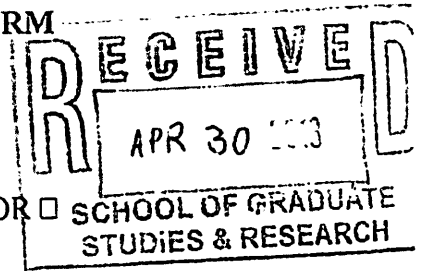


13-63
 App-9/17/13
 Senate Info-10/8/13

APPENDIX D
 GRADUATE CURRICULUM AUTHORIZATION FORM



Check As Appropriate:

- Special Topics Course
- Expedited Review
- Level I ⇒ New Program or Program Revision
- Level II ⇒ Degree Program Revision or New/Revised COR
- Level III Minor Program Revision
- Application for COR Renewal
- Deletion Course or Track or Minor or Program
- Variability in Program Delivery
- Program Reactivation
- New Course ⇒ Enter CIP Code (Contact Registrar's Office): _____
- Major Course Revision
- Minor Course Revision
- Dual-Level or Cross Listing
- Distance Education

Received

SEP 5 2013

Liberal Studies

Description of Proposal: Conversion of EDSP 373 Psychology of Adolescent Education method of delivery from traditional delivery model to Distance Education mode of delivery

Department: Educational and School Psychology (EDSP)

Author or Contact Person: Timothy J. Runge, Ph.D., NCSP trunge@iup.edu
 (name and e-mail address)

SIGNATURES OF APPROVAL

	Academic Integrity	Resource Implications*	E-mail Address	Date
Dept. Curriculum Committee Chair	<i>TJR</i>	N/A	trunge@iup.edu	3.25.13
Department Chair	<i>Therese Black</i>	N/A	lblack@iup.edu	3/25/13
TECC Chair	Information only			
College Curriculum Committee Chair	Information only			
College Dean	<i>Edwina Weir</i>			4/5/13
Continuing Ed. Dean				
Graduate Dean				
Provost				
Graduate Com. Chair				

COMMENTS:

APPROVED EXPEDITED REVIEW

 Dean's Associate, SGSR Dean, SGSR Provost UWGC Chairs

If any signatory above wishes to decline expedited review, write "Decline" on the appropriate signature line and return the proposal to the SGRS Dean's Associate.

To sign off on resource implications, confirm that detailed justification of resource sufficiency has been made and approved.

Graduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours)

Existing and Special Topics Course

Course: EDSP 373 Psychology of Adolescent Education

Instructor(s) of Record: Timothy J. Runge, Ph.D., NCSP

Phone: (724) 357-3788 **E-mail:** trunge@iup.edu

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1 – A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Timothy J. Runge, Ph.D., NCSP is qualified in the distance education delivery method having successfully taught two distance education courses via Moodle: EDSP 102-801 Educational Psychology (Summer 2009 & 2010) and EDSP 523-801 Educational Programming for Gifted Learners (Summer 2009 & 2011). Dr. Runge uses Moodle and Desire2Learn (D2L) to supplement all of his courses taught at the undergraduate (EDSP 477) and graduate levels (EDSP 748, 746, 755, 949, 946, 952). In these traditional brick-and-mortar courses, Moodle / D2L is used to distribute notes and course information, facilitate the occasional online discussion among students, submit written assignments, and for assessment of student learning via quizzes and exams. Dr. Runge also taught continuing education courses on applied behavior analysis via Moodle while employed with the Pennsylvania Department of Education, Bureau of Special Education, Pennsylvania Training and Technical Assistance Network (PaTTAN) prior to his hire at IUP. This extensive history of delivering instruction through distance education and a blending of traditional and distance education across multiple years and disciplines in the field of school and educational psychology strongly suggests Dr. Runge is qualified to teach distance education courses.

Evidence suggests that Dr. Runge has the skills to successfully develop distance education courses and convert traditional courses to a distance education format. In summer 2009, Dr. Runge developed EDSP 102-801 thus demonstrating his ability to successfully transform a traditional brick-and-mortar EDSP 102 course to a completely distance education format offered in summer 2009. Dr. Runge and Dr. Nancy Yost (EDEX) successfully submitted a Variability in Delivery Proposal for the recently approved Letter of Completion (LoC) in Gifted Education. These accomplishments demonstrate that Dr. Runge has experience in creating new courses for distance education and transforming existing, traditional courses to a distance format.

Dr. Runge has demonstrated a commitment to learning more about delivery of distance education. In April 2009, when Moodle was first adopted at IUP, he participated in beta version

Moodle trainings with the IUP IT staff, providing feedback to them on ways to improve their training modules prior to offering them university-wide. Dr. Runge has also attended D2L trainings offered by IUP IT.

Dr. Runge is qualified in his discipline of school psychology to teach the content of this course. He earned a Ph.D. in School Psychology from The Pennsylvania State University in May 2003 and is credentialed as a Nationally Certified School Psychologist (NCSP). Specific to the discipline of the education of adolescents, Dr. Runge has extensive training and experience which make him more than minimally qualified to teach EDSP 373. He worked in middle and high school public schools for nearly 10 years prior to his hire at IUP, both as a certified school psychologist and as an educational consultant for PaTTAN. Specifically, Dr. Runge performed a number of duties while functioning in these capacities, including but not limited to: psychoeducational assessment of adolescents for special education eligibility; consultation regarding academic, social, emotional, and behavioral functioning of adolescents; functional behavioral assessment; development and monitoring of Individualized Education Programs (IEP); data analysis teaming; universal screening and progress monitoring; crisis intervention; Student Assistance Program (SAP) participation; evaluation of educational programs for adolescent students (e.g., special education, gifted education); and multi-systemic case planning. Dr. Runge also is director of the IUP Child Study Center (CSC) and Center for Gifted Education (CGE), both of which provide direct and consultative services, respectively, to adolescent students and their families so that all students have an opportunity to be successful in their educational careers.

2. How will each objective in the course be met using distance education technologies?

Please see below for an illustration of how each Course Objective from the Syllabus of Record (Appendix A) how each will be met using distance education technology; how each is presently assessed; and how each will be assess using distance education technologies.

Course Objective	How Course Objective WILL BE Met	How Objective is PRESENTLY Assessed	How Objective WILL BE Assessed
1. Students will define and utilize the skills needed to successfully address the issues confronting adolescents.	Reading text and supplemental material; narrated PowerPoint (Highlighting readings); Threaded Discussion Boards	Class Activities; Interview of Adolescent; Exam 1; Final Exam	Discussion Board on Issues Confronting Adolescents; Interview of Adolescent; Quiz 1; Final Exam
2. Students will describe the principles of psychology that govern human behavior with a special emphasis on the behavior of adolescents.	Reading text and supplemental materials; Visiting relevant websites identified by Instructor and self-selected;	Class Activities; Research Project*; Exam 1; Final Exam	One-page summary of key terms; Research Project*; Quiz 1; Final Exam
3. Students will analyze how research applies to the daily lives of adolescents.	Reading text; utilizing IUP Library LibGuides to conduct searches of articles, books, and Films on Demand	Class Activities; Annotated Bibliography; Exam 1; Final Exam	Annotated Bibliography; Quiz 1; Final Exam
4. Students will recognize and react appropriately	Reading text; view YouTube and Films on	Class Activities; Interview of Adolescent; Exam 1;	YouTube Video Critique; Interview of Adolescent;

to adolescents' ability to understand the perspectives of others.	Demand videos related to topic; Interview of Adolescent	Final Exam	Quiz 1; Final Exam
5. Students will investigate the most current research and thinking in various areas of adolescent development (i.e., physical, emotional, social, and intellectual).	Reading text and supplemental material; IUP Library searches of print and video databases; Group Discussion Boards	Class Activities; Research Project*; Exam 2; Final Exam	Discussion Board on Current Research; Research Project*; Quiz 2; Final Exam
6. Students will demonstrate the skills necessary to successfully identify the important challenges of raising adolescents.	Reading text and supplemental material; narrated PowerPoint (Highlighting readings); Discussion Board on Parenting Columns; Reflect on Interview of Adolescent	Class Activities; Interview of Adolescent; Exam 2; Final Exam	Parenting Column Link and Comment Posting; Interview of Adolescent; Quiz 2; Final Exam
7. Students will demonstrate the necessary skills to understand adolescent development in the context of learned concepts and the practical application of these concepts.	Reading text and supplemental material; Self-selected small group discussions of Instructor-provided topics; Integrate with Research Project assignment	Class Activities; Research Project*; Exam 2; Final Exam	Adolescent Interview Presentation; Research Project*; Quiz 2; Final Exam
8. Students will demonstrate an understanding of examples used to establish connections between situations faced by adolescents of different ages, sexes, and cultural backgrounds.	Reading text and supplemental material; Students assigned to groups based on heterogeneous characteristics to discuss their own differences; view relevant Films on Demand videos	Class Activities; Annotated Bibliography; Exam 2; Final Exam	Group Discussion on Diversity; Annotated Bibliography; Quiz 2; Final Exam

*** Indicates Key Assessment Rating System (KARS) Assignment**

3. How will instructor-student and student-student, if applicable, interaction take place?

Instructor-student interaction will occur in a variety of modes with asynchronous Discussion Board and IUP e-mail being the primary methods utilized. A General Discussion Board will be provided for students to use, and this General Discussion Board will not be monitored by the instructor. Topical Discussion Boards, monitored by the instructor, will be available for each class (i.e. topic/chapter). Three of these Discussion Boards will be required assignments (e.g., Objectives 1, 5, and 6). In addition to Discussion Boards, instructor-student interaction will occur via students submitting assignments each week and the instructor providing prompt feedback on those assignments.

Communications between students and the instructor that are of a more personal / private matter will be honored through IUP e-mail, phone, or by attending instructor office hours on campus.

Office hours will be hosted each week, and these office hours will be in compliance with the current Collective Bargaining Agreement (CBA) to include both virtual and traditional office hours, as appropriate. This allows students, if they desire, to schedule a face-to-face meeting with the instructor.

Student-student interaction will occur in a number of ways. First, students can communicate via the General Discussion Board, which is not monitored by the instructor. Second, students will provide responses to instructor-provided prompts and reflect on each other's comments for two of the required Discussion Boards (e.g., Objectives 1 and 5). Third, for Objective 6, students are required to post an excerpt from a parenting advice article / column (e.g., e-newsletter; blog; website; printed column; printed magazine) and then comment on other students' postings. Fourth, students will work in small groups (asynchronously or synchronously) for Objectives 7 and 8. For Objective 7, students will be self-assign to a small group (3-5 students per group) with the task of discussing an instructor-provided issue and collectively creating a response. This activity will occur synchronously. For Objective 8, students will be assigned to heterogeneous groups by the instructor and asked compare and contrast each other's differences (e.g., race, ethnicity, socioeconomic status, gender, religious affiliation) as part of a conversation about diversity and its role in adolescent development. This activity can occur either synchronously or asynchronously. In summary, there will be variety of ways in which students will interact with each other over the course of the semester.

4. How will student achievement be evaluated?

Student achievement will be evaluated through the following four broad activities: (1) Discussion Boards; (2) Written Assignments; (3) Small Group Activities; (4) Quizzes / Tests. An overview of assignments and point values is provided below.

Assignment	Point Value	% of Total Grade
Discussion Board and Reflective Comments		
Discussion Board on Current Research	3	1.5%
Discussion Board on Issues Confronting Adolescents	3	1.5%
Parenting Advice Column Posting	6	3%
Discussion Board Comment on Parenting Advice Posting	3	1.5%
Written Assignments		
One-Page Summary of Key Terms	10	5%
Adolescent Interview	20	10%
YouTube Video Critique	5	2.5%
Annotated Bibliography	10	5%
Research Project	40	20%
Small Group Discussions		
Adolescent Interview Presentation to Small Group	10	5%
Group Discussion on Adolescent Diversity	10	5%
Quizzes / Exams		
Quiz 1	20	10%
Quiz 2	20	10%
Final Exam	40	20%

TOTAL	200	100%
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Each broad activity with corresponding specific assignments and their respective point values are summarized below.

Discussion Boards (Total of 15 points)

- **Discussion Board on Issues Confronting Adolescents (3 points)**
Using an asynchronous format, students will provide a brief summary of one or two main issues confronting contemporary adolescents. These reflections will be based on a multitude of sources, including required readings, internet sources, and the Interview of Adolescent assignment. A general grading rubric for this assignment is provided in Appendix D.

- **Parenting Advice Column Posting (6 points)**
Students will search electronic and print materials to identify a Parenting Advice Column (or blog, article, etc.) that addresses an issue related to raising an adolescent. Students will post this Parenting Advice Column to a Discussion Board and offer one reflection on the issue presented in the column/blog/article. A general grading rubric for this assignment is provided in Appendix D.

- **Comment on Parenting Advice Column Posting (3 points)**
Students will review at least one Parenting Advice Column Posting provided by a classmate in the above assignment. A reflection, counterpoint, or other comment of their peer’s posting will be graded using the rubric offered in Appendix D.

- **Discussion Board on Current Research (3 points)**
Using an asynchronous format, students will provide a brief summary of their annotated bibliography to the rest of the class. A general grading rubric for this assignment is provided in Appendix D.

Written Assignments (Total of 85 points)

- **One-Page Summary of Key Terms (10 points)**
Students will read the relevant chapter for the assigned topic and provide a one-page summary of key terms. Assignments requirements include providing a definition of each key term and an example of that key term that was not offered in the text. Key terms will be identified by the instructor in advance to facilitate a focused review. A sample list of terms, assignment directions, and grading rubric are provided in advance.

- **Annotated Bibliography (10 points)**
Students will locate at least five sources related to their Research Paper and provide an annotated bibliography of these sources. This assignment will be submitted directly to the Instructor for his/her review and approval prior to commencing with writing the Research Paper. A rubric is found in Appendix E.

- **Interview of Adolescent (20 points)**

Students will conduct an interview of a volunteering adolescent. This volunteer can be a family member or friend. The interview questions will focus on the adolescent's perspectives on all areas of development including physical, social, emotional, behavioral, and academic. A sample list of questions that students will be required to ask will be provided on the course website. Students will also need to write 5 questions of their own. Responses to the interview should be typed up and submitted via the course website. A sample of this lesson and the accompanying rubric is found in Appendix F.

- **YouTube Video Critique (5 points)**

Students will locate a video on YouTube or a similar website that is created by an adolescent in which his/her perspective on development is highlighted. Any area of development, including physical, social, emotional, behavioral, and academic, can be the focus of the video. Students will post the link to this video and provide a brief reflection on this video. The same rubric used for the Discussion Boards will be used and will be posted on the course website.

- **Research Paper (40 points)**

Students will select one area of adolescent development (e.g., physical, emotional, social, behavioral, academic) and synthesize at least five reputable sources, documented in the above Annotated Bibliography. Students will then provide comments on how this information will inform their practice as future educators. A rubric will be provided on the course website.

Small Group Discussions (Total of 20 points)

- **Adolescent Interview Presentation to Small Group (10 points)**

Students will work in self-selected groups of 3-5. Using a synchronous format (e.g., Wimba), students will each present a summary of their interview, maintaining the anonymity of the volunteering adolescent. After each group member presents his/her summary, the group will synthesize salient issues related to adolescent development and how these issues affect the educational process. The instructor will monitor each group meeting and provide each student with an individual grade based on the quality of his/her participation in the group discussion. A portion of the overall grade is also awarded for the entire group based on the group's synthesizing statement. A rubric will be provided in advance (Appendix G) and will be posted on the course website.

- **Group Discussion on Diversity (10 points)**

Prior to forming the groups, students will be asked to provide a brief demographic history to the instructor. These data will be used to create heterogeneous groups for this activity. Students will work in instructor-selected groups of 3-5. Using a synchronous format (e.g., Wimba), students will each present a summary of their history, issues faced as an adolescent, and how these affected their educational career. After each group member presents his/her summary, the group will synthesize salient issues related to adolescent development and how these issues affect the educational process. The instructor will monitor each group meeting and provide each student with an individual grade based on the quality of his/her participation in the group discussion. A rubric will be provided in advance and posted on the course website.

Traditional Tests (Total of 60 points)

- **Quiz 1 (20 points)**

Quiz 1 will include a combination of multiple choice and short answer items. Responses will be evaluated with respect to accuracy and amount of substantive content; evidence of understanding of material covered in readings, PowerPoints, and discussions; and depth of awareness regarding how adolescent development affects the educational process. Quiz 1 will be completed online via Moodle or D2L and will assess mastery of content covered from the beginning of the semester. Quiz 1 will be made available via Moodle or D2L at the conclusion of the last topic in which information assessed on Quiz 1 is reviewed. Quiz 1 must be completed with 48 hours.

- **Quiz 2 (20 points)**

Quiz 2 will include a combination of multiple choice and short answer items. Responses will be evaluated with respect to accuracy and amount of substantive content; evidence of understanding of material covered in readings, PowerPoints, and discussions; and depth of awareness regarding how adolescent development affects the educational process. Quiz 2 will be completed online via Moodle or D2L and will assess mastery of content covered from Quiz 1 to the latest topic covered in the syllabus. Quiz 2 will be made available via Moodle or D2L at the conclusion of the last topic in which information assessed on Quiz 2 is reviewed. Quiz 2 must be completed with 48 hours.

- **Final Exam (40 points)**

This summative Final Exam will include a combination of multiple choice and short answer items. Responses will be evaluated with respect to accuracy and amount of substantive content; evidence of understanding of material covered in readings, PowerPoints, and discussions; and depth of awareness regarding how adolescent development affects the educational process. The Final Exam will be completed online via Moodle or D2L and will assess mastery of content covered across the entire semester. Quiz 2 will be made available via Moodle or D2L on the last day and must be completed with 48 hours.

Letter grades will be assigned following this schedule:

Points Earned	Percentage of Points	Letter Grade
180-200	90-100	A
160-179	80-89	B
140-159	70-79	C
120-139	60-69	D
<120	<60	F

5. How will academic honesty for tests and assignments be addressed?

Academic honesty on tests will be maintained using a secured log-in site on Moodle or D2L. The test questions themselves cannot be printed or copied into another software program (e.g., Microsoft Word). A large pool of items will be used to randomly draw questions for each student's Quiz or Final Exam, resulting in each student taking an alternative form of the quiz.

Gail Sechrist 9/17/13
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course Rejected as distance education course

Theresa S. McLaughlin (Lm) 9/19/13
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

List of Appendices

- Appendix A – Current Syllabus of Record
- Appendix B – Welcome E-Mail / Letter to Students
- Appendix C – EDSP 748-801 Course Syllabus
- Appendix D – General Discussion Board Rubric (for illustrative purposes)
- Appendix E – Annotated Bibliography Rubric (for illustrative purposes)
- Appendix F – Interview of Adolescent Assignment & Rubric
- Appendix G – Adolescent Interview Presentation to Small Group Assignment & Rubric

Appendix A: Syllabus of Record

I. Catalog Description

3c-01-3sh

EDSP 373: Psychology of Adolescent Education

Prerequisites: EDSP 102

II. Course description and objectives:

A study of significant characteristics, behavior, and educational and social problems of adolescents.

This course is designed for teacher education students (all early childhood, elementary, and secondary majors, music, art and physical education majors, as well as future speech and language pathologists), but open to all interested students, to promote their understanding of adolescence, that brief period of life that is earmarked by remarkable physical, emotional, social, and intellectual growth. The intent of this course is to acquaint students with the principles of psychology that govern human behavior with a special emphasis on the behavior of adolescents. We are looking to determine the effects of physical, environmental, and educational influences on the behavior of adolescents. This course will study the richness of adolescence with an emphasis on understanding the relationship between education and the contemporary concerns of adolescence.

Specific learning outcomes:

1. Students will define and utilize the skills needed to successfully address the issues confronting adolescents.
2. Students will describe the principles of psychology that govern human behavior with a special emphasis on the behavior of adolescents.
3. Students will analyze how research applies to the daily lives of adolescents.
4. Students will recognize and react appropriately to adolescents' ability to understand the perspectives of others.
5. Students will investigate the most current research and thinking in various areas of adolescent development (i.e., physical, emotional, social, and intellectual).
6. Students will demonstrate the skills necessary to successfully identify the important challenges of raising adolescents.
7. Students will demonstrate the necessary skills to understand adolescent development in the context of learned concepts and the practical application of these concepts.
8. Students will demonstrate an understanding of examples used to establish connections between situations faced by adolescents of different ages, sexes, and cultural backgrounds.

III. Student Outcomes Assessment Matrix

Minor Program in Educational Psychology Objective	Course Objective	Assessment Technique
	1	Class activities, Interview of adolescent
	2	Class activities, Research project*
	3	Class activities, Annotated bibliography
	4	Class activities, Interview of adolescent
	5	Class activities, Research project*
	6	Class activities, Interview of adolescent
	7	Class activities, Research project*
	8	Class activities, Annotated bibliography

* Indicates Key Assessment

IV. Sample Course Outline

(Individual faculty may adjust as needed.)

<u>Week</u>	<u>Topic</u>	<u>Assigned Reading</u>
Class 1	Perspectives on Adolescence (Sample activities may include having students view a movie in which adolescents are stereotyped and discuss the stereotypes and asking students to state the first words that come to mind when they think of “adolescents,” write these words on the board, and discuss.)	Chapter 1
Class 2	Theoretical Foundations of Adolescent Development (Sample activities may include having students break into small groups, each with the name of a theorist such as Skinner, Freud, Erikson, or Chodorow pinned to his or her back and role-play a conversation at a hypothetical cocktail party as to the source of adolescents’ problems today. Have students clip problems about adolescents from advice columns (e.g., Dear Abby) and write answers to these while working in small groups, with each group representing a different theoretical approach (e.g., Dear Siggie, Dear B. F., Dear Erik). Compare answers in a group discussion involving the entire class.)	Chapter 2
Class 3	The Biological Context of Development: Puberty (Sample activities may include asking the class to form small groups in which members role-play a parent and an adolescent having a discussion about sexual behavior, prompted by the parents having inadvertently discovered information leading them to believe that the adolescent may be sexually active and having students watch a television sitcom with adolescent characters and note how adolescent sexuality is portrayed.)	Chapter 3
Class 4	Cognitive Development: Processes and Transitions	Chapter 4

(Sample activities may include having students form dyads and role-play two arguments: an argument between a parent and an adolescent and a parent and a child, alternating roles so each has a turn at being the parent, have members of the class make up questions asking how two things that do not look at all alike are actually alike, such as, “How is a horse like a goldfish?” Have each member of the class ask the questions of both a grade school child and an adolescent, recording the answers of each. Compare notes in the classroom.)

- Class 5** **Defining the Self: Identity and Intimacy** Chapter 5
(Sample activities may include having students form small groups and role-play adolescents discussing the need to decide their future occupation, with each student role-playing a different identity status, have students form small discussion groups and write on one side of a 3 x 5 index card the characteristics that currently describe themselves best and on the other side the characteristics that best described them as adolescents. Have each student share these with other members of the group.)
- Class 6** **The Sexual Self: Close Relationships in Adolescence** Chapter 6
(Sample activities might include relevant article selection and reflective response, as well as writing a reflection paper on how someone would prepare a discussion on a certain topic related to sexual identity.)
- Class 7** **Adolescents in the Family: Changing Roles and Relationships** Chapter 7
(Sample activities might include reviewing two videos and writing a reflection paper on each as to how parents can better communicate effectively, as well as preparing a paper on internet resources for adolescents and parents.)
- Class 8** **Adolescents and Their Friends** Chapter 8
(Sample activities might include reviewing articles under provided links and preparing a discussion that addresses how peers can effectively deal with positive and negative peer pressure.)
- Class 9** **Adolescents in the Schools: Moving into High School** Chapter 9
(Sample activities may include researching a topic in special education that deals with adolescence and then describe how an IEP would be addressed with parents.)
- Class 10** **Work, Careers, and College** Chapter 10
(Sample activities may include creating a presentation using visual and written aids to convince parents to bring their student to a career day in a college setting.)
- Class 11** **Facing the Future: Values in Transition** Chapter 11
(Sample activities may include reading and discussing short stories dealing with religious stereotypes and forming a debate panel on how cheating in school may or may not be justifiable under certain circumstances.)

- Class 12 The Problems of Youth Chapter 12**
 (Sample activities may include asking students to describe a violent incident they saw in which an adolescent was involved and identify common factor and have students describe their perceptions of the extent that alcohol and drug abuse are prevalent on campus while exploring news articles on this topic.)
- Class 13 Positive Development in Adolescence: Meeting the Chapter 13**
Challenges and Making It Work
 (Sample activities may include having students determine what community agencies are available to help adolescents in need and having the class form small groups and role play assertiveness and passivity.)
- Class 14 Studying Adolescence: Research Methods and Issues Chapter 14**
 (Sample activities may include having students form small groups and role play informing human subjects of their rights and having students form groups and compare different types of research designs.)
- Class 15 Review for Final Exam**
- Class 16 Final Exam**

V. Sample Evaluation Methods
 (These may vary according to instructor.)

Grades will be awarded on a point system. Students will earn points through completion of tests (multiple choice and/or essay), an outline, interview and oral presentation, exams, and an annotated bibliography. The final project will involve the development of research project paper. Points are as follows:

<u>Requirement</u>	<u>Points</u>	<u>% of total grade</u>
Outline	10 pts.	2.78%
Interview and Oral Presentation	10 pts.	2.78%
Annotated Bibliography	10 pts.	2.78%
Research Project	30 pts.	8.33%
Exam 1	100 pts.	27.8%
Exam 2	100 pts.	27.8%
Final Exam	<u>100 pts.</u>	<u>27.8%</u>
Total	360	100%

(* point value may vary with number of class activities)

Letter grades will follow this scale:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

VI. Class Procedures

(These may vary according to the instructor.)

Class attendance and participation are important. Any absences should be reported by telephoning the Educational & School Psychology office and leaving a message or by contacting the instructor directly. Illness or family emergency are the only acceptable excuses for missing an exam or class activity. Class activities are unannounced and cannot be made up without special permission. Each student will be expected to take the exams on the assigned dates.

Any instances of cheating or unethical behavior will be handled according to university policies. These include such activities as presence of notes during exams, plagiarism, conversation after receiving an exam, or the like.

VII. Suggested textbooks, supplemental books and readings

Textbook: Cobb, N.J. (2004). *Adolescence* (5th ed.). New York, NY: McGraw-Hill.

(Other textbooks need to be reviewed and approved by the Department Chair and/or the Curriculum Committee.)

Other readings as assigned.

VIII. Special resource requirements

NA

IX. Bibliography

Bell, N. & Bell, R. W. (1993). *Adolescent risk taking*. Newbury Park, CA: Sage Publications.

Blau, G. (1996). *Adolescent dysfunctional behavior: causes, interventions, and prevention*. Thousand Oaks, CA: Sage Publications.

Borman, K. (1998). *The adolescent years: social influences and educational challenges*. Chicago, IL: University of Chicago Press.

Capuzzi, D., & Gross, D. R. (1996). *Youth at risk, a prevention resource for counselors, teachers, and parents*. (2nd ed.). Alexandria, VA: Counselors Association.

Dryfoos, J. G. (1998). *Safe passage: making it through adolescence in a risky society*. New York, NY: Oxford University Press.

Finders, M. J. (1997) *Just girls: hidden literacies and life in junior high*. New York, NY: Teachers University Press.

Garbarino, J. (1999). *Lost boys: Why our sons turn violent and how we can save them*. New

York, NY: Simon & Schuster Inc.

Hersh, P. (1998). *A tribe apart*. New York, NY: Ballantine Books.

Hine, T. (1999). *The rise and fall of the American teen-ager*. New York, NY: Harper-Collins.

Lightfoot, C. (1997). *The culture of adolescent risk-taking*. New York, NY: Guilford Press.

Mortimer, J. T. (1996). *Adolescents, work, and family: an intergenerational development analysis*. Thousand Oaks, CA: Sage Publications.

Pipher, M. B. (1994). *Reviving Ophelia: saving the selves of adolescent girls*. New York, NY: Putman.

Pollack, W. (1998). *Real boys: rescuing our sons from the myths of boyhood*. New York, NY: Owl Books.

Ponton, L. E. (1997). *The romance of risk: Why teenagers do the things they do*. New York, NY: Basil Books.

Search Institute. (n.d.) *Raising caring and responsible children and teenagers* Retrieved at <http://www.search-institute.org>.

Steinberg, L. D. (1994). *Crossing paths: how your child's adolescence triggers your own crises*. New York, NY: Simon & Schuster.

Appendix B: Welcome E-Mail / Letter to Students

COLLEGE OF EDUCATION AND EDUCATIONAL TECHNOLOGY



DEPARTMENT OF EDUCATIONAL AND SCHOOL PSYCHOLOGY

Date

Dear Student:

Welcome! Given that you are receiving this letter / e-mail, you are registered for EDSP 373 Section 801 – Psychology of Adolescent Education. This letter / e-mail is being sent to all registered students to facilitate your initial access to the on-line course.

The book for this class is indicated below. You are strongly encouraged to purchase this book well in advance of the start of the semester through IUP's Student Co-Op Store.

Cobb, N. J. (2010). *Adolescence* (7th ed.). New York, NY: Sinauer Associates, Inc. ISBN: 978-0878933389

EDSP 373 801 is **entirely** on-line using D2L. Some of you may be familiar with WebCT or Moodle, the on-line course management systems IUP has used over the past few years. I believe you will find D2L very easy to use and similar to WebCT / Moodle. Please see IUP's helpful D2L IT website for students for more information on D2L:
<http://www.iup.edu/itsupportcenter/d2l/>

To successfully complete this course you will need to download and install some free software (many of you probably already have this software). Please make sure you have these before beginning the course:

- Adobe Acrobat - http://adobe.9-pdf-pro.com/index.asp?aff=100&camp=gg_AA_us&se=google
- Windows Media Player - <http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>
- QuickTime Player - <http://www.apple.com/quicktime/download/>
- Latest version of Internet Explorer (version 6 or later)
- Mozilla Firefox

Regarding your internet browser (Internet Explorer, Mozilla Firefox, or Google Chrome), you might want to turn off your Tool Bars and/or "PopUp Blockers" as these features might interfere with efficient access to all course material.

You are now ready to access the course via D2L. Please visit <https://d2l.iup.edu/> to log in.

If you have any problems connecting to the D2L site, please contact IT Support Center at it-support-center@iup.edu. You can also call the IT Support Center Mondays through Fridays from 8:00 AM - 4:30 PM at (724) 357-4000. The wonderful people at the IT Support Center can help you with any problems you might have accessing the D2L site. I, unfortunately, will not be able to help you access the D2L site.

Questions related to course content, assignments, etc., of course, please direct to me.

The course material will be made available beginning _____. Be sure to access it that day because some assignments are due within the first few days of the first week. **Beginning Monday,** _____, please access the D2L course and click on the "EDSP 373 801 Syllabus" to download the syllabus for the course. Next, click on the "Reviewing the Syllabus" video link for an overview of the syllabus. Then continue with the video link "Orientation to the EDSP 373 801 D2L Site."

Again, if you have question about accessing D2L, please use the IT Support Center. Questions about course content should be directed to me.

I look forward to having you all "in class." See you next week.

--

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Appendix C: EDSP 748 – 801 Course Syllabus

COLLEGE OF EDUCATION AND EDUCATIONAL
TECHNOLOGY



DEPARTMENT OF EDUCATIONAL AND SCHOOL PSYCHOLOGY

EDSP 373 – Section 801 3c-01-3sh
Psychology of Adolescent Education
Instructor Syllabus

Instructor: Timothy J. Runge, Ph.D., NCSP

Class: On-Line via Desire2Learn (D2L)

Office: 242 Stouffer Hall

Office Hours: Tuesdays 2:30 – 4:30
Wednesdays 12:00 – 1:00
Thursdays 2:30 – 4:30
Also by appointment

Office Phone: (724) 357-3788

E-mail: trunge@iup.edu

Course Website: <https://d2l.iup.edu>

Course Prerequisite: EDSP 102

I. Catalog Description

A study of significant characteristics, behavior, and educational and social problems of adolescents

II. Course Description and Objectives:

This course is designed for teacher education students (all early childhood, elementary, and secondary majors, music, art and physical education majors, as well as future speech and language pathologists), but open to all interested students, to promote their understanding of adolescence, that brief period of life that is earmarked by remarkable physical, emotional, social, and intellectual growth. The intent of this course is to acquaint students with the principles of psychology that govern human behavior with a special emphasis on the behavior of adolescents. We are looking to determine the effects of physical, environmental, and educational influences on the behavior of adolescents. This course will study the richness of adolescence with an emphasis on understanding the relationship between education and the contemporary concerns of adolescence.

Specific learning outcomes:

1. Students will define and utilize the skills needed to successfully address the issues confronting adolescents.
2. Students will describe the principles of psychology that govern human behavior with a special emphasis on the behavior of adolescents.

3. Students will analyze how research applies to the daily lives of adolescents.
4. Students will recognize and react appropriately to adolescents' ability to understand the perspectives of others.
5. Students will investigate the most current research and thinking in various areas of adolescent development (i.e., physical, emotional, social, and intellectual).
6. Students will demonstrate the skills necessary to successfully identify the important challenges of raising adolescents.
7. Students will demonstrate the necessary skills to understand adolescent development in the context of learned concepts and the practical application of these concepts.
8. Students will demonstrate an understanding of examples used to establish connections between situations faced by adolescents of different ages, sexes, and cultural backgrounds.

III. Student Outcomes Assessment Matrix

Course Objective	Assessment Technique
1	Discussion Board on Issues Confronting Adolescents; Interview of Adolescent; Quiz 1; Final Exam
2	One-page summary of key terms; Research Project*; Quiz 1; Final Exam
3	Annotated Bibliography; Quiz 1; Final Exam
4	YouTube Video Critique; Interview of Adolescent; Quiz 1; Final Exam
5	Discussion Board on Current Research; Research Project*; Quiz 2; Final Exam
6	Parenting Column Link and Comment Posting; Interview of Adolescent; Quiz 2; Final Exam
7	Adolescent Interview Presentation to Small Group; Research Project*; Quiz 2; Final Exam
8	Group Discussion on Diversity; Annotated Bibliography; Quiz 2; Final Exam

*Indicates Key Assessment Rating System (KARS) Assignment

IV. Required Text

Cobb, N. J. (2010). *Adolescence* (7th ed.). New York, NY: Sinauer Associates, Inc. ISBN: 978-0878933389

V. Course Outline

Week	Topic(s)	Assigned Reading(s)	Assignment(s) Due
1	Introduction to Course <ul style="list-style-type: none"> • Review of Syllabus • Rules of participation Perspectives on Adolescence <ul style="list-style-type: none"> • Popular video clips of adolescent stereotypes • PowerPoint 	Cobb (2010) Chapter 1	<ul style="list-style-type: none"> • Discussion Board on Issues Confronting Adolescents

Week	Topic(s)	Assigned Reading(s)	Assignment(s) Due
2	Theoretical Foundations of Adolescent Development <ul style="list-style-type: none"> Review popular advice sources for parenting adolescents Discuss how this effects the educational process; what teachers can do with this information Web-based readings 	Cobb (2010) Chapter 2	<ul style="list-style-type: none"> Parenting Advice Column Posting
3	The Biological Context of Development: Puberty <ul style="list-style-type: none"> PowerPoint Videos of movie or sitcom with adolescent characters and how sexuality is portrayed 	Cobb (2010) Chapter 3	<ul style="list-style-type: none"> Comment on Parenting Advice Column Posting
4	Cognitive Development: Processes and Transitions <ul style="list-style-type: none"> Web-based readings 	Cobb (2010) Chapter 4	<ul style="list-style-type: none"> One-page Summary of Key Terms
5	Defining the Self: Identity and Intimacy <ul style="list-style-type: none"> Prepare Interview of Adolescent questions Self-reflection on identification as adolescent 	Cobb (2010) Chapter 5	<ul style="list-style-type: none"> Annotated Bibliography
6	The Sexual Self: Close Relationships in Adolescence <ul style="list-style-type: none"> How would you prepare a discussion on sexual identity to adolescents? Review sex education policies, laws, regulations, standards in education 	Cobb (2010) Chapter 6	<ul style="list-style-type: none"> Quiz 1
7	Adolescents in the Family: Changing Roles <ul style="list-style-type: none"> Reviewing internet resources for adolescents and parents PowerPoint 	Cobb (2010) Chapter 7	<ul style="list-style-type: none"> Interview of Adolescent
8	Adolescents and Their Friends <ul style="list-style-type: none"> Web-based readings on how peers effectively deal with positive and negative peer pressure Consequences of peer influence 	Cobb (2010) Chapter 8	<ul style="list-style-type: none"> Adolescent Interview Presentation to Small Group
9	Adolescents in the Schools: Moving into High School <ul style="list-style-type: none"> Investigating prevalent issues for the adolescent in high school Academic, social demands of high school 	Cobb (2010) Chapter 9	
10	Work, Careers, and College <ul style="list-style-type: none"> Prezi Presentation Review popular interest and occupational inventories used with adolescents to guide their work, career, and college choice Budgeting for career choices 	Cobb (2010) Chapter 10	<ul style="list-style-type: none"> Discussion Board on Current Research

Week	Topic(s)	Assigned Reading(s)	Assignment(s) Due
11	Facing the Future: Values in Transition <ul style="list-style-type: none"> • Web-based readings on development into adulthood • Roles and responsibilities of the future adult 	Cobb (2010) Chapter 11	<ul style="list-style-type: none"> • Quiz 2
12	The Problems of Youth <ul style="list-style-type: none"> • Review of recent news events related to adolescents (e.g., violence, peer pressure, bullying, assuming role as caregiver for younger siblings; parental dysfunction) • Review longitudinal data regarding career, college, and work choices of adolescence 	Cobb (2010) Chapter 12	<ul style="list-style-type: none"> • YouTube Video Critique
13	Positive Development in Adolescence: Meeting the Challenges and Making it Work <ul style="list-style-type: none"> • Investigating community agencies that may assist adolescents through their development • PowerPoint 	Cobb (2010) Chapter 13	<ul style="list-style-type: none"> • Research Paper
14	Studying Adolescence: Research Methods and Issues <ul style="list-style-type: none"> • Discuss issues related to conducting research on adolescents • Review relevant Institutional Review Board documents and training (via CITI training offered on IUP website) 	Cobb (2010) Chapter 14	
15	Review and Wrap-Up		<ul style="list-style-type: none"> • Group Discussion on Diversity
16	Final Exam		<ul style="list-style-type: none"> • Final Exam

VI. Evaluation Methods

Student achievement will be evaluated through four broad activities: (1) Discussion Boards; (2) Written Assignments; (3) Small Group Activities; (4) Quizzes / Tests:

Assignment	Point Value	% of Total Grade
Discussion Board and Reflective Comments		
Discussion Board on Issues Confronting Adolescents	3	1.5%
Discussion Board on Current Research	3	1.5%
Parenting Advice Column Posting	6	3%
Discussion Board Comment on Parenting Advice Posting	3	1.5%
Written Assignments		
One-Page Summary of Key Terms	10	5%
Adolescent Interview	20	10%
YouTube Video Critique	5	2.5%
Annotated Bibliography	10	5%
Research Project	40	20%

Small Group Discussions		
Adolescent Interview Presentation to Small Group	10	5%
Group Discussion on Adolescent Diversity	10	5%
Quizzes/ Exams		
Quiz 1	20	10%
Quiz 2	20	10%
Final Exam	40	20%
TOTAL	200	100%

Each broad activity with corresponding specific assignments and their respective point values are summarized below.

Discussion Boards (Total of 15 points)

- Discussion Board on Issues Confronting Adolescents (3 points)

Using an asynchronous format, students will provide a brief summary of one or two main issues confronting contemporary adolescents. These reflections will be based on a multitude of sources, including required readings, internet sources, and the Interview of Adolescent assignment. A grading rubric for this assignment is provided on the course website.

- Parenting Advice Column Posting (6 points)

Students will search electronic and print materials to identify a Parenting Advice Column (or blog, article, etc.) that addresses an issue related to raising an adolescent. Students will post this Parenting Advice Column to a Discussion Board and offer one reflection on the issue presented in the column/blog/article. A grading rubric for this assignment is provided on the course website.

- Comment on Parenting Advice Column Posting (3 points)

Students will review at least one Parenting Advice Column Posting provided by a classmate in the above assignment. A reflection, counterpoint, or other comment of their peer's posting will be graded using the rubric offered on the course website.

- Discussion Board on Current Research (3 points)

Using an asynchronous format, students will provide a brief summary of their annotated bibliography to the rest of the class. A grading rubric for this assignment is provided on the course website.

Written Assignments (Total of 85 points)

- One-Page Summary of Key Terms (10 points)

Students will read the relevant chapter for the assigned topic and provide a one-page summary of key terms. Assignments requirements include providing a definition of each key term and an example of that key term that was not offered in the text. Key terms will be identified by the

instructor in advance to facilitate a focused review. A sample list of terms, assignment directions, and grading rubric are offered on the course website.

- **Annotated Bibliography (10 points)**

Students will locate at least five sources related to their Research Paper and provide an annotated bibliography of these sources. This assignment will be submitted directly to the Instructor for his/her review and approval prior to commencing with writing the Research Paper. A grading rubric for this assignment is provided on the course website.

- **Interview of Adolescent (20 points)**

Students will conduct an interview of an adolescent of their selection. This volunteer can be a family member or friend. The interview questions will focus on the adolescent's perspectives on all areas of development including physical, social, emotional, behavioral, and academic. A sample list of questions that students will be required to ask will be provided on the course website. Students will also need to write 5 questions of their own. Responses to the interview should be typed up and submitted via the course website.

- **YouTube Video Critique (5 points)**

Students will locate a video on YouTube or a similar website that is created by an adolescent in which his/her perspective on development is highlighted. Any area of development, including physical, social, emotional, behavioral, and academic, can be the focus of the video. Students will post the link to this video and provide a brief reflection on this video. A grading rubric for this assignment is provided on the course website.

- **Research Paper (40 points)**

Students will select one area of adolescent development (e.g., physical, emotional, social, behavioral, academic) and synthesize at least five reputable sources, documented in the above Annotated Bibliography. Students will then provide comments on how this information will inform their practice as future educators. A grading rubric for this assignment is provided on the course website.

Small Group Discussions (Total of 20 points)

- **Adolescent Interview Presentation to Small Group (10 points)**

Students will work in self-selected groups of 3-5. Using a synchronous format (e.g., Wimba), students will each present a summary of their interview, maintaining the anonymity of the volunteering adolescent. After each group member presents his/her summary, the group will synthesize salient issues related to adolescent development and how these issues affect the educational process. The instructor will monitor each group meeting and provide each student with an individual grade based on the quality of his/her participation in the group discussion. A portion of the overall grade is also awarded for the entire group based on the group's synthesizing statement. A grading rubric for this assignment is provided on the course website.

- **Group Discussion on Diversity (10 points)**

Prior to forming the groups, students will be asked to provide a brief demographic history to the instructor. These data will be used to create heterogeneous groups for this activity. Students will

work in instructor-selected groups of 3-5. Using a synchronous format (e.g., Wimba), students will each present a summary of their history, issues faced as an adolescent, and how these affected their educational career. After each group member presents his/her summary, the group will synthesize salient issues related to adolescent development and how these issues affect the educational process. The instructor will monitor each group meeting and provide each student with an individual grade based on the quality of his/her participation in the group discussion. A grading rubric for this assignment is provided on the course website.

Traditional Tests (Total of 60 points)

- **Quiz 1 (20 points)**

Quiz 1 will include a combination of multiple choice and short answer items. Responses will be evaluated with respect to accuracy and amount of substantive content; evidence of understanding of material covered in readings, PowerPoints, and discussions; and depth of awareness regarding how adolescent development affects the educational process. Quiz 1 will be completed online via D2L and will assess mastery of content covered from the beginning of the semester. Quiz 1 will be made available at the time specified in the Course Outline. Quiz 1 must be completed with 48 hours.

- **Quiz 2 (20 points)**

Quiz 2 will include a combination of multiple choice and short answer items. Responses will be evaluated with respect to accuracy and amount of substantive content; evidence of understanding of material covered in readings, PowerPoints, and discussions; and depth of awareness regarding how adolescent development affects the educational process. Quiz 2 will be completed online via D2L and will assess mastery of content covered from Quiz 1 to the latest topic covered in the syllabus. Quiz 2 will be made available at the time specified in the Course Outline conclusion of the last topic in which information assessed on Quiz 2 is reviewed. Quiz 2 must be completed with 48 hours.

- **Final Exam (40 points)**

This summative Final Exam will include a combination of multiple choice and short answer items. Responses will be evaluated with respect to accuracy and amount of substantive content; evidence of understanding of material covered in readings, PowerPoints, and discussions; and depth of awareness regarding how adolescent development affects the educational process. The Final Exam will be completed online via D2L and will assess mastery of content covered across the entire semester. The Final Exam will be made available on the last day and must be completed with 48 hours.

Letter grades will be assigned following this schedule:

Points Earned	Percentage of Points	Letter Grade
180-200	90-100	A
160-179	80-89	B
140-159	70-79	C
120-139	60-69	D
<120	<60	F

VII. Class Procedures and Policies

E-mail

Students are required to access and use their IUP e-mail addresses for this course. Class distribution of materials will often be accomplished via your iup.edu email account only. It is essential that students use their IUP e-mail address for communication in this class and to receive important University-wide information.

Lateness of Assignments

Assignments submitted late will receive a 10% grade deduction for each day the assignment is late. Be advised that electronic submissions are automatically date/time stamped so assignments must be submitted by the start of class on day the assignment is due. Electronically submitted assignments that are past due will receive point deductions as indicated above.

Writing Assistance

The Writing Center, located in 218 Eicher Hall (on Grant Street), is available to all IUP students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: (724) 357-3029; email: w-center@iup.edu; or on-line at <http://www.wc.iup.edu/default.htm>.

APA Style

Students are expected to follow stylistic guidelines of the American Psychological Association (2009) for all papers, including grammar, spelling, punctuation, and word usage.

Plagiarism / Cheating

Academic integrity is expected, and academic misconduct will not be tolerated. Events related to cheating on any assignment or plagiarizing someone else's work will be handled according to University and Department policies.

Students with Disabilities

In compliance with the Section 504 of the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act (ADA)*, students with documented disabilities, including those with hearing or sight loss, are invited to confidentially share their needs with the instructor as soon as possible. All University-approved accommodations for students with disabilities will be provided to the fullest extent possible. For more information about your right to accommodations, please visit the Disability Support Services in 216 Pratt Hall or on their website at <http://www.iup.edu/home.aspx?id=4423>.

APSCUF Pledge

APSCUF is the Association of Pennsylvania State College and University Faculties. We uphold the highest standards of teaching, scholarly inquiry, and service. We are an organization that is committed to promoting excellence in all that we do to ensure that our students receive the highest quality education.

VIII. Special resource requirements

Access to appropriate technology

IX. Bibliography

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- Bear, G. G. (2010). *School discipline and self-discipline: A practical guide to promoting prosocial student behavior*. New York, NY: Guilford.
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- Blau, G. (1996). *Adolescent dysfunctional behavior: Causes, interventions, and prevention*. Thousand Oaks, CA: Sage Publications.
- Borman, K. (1998). *The adolescent years: Social influences and educational challenges*. Chicago, IL: University of Chicago Press.
- Capuzzi, D., & Gross, D. R. (1996). *Youth at risk, a prevention resource for counselors, teachers, and parents*. (2nd ed.). Alexandria, VA: Counselors Association.
- Dolgin, K. G. (2010). *The adolescent: Development, relationships, and culture* (13th ed.). Waco, TX: Pearson.
- Doll, B., & Cummings, J. A. (Eds.) (2008). *Transforming school mental health services: Population-based approaches to promoting the competency and wellness of children*. Thousand Oaks, CA: Corwin Press.
- Dryfoos, J. G. (1998). *Safe passage: Making it through adolescence in a risky society*. New York, NY: Oxford University Press.
- Espelage, D. L. & Swearer, S. M. (Eds.). (2004). *Bullying in American schools: A social-ecological perspective on prevention and intervention*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Finders, M. J. (1997) *Just girls: Hidden literacies and life in junior high*. New York, NY: Teachers University Press.
- Garbarino, J. (1999). *Lost boys: Why our sons turn violent and how we can save them*. New York, NY: Simon & Schuster Inc.
- Garrod, A. C., Smulyan, L., Powers, S. I., & Kilkeny, R. (2011). *Adolescent portraits: Identity, relationships, and challenges* (7th ed.). Waco, TX: Pearson.

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- Hine, T. (1999). *The rise and fall of the American teen-ager*. New York, NY: Harper-Collins.
- Jimerson, S. R., & Furlong, M. J. (Eds.). (2006). *The handbook of school violence and school safety: From research to practice*. New York, NY: Routledge.
- Kerr, M. M., & Nelson, C. M. (2010). *Strategies for addressing behavior problems in the classroom* (6th ed.). Boston, MA: Pearson.
- Lightfoot, C. (1997). *The culture of adolescent risk-taking*. New York, NY: Guilford Press.
- McNeely, C., & Blanchard, J. (2010). *The teen years: A guide to healthy adolescent development*. Baltimore, MD: Johns Hopkins University.
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- Pipher, M. B. (1994). *Reviving Ophelia: Saving the selves of adolescent girls*. New York, NY: Putman.
- Pollack, W. (1998). *Real boys: Rescuing our sons from the myths of boyhood*. New York, NY: Owl Books.
- Ponton, L. E. (1997). *The romance of risk: Why teenagers do the things they do*. New York, NY: Basil Books.
- Sadowski, M. (2008). *Adolescents at school: Perspectives on youth, identity, and education* (2nd ed.). Cambridge, MA: Harvard Education Press, Inc.
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- Steinberg, L. D. (1994). *Crossing paths: How your child's adolescence triggers your own crises*. New York, NY: Simon & Schuster.
- Steinberg, L. D. (2010). *Adolescence* (9th ed.). New York, NY: McGraw-Hill.
- Vaughn, S. & Bos, C. S. (2012). *Strategies for teaching students with learning and behavior problems* (8th ed.). Upper Saddle River, NJ: Pearson Education.

Appendix D: Discussion Board Rubric
(for illustrative purposes)

Criteria	1	0.5	0	Points Earned
Content	All information is accurate	Some information is inaccurate (approx. 50% is accurate)	Most information is inaccurate	
Organization	Clear and logical organization or response	Some disorganization to response is evident	Much of the response is disorganized	
Relatedness	Highly related to context / prompts provided	Somewhat related to context / prompts provided	Vague relatedness to context / prompts provided	
TOTAL (out of 3):				3

Appendix E: Annotated Bibliography Rubric
(for illustrative purposes)

Criteria	1	0
Source #1	Reputable source properly cited	Source is highly questionable or no source offered
Annotation for #1	Annotation briefly summarizes the relevant information from this source	Little to no annotation is offered
Source #2	Reputable source properly cited	Source is highly questionable or no source offered
Annotation for #2	Annotation briefly summarizes the relevant information from this source	Little to no annotation is offered
Source #3	Reputable source properly cited	Source is highly questionable or no source offered
Annotation for #3	Annotation briefly summarizes the relevant information from this source	Little to no annotation is offered
Source #4	Reputable source properly cited	Source is highly questionable or no source offered
Annotation for #4	Annotation briefly summarizes the relevant information from this source	Little to no annotation is offered
Source #5	Reputable source properly cited	Source is highly questionable or no source offered
Annotation for #5	Annotation briefly summarizes the relevant information from this source	Little to no annotation is offered
TOTAL = out of 10		

Appendix F: Interview of Adolescent Assignment and Rubric

Lesson Objective:

This lesson will address the following Course Objectives:

1. Students will define and utilize the skills needed to successfully address the issues confronting adolescents.
4. Students will recognize and react appropriately to adolescents' ability to understand the perspectives of others.
6. Students will demonstrate the skills necessary to successfully identify the important challenges of raising adolescents.

Readings:

Students will have read Chapters 1-7 at this point in the course, thus aware of salient issues related to adolescent development. Moreover, students are increasingly aware of how adolescent development affects the learning process. As such, students are beginning to understand how they, as future educators, need to consider adolescent development when creating and delivering instruction and evaluating adolescents' progress on academic goals.

Students will also read a few web-based resources regarding adolescent development, specifically their development within the family dynamic:

- "The Family Environment and Adolescent Well-Being: Exposure to Positive and Negative Family Influences" from the Child Trend and the National Adolescent Health Information Center (Aufseer, Jekielek, & Brown, 2006) at [http://www.childtrends.org/Files/Child Trends-2006_06_01_FR_FamilyEnvironmen.pdf](http://www.childtrends.org/Files/Child_Trends-2006_06_01_FR_FamilyEnvironmen.pdf)
- "Family and Adolescent Well-Being" from the Heritage Foundation at <http://www.familyfacts.org/briefs/34/family-and-adolescent-well-being>
- "Facts for Families" from the American Academy of Child & Adolescent Psychiatry at http://www.aacap.org/cs/root/facts_for_families/facts_for_families
- Read peer-reviewed journal article such as "The Impact of Social Media on Children, Adolescents, and Families" by O'Keeffe, Clarke-Pearson, and Council on Communications and Media (2011) in *Pediatrics* available at <http://pediatrics.aappublications.org/content/127/4/800.full.pdf+html>

Assignment:

To garner additional insight into the issues adolescents face, this assignment requires students to identify a volunteering adolescent (family member or friend) and conduct an interview of that individual. Students are to write-up the responses of the volunteer and submit the document via D2L. **It is essential to maintain the anonymity of the volunteering adolescent. To that end, the volunteer should ALWAYS be identified by his/her initials. At no time should the identity of the volunteer be disclosed. Failure to maintain anonymity will result in an automatic 0 on this assignment.** Students must develop 5 questions of their own in addition to the required questions. The 5 additional questions must be approved by the instructor before conducting the interview.

Ideally, the interview will occur face-to-face; however, it is acceptable to conduct the interview via telephone. Only in extreme situations, and contingent on instructor pre-approval, should the interview be conducted via social media or e-mail.

Required Questions:

1. Who lives at home with you? Where do you live? How long? Do you have your own room?
2. How many brother and sisters do you have and what are their ages?
3. Who are the adults in your home?
4. What do your parents do for a living?
5. What are the rules like at home?
6. How do you get along with your parents?
7. How do you get along with your siblings?
8. What kinds of things do you and your family argue the most about?
9. What happens in the house when there is a disagreement?
10. Is there anything you would like to change about your family?
11. What do you and your friends like to do?
12. Who is your best friend?
13. How much TV do you watch? What do you like to watch?
14. How much social media do you use? What sites do you use?
15. Do you have a religious affiliation?
16. What is your favorite music?
17. What school do you go to?
18. What grade are you in?
19. What do you like best about school?
20. What do you like least about school?
21. How are you doing in school? Favorite subjects? Worst subjects?
22. How many hours per day do you spend on school work?
23. What clubs, sports, activities do you do at school?
24. What do you want to do when you finish school? Any future plans / goals?
25. Do you work? How much?
26. How do you get along with teachers?
27. How do you get along with peers?

Assignment Due Date: Write-up submitted via D2L drop-box by the end of Week 7

Assignment Rubric:

Instructor-Provided Questions					
	15	10	5	0	Points Earned
Instructor-Provided Questions and Responses	All questions asked with responses provided	More than half of the questions asked with responses provided	Less than half of the question asked with responses provided	Very few questions asked with responses provided	
Student-Developed Questions					
Area	1	0	Points Earned		
Student-Developed Question #1	Question is unique and appropriate	None offered; or question is not unique; or question is not appropriate			
Student-Developed Question #2	Question is unique and appropriate	None offered; or question is not unique; or question is not appropriate			
Student-Developed Question #3	Question is unique and appropriate	None offered; or question is not unique; or question is not appropriate			
Student-Developed Question #4	Question is unique and appropriate	None offered; or question is not unique; or question is not appropriate			
Student-Developed Question #5	Question is unique and appropriate	None offered; or question is not unique; or question is not appropriate			
Disclosure of confidential information (e.g., full name) results in automatic 0 on this assignment.					
TOTAL (out of 20):					

Chapter 7: Adolescents in the Family

Changing Roles and Relationships

Changing Relationships with Parents

- Psychoanalytic theory: adolescence brings about emotional turmoil and distancing from parents
 - Adolescents must separate from their parents in order to develop as their own persons and this separation is difficult and unavoidable
- Conflicts increase, but adolescents maintain close relationships with parents
 - Conflict often results when there is disagreement about which issues should remain under parental authority and for how long

Changing Relationships with Parents

- Emotional experiences:
 - Positive feelings become more negative, especially during conversations
 - Early adolescents are less affectionate to their parents and less helpful
- Time spent with family:
 - Decreases in family time
 - Increases in alone time and after-school activities

Changing Relationships with Parents

- Stability in relationships:
 - Closeness with others
 - Desire for separateness, needing to be distant
- Increasing mutuality:
 - Adolescents' interactions with parents become more mutual with age
 - More positive, direct, one-one-one interaction

Negotiating Family Conflicts

Differences in the Parent's and the Adolescent's Attempts to Resolve Conflict

Parent	Adolescent
Conventional	Adherence to behavioral standards in response to the behavior
Pragmatic	Consideration of practical results of consequences
Autonomous	Concern for autonomy and possessions
Conventional	Reference to standards of behavior shared with peers
Pragmatic	Consideration of practical results of consequences
Personal	Maintaining the right to do of maintaining personal jurisdiction in matters

Issues Concerning Parental Authority

- **Moral**
 - A person's actions can affect the well-being of another
 - Example: lying to parents
- **Conventional**
 - Behavior standards set by parents
 - Example: not doing chores
- **Multifaceted**
 - Involving both personal and conventional concerns
 - Example: not cleaning one's room
- **Friendships and dating**
 - Example: seeing a friend whom parents do not like
- **Personal**
 - Example: choosing own clothes
- **Prudential**
 - Involving adolescents' well-being or possible harm
 - Example: drinking alcohol

Emotional Climate of Families

- Emotional transmission: the transmission of emotions from one person to another within a family
- Negative emotions are more easily transmitted
- Some family members are more likely than others to transmit emotions
- It is common for an emotion that is passed from one person to assume a different form in the next person

Style of Parenting

- **Authoritative**
 - Demanding, encourages independence
 - Responsive, warm, and nurturing
 - Disciplines with explanation
 - Maintains open dialogue
 - Adolescent social behavior:
 - Social competence and responsibility
- **Authoritarian**
 - Demanding
 - Consistent in enforcing standards
 - Restrictive, controlling
 - Adolescent social behavior:
 - Ineffective social interaction
 - Inactive

Styles of Parenting

- Indulgent
 - Responsive, warm, and nurturant
 - Undemanding
 - Uses punishment inconsistently and infrequently
 - Exercises little control
 - Adolescent social behavior:
 - Social competence, well adjusted
 - Peer oriented
 - Misconduct
- Neglectful
 - Unresponsive, little warmth or nurturance
 - Undemanding, sets few limits
 - Provides little supervision
 - Adolescent social behavior:
 - Poor orientation to work and school
 - Behavior problems

Styles of Parenting

- Must be considered within the context of ethnicity
- Authoritative parenting is the best predictor of adolescent adjustment with European American adolescents
- Authoritarian parenting is more frequently associated with minority families including African American, Asian American, and Hispanic groups
- The parenting style of Chinese Americans has been described as authoritarian, but is closer to authoritative

The Contexts of Parenting: Genetic and Environmental Contributions

- Sandra Scarr distinguishes 3 ways in which genotypes structure environments:
 - **Passive.** Parents are responsive for both the adolescent's genes and the home environment, therefore they will be correlated
 - **Evocative.** Genetically influenced behaviors evoke responses in other that contribute to the adolescent's interpersonal environment and to his or her self-image
 - **Active.** Adolescents select environments that fit their genetically influenced personalities

Families and Adolescent Development

3 Family Factors in Development:

1. Ego development
2. Self-awareness
3. Family climate

Ego Development

- Increases in the complexity and integration of thought and judgment that occur with age
- Parents' ego development predicts ego development in adolescents
 - Coping styles reflect the level of ego development
- Relates to parents' use of cognitively stimulating behaviors and to their supportiveness
- Adolescents with the highest levels of ego development are most likely to come from families with a high degree of noncompetitive sharing of perspectives and support

Self-Awareness

- Adolescents with high degrees of self-awareness are more accepting of themselves
 - Leads to more accurate perceptions of others
 - Self-aware adolescents appreciate their own complexity and acknowledge the complexity in others
- Inability to understand oneself will lead to inaccurate observations about the reactions of others
 - Neither the adolescents nor those with whom they interact are likely to receive validation → perpetuating this negative cycle

Family Climate

- Supportive, warm and loving, family relationships are central to the development of positive self-regard and individuation
- Best climate:
 - People accurately read their own and others' actions
 - People are not excessively concerned with others' actions
 - Little covert conflict
- Both parental ego development and family comfort with differences facilitate the development

Families and Ethnicity

- Asian American Families
 - Emphasize the importance of the group rather than the individual
 - Strong loyalties to their families
 - Roles tend to be more rigidly defined
 - Relationships are hierarchically arranged
 - Children are expected to care for their parents
 - Emphasis on duty, maintaining control over one's emotions and thoughts, and obedience to authority figures
- African American Families
 - Flexible and less gender specific family roles
 - Support from extended family members

Families and Ethnicity

- Hispanic Families
 - Traditionally, patriarchal
 - Socialization of well-differentiated gender roles
 - Extended family support
- Native American Families
 - Only slightly more than 1% of adolescents are Native Americans
 - 500+ different native entities are recognized by the federal government
 - Each has its own customs and traditions
 - 200+ Native American languages are spoken today

Families in Transition

- Changing Family Structures:
 - Divorce
 - About half of all marriages in the U.S. end in divorce
 - Impact varies for each adolescent, based on a host of conditions:
 - Family situation prior to the divorce
 - Adolescent's coping skills
 - Degree of family conflict
 - Adolescent's age and gender
 - Availability of social supports
 - Amount of time spent with the noncustodial parent
 - Quality of the relationship with the custodial parent
 - Whether the divorce involves economic hardship, etc.
 - 75% of youth do not experience serious problems

Families in Transition

- Marital conflict, rather than divorce itself, contributes to the stress adolescents experience
- Most parents who divorce will remarry
- Role clarity facilitates interaction in blended families
- Factors contributing to successful blended family relationships:
 - Authoritative parenting
 - Age of the children
 - Family rituals

Appendix G: Adolescent Interview Presentation to Small Group Assignment and Rubric

Lesson Objective:

This lesson is a continuation from the Interview of Adolescent assignment summarized in Appendix F. This lesson will address the following Course Objectives:

1. Students will define and utilize the skills needed to successfully address the issues confronting adolescents.
4. Students will recognize and react appropriately to adolescents' ability to understand the perspectives of others.
6. Students will demonstrate the skills necessary to successfully identify the important challenges of raising adolescents.

Readings:

There are no additional readings required for this activity. Students should, however, review their write-up of the Interview of Adolescent (Appendix F above) to adequately prepare for this activity.

Assignment:

Students will self-select into groups of 3-5. They will coordinate a synchronous meeting (e.g., Wimba) which will be monitored by the Instructor. During this synchronous meeting, each group member will present a 5-8 minute presentation of their volunteering adolescent. **It is essential to maintain the anonymity of the volunteering adolescent. To that end, the volunteer should ALWAYS be identified by his/her initials. At no time should the identity of the volunteer be disclosed. Failure to maintain anonymity will result in an automatic 0 on this assignment.**

Presentations should be accompanied by a 3-5 slide PowerPoint presentation that summarizes the responses provided by the volunteering adolescent. The concluding slide should offer a reflection on how the responses of this volunteering adolescent affect the educational process. That is, as a future educator, what information from this interview can you glean to help this student maximize his/her potential in the educational system? Suggestions for meeting this volunteering adolescent's educational needs should be rooted in theory and practical applications reviewed since the beginning of the semester. This aspect of the assignment is awarded an individual grade for each presenter.

Once all group members have presented their anonymous adolescent, the group must briefly summarize general themes discussed regarding how to integrate issues of adolescent development into instructional practices that will foster academic, social, emotional, and/or behavioral growth. This aspect of the assignment is awarded a group grade based on the overall synthesis of presentations and educational implications across all the group members' presentations. Each group will submit one document providing this synthesis.

Assignment Due Date: Students will present their Adolescent Interview to the small group by the middle of week 8. The synthesizing write-up, to include a one-paragraph synthesis of adolescent issues revealed in the interviews and a one-paragraph review of educational implications, is due at the end of week 8. This write-up is submitted by one group member on behalf of the entire group.

Assignment Rubric:

Individual Presentation of Adolescent Interview				
Area	2	1	0	Points Earned
Summary of issues related to adolescent development revealed in the interview	Well-articulated and synthesized summary of developmental issues	Some issues missed or poorly reviewed	Grossly inadequate review; incorrect analysis of interviewee responses to developmental issues	
Summary of educational implications	Well-articulated and synthesized summary of educational implications	Some educational implications offered; a few might be invalid	Marginal offering of educational implications; or omitted completely	
Quality of Presentation Materials	High quality; professional; free of errors	A few errors may be present; moderate quality	Frequent errors; low quality; or no materials shared	
Disclosure of confidential information (e.g., full name) results in automatic 0 on this assignment.				
Presentation Grade (Individually-Earned) out of 6:				
Group Summary of All Adolescent Interviews				
Area	2	1	0	Points Earned
Summary of issues related to adolescent development revealed in the interview	Well-articulated and synthesized summary of developmental issues	Some issues missed or poorly reviewed	Grossly inadequate review; incorrect analysis of interviewee responses to developmental issues	
Summary of educational implications	Well-articulated and synthesized summary of educational implications	Some educational implications offered; a few might be invalid	Marginal offering of educational implications; or omitted completely	
Group Summary Grade (Group-Earned) out of 4:				
GRAND TOTAL (Individual and Group-Earned Points)				
GRAND TOTAL out of 10:				