

Teacher Ed

## CURRICULUM CHANGE PROPOSAL

To: Teacher Education Council  
Curriculum Committee

From: Department of C&I,  
School of Education

Date Submitted: October 1, 2008

Type of Curriculum Change Requested: Delete one 4-hour course  
Add two 2-hour courses

Submitted by: Dr. Patricia Roach  
Dr. Sid T. Womack

Approved by: Department Head: Dr. David Bell David Bell

Dean of School: Dr. Glenn Sheets Glenn Sheets

Reviewed by: Registrar: Ms. Tammy Rhodes Tammy Rhodes

### I. Program or curriculum change as it will appear in the catalogue.

#### A. Delete SEED 3554 Adolescent Development and Exceptionalities

#### B. Add SEED 3552 Adolescent Development

Course Description as it will appear in catalogue:

The primary purpose of this course is to prepare teacher education candidates for classroom interaction by tracing influences of normal human development in all domains and showing how heredity and environmental factors affect the individuals' capacity to learn and function in a school environment. The teacher candidate will examine current research, concepts and issues related to normal adolescent development as well as exceptionalities that may be present. A range of cultural, social, and cognitive factors will be explored through reading, discussion, observation, literature search, interviews and case studies. (syllabus attached)

✓

12-9-08  
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#### C. ADD SEED 4052 Adolescent Exceptionalities

Course description as it will appear in catalogue:

Prerequisite: Admission to Stage II of the teacher education program. A study of the major areas of diversity including the mentally retarded, learning disabled, gifted, emotionally disturbed, children from economically disadvantaged

✓

app TEC 10/23/08  
app EC 11/14/08  
app FS 12/3/08

homes, and of their special needs in a school program. May not be taken for credit after completion of EDFD5053, EDFD4052, or repeated for credit as EDFD5052 or equivalent.

## **II. Course Information**

### **A. Rationale for requested change.**

Approximately ten years ago, the Secondary Education Program combined two courses that were program requirements into one 4 hour course. At that time there was a 3-hour course focused on general human development from birth to adulthood and another focused on exceptionalities. The two courses were combined into one 4-hour course, SEED 3554, Adolescent Development and Exceptionalities, in the hope that pre-service secondary teachers would make the connections between normal development and exceptionalities more easily. Whether this has occurred or not as a result of combining the two courses has become increasingly questionable. It now seems to make more sense to divide the courses as they were before and have the faculty that have the expertise teaching the respective courses, i.e. development and special education. Dividing the courses will also help us with some problems that are occurring in the field experience that needs to be happening with the exceptionalities part. We believe that our students would be better served if there were again two separate courses—each focusing on one important aspect of adolescent development.

### **B. What impact will the change have on staffing, on other programs, budget, and space allocation?**

#### **1. Within the department requesting the change.**

**The proposal consists of taking one 4 hour course and breaking it down into two 2 hour courses. There will be no additional space required, no additional faculty required and no additional cost to the department. (Department will review)**

#### **2. Outside the department.**

**Since this course is a requirement within Stage II for all students working toward secondary education certification, departments across campus must be aware and must consider the implication of scheduling**

two 2 hour courses instead of one 4 hour course. The traditional time slots for the course will be continued)

C. Effective date or term.

Fall, 2008. Summer, 2009

D. When applicable, state which departments you have  
C&I will review, plus all departments across campus  
that are involved in teacher preparation. (All Schools  
will be notified through the Teacher Education Council)

Outline in specific detail how your proposal will alter the program (include course number and title):

SAMPLE:

| Fall Start  |   |
|---|---|
| Freshman Fall Semester<br>Add/Change:<br><br>Delete:<br><br>Total Hours:                          | Freshman Spring Semester<br>Add/Change:<br><br>Delete:<br><br>Total Hours:                        |
| Sophomore Fall Semester<br>Add/Change:<br><br>Delete:<br><br>Total Hours:                         | Sophomore Spring Semester<br>Add/Change:<br><br>Delete:<br><br>Total Hours:                       |
| Junior Fall Semester<br>Add/Change: SEED 3552/4052 ✓<br><br>Delete: SEED 3554<br><br>Total Hours: | Junior Spring Semester<br>Add/Change:<br><br>Delete:<br><br>Total Hours:                          |
| Senior Fall Semester<br>Add/Change:<br><br>Delete:<br><br>Total Hours:                            | Senior Spring Semester<br>Add/Change:<br><br>Delete:<br><br>Total Hours:                          |
| Spring Start (If applicable)  |   |
| Freshman Spring Semester<br>Add/Change:<br><br>Delete:<br><br>Total Hours:                        | Freshman Fall Semester<br>Add/Change:<br><br>Delete:<br><br>Total Hours:                          |
| Sophomore Spring Semester<br>Add/Change:<br><br>Delete:<br><br>Total Hours:                       | Sophomore Fall Semester<br>Add/Change:<br><br>Delete:<br><br>Total Hours:                         |
| Junior Spring Semester<br>Add/Change:<br><br>Delete:<br><br>Total Hours:                          | Junior Fall Semester<br>Add/Change: SEED 3552/4052 ✓<br><br>Delete: SEED 3554<br><br>Total Hours: |
| Senior Spring Semester<br>Add/Change:<br><br>Delete:<br><br>Total Hours:                          | Senior Fall Semester<br>Add/Change:<br><br>Delete:<br><br>Total Hours:                            |
| Total Program Hours   |   |

SEED4052  
Teaching Exceptional Learners

Dr. Sid Womack, Professor of Secondary Education  
Crabaugh 302. 1-2 PM, Monday and Wednesday  
Office: Cra 211 Phone: 968-0423  
Office hours: MWF 8-10, 2-4  
Email: [swomack@atu.edu](mailto:swomack@atu.edu)  
Web page: <http://education.atu.edu/people/swomack/4052news.html>  
**Organizing theme:** Professionals for the future.

**Relation to the Conceptual Framework:**

1. All human beings grow, develop, and learn.
2. Educational processes have key components.
3. Educational practices are systemically coherent and developmentally appropriate.
4. Educators are moral and ethical professionals.
5. Educators focus on maximizing growth, development, and learning opportunities for all students.

**IV. Catalog Description:**

Prerequisite: Admission to Stage II of the teacher education program. A study of the major areas of diversity including learning disabilities, mental retardation, emotional disturbance, giftedness, children from economically disadvantaged homes, and of their needs in a school program. May not be taken for credit after completion of EDFD4052 or SEED3554 or repeated for credit as EDFD5052.

- V. **Textbook:** Kirk, S. A., Gallagher, J. J., Anastasiow, N. J., & Coleman, M. R. (2009). *Educating exceptional children*, 12<sup>th</sup> ed. NY: Houghton Mifflin.

**VI. Supplemental Reading List**

- Allen, T. (2000). Creating community in your classroom. *The Education Digest*, 65 (7), 23-27.
- Anderson, C. (1997). By what token economy? *Teaching Exceptional Children*, 29 (4), 65-67.
- Andrews, J. F., Jordan, D. L. (1998). Multimedia stories for deaf children. *The Council for Exceptional Children*, 30 (5), 28-33.

- Andrews, S. (1998). Using inclusion literature to promote positive attitudes toward disabilities. *Journal of Adolescent and Adult literacy*, 41 (6), 420-425.
- Baker, L., & Stough, L. (1999). Identifying depression in students with mental retardation. *Teaching Exceptional Children*, 31 (4), 62-66.
- Beacon Press. (1998). *The real ebionics debate: power, language, and the education of African-American children*. Boston: Beacon Press.
- Bemer, J., Haan, A., & Vander, J. (2000). Implications for computer-mediated communications for people who are visually impaired in dealing with complex visualizations tasks. *Journal of Visual Impairment & Blindness*, 94 (7), 453-456.
- Benson, S. H. (2000). Make mine an A. *Educational Leadership*, 57 (5), 30-32.
- Block, M. & Burke, K. (1999). Are children with disabilities receiving appropriate physical education? *Teaching Exceptional Children*, 31 (3), 18-22.
- Blough, L., & Rittenhouse, R. (1995). Gifted students with hearing impairments: suggestions for teachers. *Teaching Exceptional Children*, 27 (4).
- Costello, B. (2008). Leveraging gender differences to boost test scores. *The Education Digest*, 73 (9), 32-35.
- Culkin, J. (1970). *Summerhill: For and against*. New York: Hart Publishing.
- Fueyo, V. (1997). Below the tip of the iceberg, teaching language-minority students. *Teaching Exceptional Children*, 30 (1), 61-65.
- Fernandez, R. C. (2000). No hablo Ingles: bilingualism and multiculturalism in preschool settings. *Early Childhood Special Education*, 27 (3), 159-163.
- Gallucci, N. A., & Middletown, G. (1999). The independence of creative potential and behavior disorders in gifted children. *Gifted Child Quarterly*, 43 (4), 194-200.
- Garran, D. (2008). Implementing project-based learning to create "authentic" sources: The Egyptological Excavation and Imperial Scrapbook projects at the Cape Cod Light Charter School. *The History Teacher*, 41 (3), 379-389.
- Geary, D. (2004). Mathematics and learning disabilities. *Journal of Learning Disabilities*, 37 (1), 4-15.
- Ginsburg, H. P. (1997). Mathematics learning disabilities: a view from developmental psychology. *Journal of Learning Disabilities*, 30 (1), 20-33.
- Guptill, A. (2000). Using the internet to improve student performance. *Teaching Exceptional Children*, 32 (4), 16-20.
- Hutson, P. (2008). Growing local leaders through networking. *Choral Journal*, 48 (11), 99-101.
- Jones, D. (2000). Disclosure of child sexual abuse. *Child Abuse and Neglect, The International Journal*, 24 (2), 269-271.
- Junge, E. (1995). Mathematical self-efficacy gender differences in gifted/talented adolescents. *Gifted Child Quarterly*, 39 (1), 22-26.
- Kanaya, T., Ceci, S., & Scullin, M. (2003). This rise and fall of IQ in special ed: Historical trends and their implications. *Journal of School Psychology*, 41 (6), 453-465.
- Kauffman, J., & Smith, M. (2003). Appearances, stigma, and prevention. *Remedial & Special Education*, 24 (4).
- Lazarus, B. D. (1996). Flexible skeletons: guided notes for adolescents. *Teaching*

*Exceptional Children*, 28(3), 36-40.

Maroney, S., Finson, K., Beaver, J. & Jensen, M. (2003). Preparing for successful inquiry in inclusive science classrooms. *Teaching Exceptional Children*, 36 (1), 18-25.

Mastropieri, M. (1995). Teaching science to students with disabilities in general education settings. *Teaching Exceptional Learners*, 27 (4), 10-13.

McCray, A. D. (2001). Middle school students with reading disabilities. *The Reading Teacher*, 55 (3), 298-300.

Mishna, F. (2003). Learning disabilities and bullying: double jeopardy. *Journal of Learning Disabilities*, 36 (4), 336.

Moore, P. (2007). Variety and preparation are keys to classroom management. *Teaching Music*, 15 (3), 57.

Parette, H. P., & Petch-Hogan, B. (2000). Approaching families: facilitating culturally/linguistically diverse family involvement. *Teaching Exceptional Children*, 33 (2), 4-9.

Pauker, G., & Pauker, P. (1994). Why is 35 a magic number? *The New England Journal of Medicine*, 330 (16), 1151-1153.

Phyllis, L. (1995). Depression and anxiety in children and adolescents with learning disabilities. *Journal of Emotional and Behavioral Disorders*, 3 (1), 27-39.

Pomplun, M. (1997). When students with disabilities participate in cooperative groups. *Exceptional Children*, 64 (1), 49-58.

Prette, H. (1997). Family-centered practice and computers for children with disabilities. *Early Childhood Education Journal*, 25 (1), 53-55.

Reiff, J. (1997). Bridging home and school through multiple intelligences. *Childhood Education*, 72 (3), 164-167.

Rimm, S. B. (1999). *See Jane win : the Rimm report on how 1,000 girls became successful women*. New York: Crown Publishing.

Roderick, M., & Camburn, E. (1999). Risk and recovery from course failure in the early years of high school. *American Education Research Journal*, 36 (2), 303-343.

Rothstein, R. (2008). Whose problem is poverty? *Educational Leadership*, 65 (7), 8-13.

Scruggs, T., & Mastropieri, M. (2004). Science and schooling for students with LD. *Journal of Learning Disabilities*, 37 (3), 270-276.

Seifert, K. L., & Hoffnung, R. J. (2000). Media influences on aggression. *Child and Adolescent Development*, (10), 308.

Simpson, R. (2004). Finding effective intervention and personnel preparation practices for students with Autism Spectrum Disorders. *Exceptional Children*, 70 (2), 135-144.

Singh, D. (2007). General education teachers and students with physical disabilities. *The International Journal of Learning*, 14 (7), 205-214.

Stevens, C. (1999). Is it really ADD? *Phi Delta Kappan*, 41 (3), 33-37.

Thrailkill, C. (1998). Patrick's story: a gifted learning disabled child. *Gifted Child Today*, 21 (3), 24-25, 45.

Vaughn, S., Elbaum, B., Schumm, J. (1996). The effects of inclusion on the social functioning of students with learning disabilities. *Journal of Learning Disabilities*, 29 (6), 598-608.

Wadlington, E. (2000). Effective language arts instruction for students with dyslexia.

*Preventing School Failure*, 44 (2), 61-65.

Webb-Bussert, K. (2000). Did my holistic teaching help students' standardized test scores? *Journal of Adolescent and Adult Literacy*, 43 (6), 572-574.

**VII. Justification/rationale for the course.** This course helps the student to become a more effective reflective decision-maker in the classroom. SEED4052 is a survey course designed to acquaint students with inclusion of both the handicapped and the gifted and talented. This course will focus on the following: the implications of legislation and litigations pertaining to exceptional learners, characteristics of exceptional learners, attitudes toward exceptional learners, assessment of exceptional learners' needs, learning environments, educational provisions and curricula, evaluation, Individualized Education Program, resources, teaching strategies, and uses of technology for exceptional learners.

**VIII Course objectives:**

By the end of this course the student should be able to, in writing, with at least 75 percent accuracy,

1. State the criteria for classification into each category of diversity. State the criteria for classification into each category of exceptionality. **Standards 1.1.4, 2.1.6, 2.1.7, 2.2.1, 2.3.2, 3.1.1, 3.1.9, 3.1.10, 3.2.2, 3.2.4, 3.2.5, 3.2.6, 3.3.1, 3.3.6, 4.2.1, 4.3.3, 5.1.1, 5.1.3, 5.2.1; Pathwise B1, B2, B3, B5, C4, D1, D2, D3, D4; LD1, 2, 3, 4, 5, 6.**
2. Identify the various categories within each classification such as mildly, moderately, severely, and profoundly mentally handicapped. **Standards 1.1.4, 2.1.6, 2.1.7, 2.2.1, 2.3.2, 3.1.1, 3.1.9, 3.1.10, 3.2.2, 3.2.4, 3.2.5, 3.2.6, 3.3.1, 3.3.6, 4.2.1, 4.3.3, 5.1.1, 5.1.3, 5.2.1; Pathwise B1, B2, B3, B5, C4, D1, D2, D3, D4; LD1, 2, 3, 4, 5, 6.**
3. Recognize and comprehend specific vocabulary associated with exceptionalities such as inclusion, mainstreaming, attention deficit disorder, modality preference, dyslexia, dyscalculia, dysgraphia, Fernald method, Down's syndrome, rehearsal strategies, autism, schizophrenia, hyperopia, auditory reception, readability, and conduct disorder. **Standards 1.1.1 Standards 1.1.4, 2.1.6, 2.1.7, 2.2.1, 2.3.2, 3.1.1, 3.1.9, 3.1.10, 3.2.2, 3.2.4, 3.2.5, 3.2.6, 3.3.1, 3.3.6, 4.2.1, 4.3.3, 5.1.1, 5.1.3, 5.2.1; Pathwise B1, B2, B3, B5, C4, D1, D2, D3, D4; LD1, 2, 3, 4, 5, 6.**
4. Recognize valid and invalid applications of inclusive teaching methods such as mastery learning, multi-sensory approaches, re-written text, teaching to preferred modality, overlearning, language experience approach, and programmed instruction. **Standards 1.2.3, 1.3.6, 2.2.1, 2.3.2, 3.2.2, 3.2.4, 3.2.6, 3.3.1, 3.3.6, 4.1.1, 4.2.1, 4.3.3, 4.3.4, 5.1.1, 5.1.3, 5.2.1; Pathwise A1, A2, A4, A5, B1, B2, B3, B4, B5. LD1, 2, 3, 4, 5, 6.**
5. Recognize symptoms of each exceptionality that should alert a teacher to the need for referral for testing.
6. Recognize the two immediate major problems that parents face when they realize that their child is handicapped, the "symbolic death syndrome" and the need to provide for the needs of this child. **Standards 3.1.1, 3.2.4, 4.1.1, 4.1.2, 5.1.3, 5.1.7, 5.2.1;**



**Pathwise A1, B5, D4**

7. Analyze the legal reasons for the admission, review, treatment, and dismissal of students in special education according to relevant legislation and court cases. These reasons might include these acts or cases: PL 94-142, PL 93-380, *Brown I & II*, *In Re Gault*, *Goss v. Lopez*, *PARC*, *Mills v. Board of Educ.*, *Wyatt v. Stickney*, *Larry P. v Riles*, and selected criteria and procedures from the *Arkansas Program Standards and Eligibility Criteria for Special Education*. **Standards 1.1.4, 2.1.6, 2.1.7, 2.2.1, 2.3.2, 3.1.1, 3.1.9, 3.1.10, 3.2.2, 3.2.4, 3.2.5, 3.2.6, 3.3.1, 3.3.6, 4.2.1, 4.3.3, 5.1.1, 5.1.3, 5.2.1; Pathwise B1, B2, B3, B5, C4, D1, D2, D3, D4; LD1, 2, 3, 4, 5, 6.**
8. Apply these principles of behavior management as they relate to classroom management with various types of exceptionalities: positive reinforcement, negative reinforcement, Premack principle, extinction, aversive stimuli, response cost, token economies, assertive discipline plans, ladder of drastics, reinforcement for alternative behaviors, reality therapy. **Standards 2.2.1, 2.2.2, 3.1.2, 3.1.3, 3.1.7, 3.1.9, 3.2.1, 3.2.2, 3.2.3, 4.1.1, 4.1.3, 4.3.1, 4.3.3, 5.3.2**
9. Describe (synthesize or at least apply) an inclusive classroom with special adaptations for migrant children, bilingual, ESL, educationally deprived, children from minority cultures, and exceptional children. **Standards 2.2.1, 2.2.5, 2.3.1, 2.3.2, 2.3.8, 3.1.9, 3.1.10, 3.2.4, 3.3.2, 3.3.8, 4.1.1, 4.1.2, 4.2.1, 4.3.5**
10. To describe how curricula might be adapted or managed differently for gifted, retarded, learning disabled, partially sighted, hearing impaired, emotionally/behaviorally disturbed. **Standards 2.2.1, 2.2.5, 2.3.1, 2.3.2, 2.3.8, 3.1.9, 3.1.10, 3.2.4, 3.3.2, 3.3.8, 4.1.1, 4.1.2, 4.2.1, 4.3.5**

**X. Assessment and evaluation methods:**

The following are required in the course.

1. Regular class attendance and participation. See attendance policy below.
2. Satisfactory performance on the examinations
3. Reading of textbook and required activities
4. Research/Awareness Project \*
5. Four one-page papers on readings from professional journals.

\* The project represents a step toward completing program requirements. The project is an opportunity to demonstrate scholarship, literacy, and a command of subject material central to an understanding of the functioning of both normal learners and exceptional children. This project must be satisfactorily completed in order to fulfill course requirements and agency competencies. The course cannot be passed without satisfying the project requirement of 120 points out of 200 possible or without completing the ten clock hours of field experience.

**Attendance Policy:** Students are expected to attend all class meetings. Students are normally allowed no more than two absences. On the third absence the student will be sent a warning letter. On the fourth absence, the student is dropped from the course. For other information

about class attendance please refer to the *Arkansas Tech Student Handbook*.

**Plagiarism and Other Academic Misconduct:** Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to the disciplinary sanction outlined in *Arkansas Tech Student Handbook*. If in doubt about referencing or using certain material, ask the instructor.

Basis of the grade.

|                                |            |  |
|--------------------------------|------------|--|
| Examination I                  | 100 Points |  |
| Examination II                 | 100        |  |
| Professional readings (4 x 25) | 100        |  |
| Examination III                | 100        | (an alternative assignment may be given in lieu of the third exam) |
| Research Awareness Project     | 200        |  |
| Examination IV                 | 200        |  |
| Total possible points =        | <hr/> 800  |  |

A = 730-800    B = 660-729

C = 590-659

D = 520-589

F = 519 and below

Late assignments will be accepted with a penalty of one letter grade decrease the first day. Assignments will not be accepted more than one day late. Absence the due date is not considered an excuse. This policy applies to the Research Awareness Project and to the four tests of the course as well as the one-page readings.

## **XII. Course content and schedule**

Activities include lectures, demonstrations of methods and materials, simulations of handicapping conditions, guest speakers, films, videotapes, field trips, library activities, and clinical experiences with exceptional children. The flow of instructional activities goes from teacher-centered (lecture) in the early part of the course to simulations, small group work, and a field trip near the end (more student centered).

### **Week of      Schedule for Spring 2009**

January 12      Read chapter one of *Educating Exceptional Children* (EEC). All field experience placements are done through the office of Teacher Education Student Services, Crabaugh 109.

Content for class: historical, social, and legal foundations for exceptionalities. First overview of each area of exceptionality. Overview.ppt

- January 19    Legislation and case law related to exceptionalities. Read Chapter 2 of EEC. LI.ppt
- January 26    Other laws related to disabilities such as Section 504, Title 34, Americans with Disabilities Act, and Arkansas Act 591. Discussion of Special Needs Population children such as migrant, homeless, culturally different, economically depressed. Working with parents who have handicapped children. Child abuse issues related to exceptional children. **Professional reading #1 due Wednesday.**
- February 2    End of societal/historical/legal issues. **Test One over chapters 1, 2, and 3 is likely on Wednesday.** Please read the chapter on mental retardation.
- February 9    Identification and assessment issues in retardation. Categories of retardation, educational expectations, memory processes for the retarded. Please read the chapter on mental retardation.
- February 16    Methods of instruction and classroom management for the retarded. Etiological and sociological issues in retardation. Your six visits to a school should be under way by now. Begin writing RAP if you haven't already. **Professional reading #2 due Wednesday.** Effects of retardation upon usual applications of Bloom's Taxonomy. Read chapter 6 on learning disabilities.
- February 23    Characteristics of children with learning disabilities. "Their Gestalt is off"—the classic explanation of what happens with learning disabilities.
- March 2        Prevalence and severity of learning disabilities. Simulations of what it is like to be learning disabled. Skill and process approaches to remediating learning disabilities. Videotape-"The Mind's Eye: The Experience of Learning." Remember to work on that RAP.
- March 9        Methods for inclusion of the learning disabled in regular education settings. Issues in teaching reading, spelling, and mathematics for LD students.
- March 16        Characteristics of the gifted. Special challenges facing gifted women, GT/LD. Planning a differentiated curriculum for the gifted. Applications of Bloom's Taxonomy to gifted characteristics. Methods of enrichment and acceleration; advantages and disadvantages to each. **Professional reading #3 due Wednesday.**

- March 23 Spring break. No classes.
- March 30 **Test 2 over mental retardation, learning disabilities, and giftedness likely on Monday.** Also please read "Behavior Disorders," chapter 10 of EEC.
- April 6 Characteristics of emotionally disturbed/behaviorally disordered children. Family and community characteristics. Tape on facilitated communication and autism. Do section VII of RAP. Drug education presentation by guest speaker likely. **Test III or its alternative will be given this week.** It will be due **one week** after the day it is given out. Tests not returned on the due date will not be graded. **Professional reading #4 is due this Wednesday.**
- April 13 More on emotionally disturbed or behavior disordered students. Content applications of behavioral theory and counseling theory to behavior problems. Classroom management/discipline especially for inclusive settings. **Research Awareness Projects will be due on Wednesday of next week,**
- April 20 Guest speakers likely this week on communication problems, hearing impairments, and visually impaired. Please read the chapters on communication disorders and hearing impairment.
- Research Awareness Projects are due no later than 5: 00 on Wednesday, April 22.**
- April 27 Field experience to a very inclusive education setting at Friendship Community Services on Monday. Monday, May 4, is the last class day for this class to meet.
- May 4 **Comprehensive final** during this week, at a time later to be announced. The heaviest areas to be assessed on the final exam will be: special education administration (including legal), mental retardation, learning disabilities, giftedness, and emotional disturbance. There will be a relatively few items on vision, hearing, speech, and physical impairments.

## SEED 3552 Adolescent Development Course Syllabus

**IV. Course Description:** The primary purpose of this course is to prepare teacher education candidates for classroom interaction with developing adolescents by tracing influences of normal human development in all domains, and showing how hereditary and environmental factors affect the individual's capacity to learn and function in a school environment. The teacher candidate will examine current research, concepts, and issues related to normal adolescent development as well as exceptionalities which may be present. A range of cultural, social, and cognitive factors will be explored through reading, discussion, observation, literature research, interviews and case studies.

**V. Textbooks:** Santrock, J.W. (2008). *Adolescence*, 12<sup>th</sup> Ed. Boston, MA: McGraw Hill

**VI. Supplemental Reading List:**

Abel, T., & Kinder, E. (1952). *The subnormal adolescent girl*. New York: Columbia University Press.

Allen, T. (2000). Creating community in your classroom. *The Education Digest*, 65 (7), 23-27.

Beacon Press. (1998). *The real ebionics debate: power, language, and the education of African-American children*. Boston: Beacon Press.

Benson, S. H. (2000). Make mine an A. *Educational Leadership*, 57 (5), 30-32.

Bronfenbrenner, U. (1973). *Two worlds of childhood: US and USSR*

Cahill, B., & Theilheimer, R. (1999). Helping kids and teachers not to hate. *Young Children*, 54, 27-31.

Carstensen, K. D. (1999). *It's all about the girls: the essence of the single-sex school*. University of Nebraska-Lincoln.

Clinton, H. (1996). *It Takes a Village: and other lessons children teach us*. New York: Simon and Shuster.

Costello, B. (2008). Leveraging gender differences to boost test scores. *The Education Digest*, 73 (9), 32-35.

Culkin, J. (1970). *Summerhill: for and against*. New York: Hart Publishing.

Delpit, Lisa (1995) *Other people's children: cultural conflict in the classroom*. New York: New Press.

Dobson, J. C. (1992). *The new dare to discipline (2<sup>nd</sup> ed)*. Wheaton, Illinois: Tyndale House Publishers, Inc.

DuPraw, J. (1983). *Adoption: the facts, feelings, and issues of a double heritage*. New York: Simon & Shuster.

Fernandez, R. C. (2000). No hablo Ingles: bilingualism and multiculturalism in preschool settings. *Early Childhood Special Education*, 27 (3), 159-163.

Gaffney, D. (1988). *The seasons of grief: Helping children grow through loss*. New York: New American Library.

Gil, E. (1983). *Outgrowing the pain: A book for and about adults abused as children*. New York: Dell.

Guptill, A. (2000). Using the internet to improve student performance. *Teaching Exceptional Children*, 32 (4), 16-20.

Hoge, G., Dattilo, J. & Williams, R. (1999). Effects of leisure education on perceived freedom in leisure of adolescents with mental retardation. *Therapeutic Recreation Journal*, 33 (4), 320-332.

Holt, J. (1995) *How children learn*. Reading, Mass.: Perseua Books.

- Holt, J. (1995) *How children fail*. Reading, Mass.: Perseua Books.
- Hutson, P. (2008). Growing local leaders through networking. *Choral Journal*, 48 (11), 99-101.
- Jones, D. (2000). Disclosure of child sexual abuse. *Child Abuse and Neglect, The International Journal*, 24 (2), 269-271.
- Kohlberg, L. (1994). *Kohlberg's original study of moral development*. New York: Garland.
- Komro, K. A. (1999). Peer leadership in school and community alcohol use prevention activities. *Journal of Health Education*, 30 (4), 202-208.
- Kozol, J. (1992). *Savage Inequalities*. New York: Harper Trade.
- Kozol, J. (2000). *Ordinary resurrections: children in the years of hope*. New York: Crown Publishers.
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## VII. Rationale:

This course helps equip the teacher candidate with an understanding of the physical, cognitive, and emotional characteristics of adolescent learners so that instruction can be adapted for the secondary age group.

## VIII. Course Objectives: Upon completion of this course, the student will:

1. To discuss the "nature vs. nurture" foundation for adolescent development. **Standards 3.1.1, 3.1.7, 3.2.5, 3.2.6, 4.1.1, 4.1.2, 5.1.1, 5.1.7, 5.2.1; Pathwise A1.**
2. To describe the physical, intellectual, social-emotional, and personality patterns of development during puberty for males and females including an analysis of the impact of early and late maturing on self-concept, intelligence and social relationships. **Standards 1.2.3, 1.3.3, 2.1.7, 3.1.1, 3.1.5, 3.1.6, 3.1.7, 3.2.4, 3.2.5, 3.2.6, 4.1.2, 4.2.1, 4.3.6, 5.2.1; Pathwise A1, A4, A5, B1, B2, B3, B4, B5**
3. To recognize the basic features of formal operational thought, highlighting the new conceptual skills that emerge and factors that promote the development of formal operational thought. **Standards 1.1.4, 1.2.2, 1.3.3, 2.1.6, 2.1.7, 2.2.1, 2.3.2, 3.1.1, 3.1.5, 3.1.6, 3.1.7, 3.2.2, 3.2.4, 3.2.5, 3.2.6, 4.1.3, 4.2.1, 4.3.3, 5.2.1; Pathwise A1, A2, A3, A4, A5, B1, B2, B3, B4, B5**
4. To examine some of the challenges of social life in early adolescence that may result in high-risk behaviors. **Standards 3.1.1, 3.1.8, 4.1.1, 4.1.2, 4.2.1, 4.3.6, 5.1.7, 5.2.1; Pathwise A2, B4, B5**
5. To be aware of the biological, cultural, psychological, and socioeconomic variables and their influence on self and self concepts of adolescents and describe the psychosocial crisis of early adolescence. **Standards 1.2.3, 3.1.1, 3.1.8, 3.2.4, 4.1.1, 4.1.2, 4.2.1, 4.3.3, 4.3.6, 5.1.7, 5.2.1; Pathwise A1, A5, B1, B2**
6. To describe the evolution of peer relations and to contrast the impact of parents and peers during this stage. **Standards 3.1.1, 3.1.8, 4.1.1, 4.1.2, 5.1.7, 5.2.1; Pathwise A1, A5, B1, B2, B3**
7. To understand the impact of chronic health problems on family members, community members, friends and classmates as well as on the adolescent's development in all domains. **Standards 3.1.1, 3.2.4, 4.1.1, 4.1.2, 5.1.3, 5.1.7, 5.2.1; Pathwise A1, B5, D4**
8. To characterize the development of sexuality, the formation of sexual orientation, and review factors associated with pregnancy and parenthood in adolescence. **Standards 3.1.1, 3.1.8, 4.1.1, 4.1.2, 5.1.7, 5.2.1; Pathwise A2, A4, D4**
9. To identify the educational implications of this stage of development and make meaningful application of the concepts in human development which impact teaching and learning. **Standards 1.1.4, 1.2.2, 1.3.3, 1.3.6, 2.1.7, 2.2.1, 2.3.2, 3.1.5, 3.1.6, 3.1.7, 3.2.2, 3.2.4, 3.2.5, 3.3.1, 3.3.6, 4.2.1, 4.3.3, 4.3.6, 5.1.1, 5.2.1; Pathwise A1, A2, A4, A5, B1, B2, B3, B4, B5**
10. Discuss various theories which explain the physical, intellectual, social-emotional, and personality patterns of adolescent development. **Standards 1.2.3, 1.3.3, 2.1.7, 3.1.1, 3.1.5, 3.1.6, 3.1.7, 3.2.4, 3.2.5, 3.2.6, 4.1.2, 4.2.1, 4.3.6, 5.2.1**
11. Discuss issues of cultural diversity as it impacts adolescent development. **Standards 4.1.2**

#### **IX. Description of How the Course Meets the General Education Objectives:**

This course is not a general education course and does not attempt to meet general education objectives.

## **X. Assessment and evaluation methods:**

Students will be evaluated using both traditional and performance assessment. Strategies will include examinations, readings from professional journals, and a research paper and class presentation on one aspect of adolescent development.

1. **Library Research Paper and oral report on relevant topic focused on adolescent development.** Students will complete a formal research paper and make an in-class presentation of recent research findings relevant to adolescent development. Topics may include but not be limited to studies concerning puberty, cognitive development, identity, gender, sexuality, moral and ethical development, family dynamics, social policy issues focused on adolescents, peer groups, friendship groups, romantic relationships and the social context of high schools. The research paper will be 100 points.
2. **Professional Readings.** Students will be asked to complete ten readings focused on topics studied in the class. Readings will be from identified professional journals from the student's discipline area. Each reading will be ten points for a total of 100 points.
4. **Examinations.** A total of four exams will be administered and will cover text, discussions in class, films, and speakers. Each examination will be 100 points.
5. **Quality and Timeliness of Work.** All work submitted should be of professional quality, neatly presented, grammatically correct and free of spelling and punctuation errors.

## **Policy on Absences, Cheating, & Plagiarism:**

- 1) Attendance and participation is expected of all students.
- 2) Students are expected to complete their own work. Reports and papers should be paraphrased rather than "copied" directly from the author. Proper credit should be given to authors.
- 3) A late assignment will be accepted with a decrease in grade up to two weeks after the original due date.
- 4) No assignment will be accepted after the final examination date/time.

## **Assignment of Grades:**

600 points will be possible. The final grade will be a percentage of the total number received.

90%-100% A

89%-80% B

79%-70% C

69%-60% D

Below 60% F



### Course Content:

- I. How do we study adolescent development?
  - A. Ex post facto studies
    1. The problem of arriving after the fact
    2. The ethical dilemma of not being able to test for cause and effect directly
  - B. Longitudinal (developmental studies)
  - C. Descriptive studies
  - D. Correlation studies
  - E. Action, quasi-experimental, true experimental studies--long on structure, sometimes short on reality
  - F. Qualitative, naturalistic, ethnographic case studies
- II. What are the frameworks for conceptualizing adolescent development?
  - A. Nature of developmental change
  - B. History of developmental study
  - C. Basic issues in developmental study
    1. The nature-nurture controversy
    2. Continuity and discontinuity
    3. Universal and context-specific development--the role of culture
    4. Deficit or difference--how does each culture interpret an observed difference?
  - D. Theories of development
    1. Psychodynamic developmental theories
      - A. Freudian theory
      - B. Erickson's psychosocial theory
    2. Behavioral and social cognitive learning developmental theories
      - A. Behavioral learning theories
      - B. Social cognitive learning theory
    3. Cognitive developmental theories
      - A. Piaget's cognitive theory
      - B. Neo-Piagetian approaches
      - C. Information-processing theory
- III. How does a person develop a sense of identity during adolescence, the time of "sturm und drang" or storm and stress, 13 through 18?
  - A. Physical changes in adolescence.
    1. Height and weight
    2. Puberty and sexual maturation
    3. Neurological maturation
  - B. Adolescent health problems.
    1. Depression, suicide
    2. Sexually transmitted diseases.
    3. Drug abuse including alcohol.
    4. Tobacco.
  - C. Cognitive development for the formal operations adolescent
    1. Implications of the information-processing viewpoint
    2. Fostering critical thinking

3. Dealing with adolescent egocentrism
  4. Development of political beliefs
  5. Development of religious beliefs
  6. Development of belief systems--Rokeach
  7. Moral development--Lawrence Kohlberg
  8. Emotional disturbance and social maladjustment
- D. Identity development during adolescence.
1. Relationships with parents
  2. Friendships
  3. Peer groups
  4. School and work
- E. Adolescent sexuality
1. Early sexual experience
  2. Sexual attitudes
  3. Dating
  4. Non-heterosexual orientations
  5. Adolescent pregnancy and parenthood
- F. Teenage depression and suicide
- G. The emerging adult