

PART I

10-15K

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-66K	AP 4/13/10	App-12/7/10

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person Fredalene B. Bowers	Email Address fbowers@iup.edu
Proposing Department/Unit Human Development & Environmental Studies	Phone 357-4046

**Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.**

**1. Course Proposals (check all that apply)**

New Course     Course Deletion  
 Course Revision     Course Prefix Change  
 Course Number and/or Title Change                           Catalog Description Change

<i>CDFR 325 Adolescence: Risk &amp; Resiliency</i>	<i>CDFR 425 Adolescence: Risk &amp; Resiliency</i>
<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing

**2. Additional Course Designations: check if appropriate**

This course is also proposed as a Liberal Studies Course.                           Other: (e.g., Women's Studies, Pan-African)  
 This course is also proposed as an Honors College Course.

**3. Program Proposals**

New Degree Program     Program Title Change                           Program Revision  
 New Minor Program     New Track     Other

<u>Current</u> program name	<u>Proposed</u> program name, if changing
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4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Fredalene Bowers</i>	<i>1/22/10</i>
Department Chair(s)	<i>Mary E. Swinker</i>	<i>1/22/10</i>
College Curriculum Committee Chair	<i>Robert Kostelink</i>	<i>2/22/10</i>
College Dean	<i>Carleen P. Zoni</i>	<i>2-24-10</i>
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Sedwist</i>	<i>7-16-10</i>

**Received**

**Received**

JUL 16 2010

FEB 25 2010

**Liberal Studies**

**Liberal Studies**

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## **Part II. 1 NEW SYLLABUS OF RECORD**

### **I. Catalog Description**

**CDFR 425 Adolescence: Risk and Resiliency**

**3 class hours  
0 lab hours  
3 credits  
(3c-01-3cr)**

**Prerequisites:** Grade of C or better in CDFR 218 and 224

Focuses on growth and development of pre-adolescents and adolescents; parenting of adolescents; and adolescents as parents. Special emphasis is given to identifying risk and resiliency factors when working with adolescents and families in the field of human services. A variety of human development theories are examined in an attempt to understand the adolescent from both an individual and a societal point of view.

### **II. Course Outcomes**

Students will be able to

1. Identify risk factors in the family and society that impact the development of the adolescent.
2. List resiliency factors and developmental assets in the family and society that facilitates healthy growth.
3. Review, analyze and report current research dealing with various aspects of adolescent development.
4. Examine issues surrounding the parenting of adolescents including problematic behaviors.
5. Discuss specific challenges facing adolescent parents and their children.
6. Identify the impact of poverty, social and ecological factors on adolescents and families.
7. Investigate social service systems, community supports and other integration strategies for adolescents and their families.

### **III. Course Outline**

**A. Risk & Resiliency Factors**

**(6 hours)**

1. Six Domains of Risk Factors
  - a. Individual
  - b. Family
  - c. Peer

- d. Community
  - e. School
  - f. Societal
  - 2. Resiliency Factors
    - a. External Assets
    - b. Internal Assets
- B. Human Development Research (10 hours)**
- 1. Physical Growth
  - 2. Brain Development and Cognition
  - 3. Social Relationships
- Exam I (1 hour)**
- C. Parenting Adolescents (10 hours)**
- 1. Parental changes in midlife affecting adolescents
  - 2. Parenting Styles
  - 3. Parent/Adolescent Conflict
  - 4. Impact of Divorce and Remarriage
  - 5. Problematic Behaviors
    - a. Eating Disorders
    - b. Self-Injury
    - c. Substance Use and Abuse
    - d. Delinquency
    - e. Depression and Suicide
- D. Adolescents as Parents (6 hours)**
- 1. Adolescent Sexuality
  - 2. Effects of Poverty
  - 3. Impact of Welfare Reform
    - a. TANF (Temporary Aid for Needy Families)
  - 4. School and Community-Based Services
    - a. Pregnant and Parenting Teen Programs
    - b. Teen Fatherhood Initiative
- Exam II (1 hour)**
- E. Social Support for Adolescent and Families (8 hours)**
- 1. Community-Based Programs
    - a. ATOD (Alcohol, Tobacco & Other Drugs) Programs
    - b. Family Health Services
    - c. Therapeutic Support Services
  - 2. School-Based Services
    - a. Student Assistance Program
    - b. Alternative Education Programs
- Final Exam - During Final Exam Week (2 hours)**

#### **IV. Evaluation Methods**

The faculty person assigned to teach this course could be one of several faculty with the CDFS Program. The following is an example of the evaluation methods used for this course.

55% Three Examinations: The examinations could include multiple choice, true/false, matching, and short answer/essay with materials coming from lecture notes, the text, videos and class handouts.

45% Assignments: Assignments could include specific assignments related to course material, individual or small group projects, observations, papers and case studies.

#### **V. Grading Scale**

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

#### **VI. Attendance Policy**

Student learning is enhanced by regular attendance and participation in class discussions, the instructor expects all students to attend class. The attendance policy for this class follows the Undergraduate Course Attendance Policy which is included in the Undergraduate Catalog. The total number of unexcused absences should not exceed one week of class.

#### **VII. Required textbooks, supplemental books and readings**

Elkind, David. (1998). *All grown up and no place to go: teenagers in crisis* (Revised Ed.). MA: Perseus Books.

Pipher, Mary. (1994). *Reviving ophelia*. New York: Ballantine Books.

Stickle, Fred. (2009). *Annual Editions: Adolescent Psychology*. (7<sup>th</sup> Edition). Dubuque, Iowa: McGraw-Hill/Contemporary Learning Series.

#### **Optional Text:**

Garbarino, James. (1999). *Lost boys*. New York: Simon & Schuster, Inc.

#### **VIII. Bibliography**

Adams, Gerald R. (Ed.). (1998). *Journal of adolescent psychology*. London: Sage Periodicals.

Adelson, Joseph. (1980). *Handbook of adolescent psychology*. New York: John Wiley & Sons, Inc.,

Arnett, Jeffrey. (2009). *Adolescence and Emerging Adulthood*. (4th Ed.). New Jersey: Pearson Ed.

Atwater, Eastwood. (1988). *Adolescence*. (2nd Ed.). New Jersey: Prentice Hall

Blos, Peter. (1962). *On adolescence: a psychoanalytic interpretation*. New York:

McMillan Company.

Karr-Morse, Robin and M. Wilen. (1997). *Ghosts from the nursery*. New York: The Atlantic Monthly Press.

Caron, Ann. (1994). *Strong mothers - strong sons: raising adolescent boys in the 90's*. New York: Henry Holt & Company.

Cullen, Dave. (2009). *Columbine*. New York: Twelve Hachette Book Group.

Elkind, David. (1994). *A sympathetic understanding of the child: birth to sixteen*. (3rd Ed.) Boston, MA: Allyn and Bacon.

Farel, Anita. (1982). *Early adolescence: what parents need to know*. Carrboro, NC: Center for Early Adolescence.

Henderson, Nan and Benard, Bonnie. (1999). *Resiliency in Action*. CA: Resiliency in Action, Inc.

Hill, John P. (1982). *Understanding early adolescence: a framework*. Carrboro, NC: Center for Early Adolescence.

Hipp, Earl. (1994). *Fighting invisible tigers: a stress management guide for teens*. MN: Free Spirit Publishing, Inc.

Neuman, Susan B. (2009). *Changing the odds for children at risk*. New York: Teachers College, Columbia University.

Pollack, William. (1998). *Real boys*. New York: Henry Holt & Company.

Sandtrock, John W. (2009). *Adolescence*. (12th Ed.). Boston, MA: McGraw Hill.

Sax, Leonard. (2007). *Boys adrift*. New York: Basic Books.

Werner, Emmy. & Ruth Smith. (1992). *Overcoming the odds: High risk children from birth to adulthood*. New York: Cornell University Press.

**Student Outcomes Matrix for CDFS 325 Adolescence: Risk & Resiliency**

<b>Course Objectives</b>	<b>NAEYC Standards</b>	<b>NCFR-CFLE Standards</b>	<b>PDE PreK-4 Competencies</b>
<b>1</b>	<b>1. b,c</b>		
<b>2</b>	<b>1. b,c</b>	<b>4</b>	
<b>3</b>	<b>4. a-d</b>	<b>4</b>	
<b>4</b>	<b>1. c</b>	<b>4</b>	
<b>5</b>	<b>2. a-c</b>	<b>4</b>	
<b>6</b>	<b>2. a-c</b>		
<b>7</b>	<b>2. c</b>		

## **Part II. 2. Summary of Proposed Revisions**

- A. CDFR 425 was revised in the following ways:
1. The course number and prerequisites have been changed.
  2. The course description was revised.
  3. The evaluation methods were modified.
  4. The bibliography was updated.

## **Part II. 3. JUSTIFICATION FOR THE REVISIONS**

1. The course number was revised to reflect a higher level course and also in anticipation of developing the course into dual level. The course has been taught as a senior level course integrating theories and concepts relating to children, youth and families introduced in earlier courses. The "majors only" or by permission restriction has been removed, to accommodate minors and other students interested in the course. There have been requests to develop the course as dual level to accommodate graduate students who are working or plan to work with adolescents.
2. The course description was slightly revised to more accurately reflect course content.
3. The evaluation methods were clarified to address assessment through both written examinations and graded assignments.
4. The bibliography was updated to include current research and resources utilized in preparation of course materials.

## **Part II. 4. Old Syllabus of Record**

See attached for old syllabus of record.

## Syllabus of Record

### 1. Catalog Description

CDFR 325 Adolescence: Risk & Resiliency

3 class hours  
0 lab hours  
3 credit hours  
(3c-0l-3cr)

**Prerequisites:** Grade of C or better in CDFR 218 Child Development  
CDFR majors or by permission

Focuses on the parenting of adolescents and adolescents as parents. Special emphasis is given to identifying risk and resiliency factors when working with adolescents and families in the field of human services. A variety of human development theories are examined in an attempt to understand the adolescent from both an individual and a societal point of view.

### II. Course Objectives

Upon completion of the course, students will be able to:

1. identify risk factors in the family and society that impact the development of the adolescent.
2. list resiliency factors and developmental assets in the family and society that facilitates healthy growth.
3. review, analyze and report current human development research dealing with various aspects of adolescence growth.
4. examine issues surrounding the parenting of adolescents including problematic behaviors.
5. discuss specific challenges facing adolescents parents and their children.
6. identify the impact of poverty, social and ecological factors on adolescents and families.
7. investigate social service systems, community supports and other integration strategies for adolescents and their families.



### **III. Course Outline**

- A. Risk & Resiliency Factors** 12 hours
  - 1. Four Domains of Risk Factors
    - a. Individual and Peer
    - b. Family
    - c. Community
    - d. School
  - 2. Resiliency factors
    - a. External Assets
    - b. Internal Assets
  
- B. Human Development Research** 4 hours
  - 1. Physical Growth
  - 2. Brain Development and Cognition
  - 3. Social Relationships
  
- Exam I** 1 hour
  
- C. Parenting Adolescents** 12 hours
  - 1. Parental changes in midlife affecting adolescents
  - 2. Parenting Styles
  - 3. Parent/Adolescent Conflict
  - 4. Impact of Divorce and Remarriage
  - 5. Problematic Behaviors
    - a. Eating Disorders
    - b. Self-Injury
    - c. Substance Use and Abuse
    - d. Delinquency
    - e. Depression and Suicide
  
- Exam II** 1 hour
  
- D. Adolescents as Parents** 7 hours
  - 1. Adolescent Sexuality
  - 2. Effects of Poverty
  - 3. Impact of Welfare Reform
    - a. TANF (Temporary Aid for Needy Families)
  - 4. School and Community-Based Services
    - a. Pregnant and Parenting Teen Programs
    - b. Teen Fatherhood Initiative

**E. Social Supports for Adolescents and Families**

**5 hours**

**1. Community-Based Programs**

- a. ATOD (Alcohol, Tobacco & Other Drugs) Programs
- b. Family Health Services
- c. Therapeutic Support Services

**2. School-Based Services**

- a. Student Assistance Programs
- b. Alternative Education Programs

**Final Exam**

**2 hours**

#### IV. Evaluation Methods

The final grade for the course will be determined as follows:

- 48% Exams. Three exams (two exams and a final exam) consisting of multiple choice, matching, completion and short essay.
  - Exam I & II - 75 points each
  - Final Exam 50 points
- 18% Paper. Each student will prepare and present a paper worth 75 points
- 14% Review of four current research articles on adolescent development.  
15 points each - total 60 points
- 20% In-Class Assignments. Response paper to assigned articles from Annual Editions: Adolescent Psychology (current edition).  
Eight responses @ 10 points each

#### Grading Scale - Points

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	59% and below

#### Attendance Policy:

All students are expected to attend class. Attendance will be taken on a daily basis. Although students may think that all the course material can be acquired from the textbooks, the lecture will supplement the text with additional information taken from a variety of outside sources. Class attendance is therefore essential and inevitably students who do not attend class regularly do poorly on the assignments and exams. Attending class and participation in the discussion will enable students to understand the materials and assimilate new ideas regarding human development. **Although the need to miss class because of illness or personal emergency is recognized, the number of unexcused absences should not exceed four class periods or a total of four clock hours. Unexcused absences will result in loss of 10 points per class period.**

## V. Required Textbooks, supplemental books and readings

Required readings:

Elkind, David. All Grown Up and No Place to Go: Teenagers in Crisis. (Revised Edition), Perseus Books, MA, 1998.

Garbarino, James. Lost Boys. Simon and Schuster Inc., New York, 1999.

Paciorek, Karen and J. Munro. Annual Editions: Adolescent Psychology. Duskin/McGraw-Hill. Connecticut, 2003-2004.

Pipher, Mary. Reviving Ophelia, Ballantine Books, 1995.

## VI. Special resource requirements

None

## VII. Bibliography

### *Current*

Adams, Gerald R. (Ed.). Journal of Adolescent Psychology, Sage Periodicals Press, London, 1998.

Arnett, Jeffrey. (2nd Ed.) Adolescence and Emerging Adulthood. Prentice Hall, New Jersey, 2004.

Cobb, Nancy J. (5th Ed.). Adolescence. McGraw Hill, New York, 2004.

Haugaard, Jeffrey. Problematic Behaviors During Adolescence. McGraw Hill, New York, 2001.

- Karr-Morse, Robin and M. Wilen. Ghosts from the Nursery. The Atlantic Monthly Press, New York, 1997.

Pollack, William. Real Boys, Henry Holt & Company, New York, 1998.

***Historical***

Adelson, Joseph. Handbook of Adolescent Psychology. John Wiley & Sons, Inc., N.Y., 1980.

Atwater, Eastwood. Adolescence (2nd Ed.), Prentice Hall, New Jersey, 1988.

Blos, Peter. On Adolescence: A Psychoanalytic Interpretation. McMillan Company, New York, 1962.

Caron, Ann. Strong Mothers - Strong Sons: Raising Adolescent Boys in the '90's. Henry Holt & Company, New York, 1994.

Elkind, David. A Sympathetic Understanding of the Child: Birth to Sixteen. (3rd Ed.) Allyn and Bacon, Boston, MA, 1994.

Farel, Anita. Early Adolescence: What Parents Need To Know. Center for Early Adolescence, Carrboro, NC, 1982.


Hill, John P. Understanding Early Adolescence: A Framework. Center for Early Adolescence, Carrboro, NC, 1982.

Hipp, Earl. Fighting Invisible Tigers: A Stress Management Guide For Teens, Free Spirit Publishing, Inc., MN, 1994.

Ingersoll, Gary. Adolescents (2nd Ed.), Prentice Hall, New Jersey, 1989.

Werner, E. & R. Smith, Overcoming the Odds: High Risk Children from Birth to Adulthood, Cornell University Press, New York, 1992.

TO: Fredalene Bowers, Dept. of Human Development & Environmental Studies  
207 Ackerman

FROM: Nicholas Kolb 

DATE: March 19, 2007

SUBJECT: Distance Education Course: CDFR 325 Adolescence: Risk and Resiliency

Enclosed is a copy of the approval sheet for your distance education course. The development fee for this course will be paid to you the first semester this course is taught by you.

Thank you.

NEK/js  
encl.

cc: Mary Swinker  
Carleen Zoni

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# Undergraduate 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

Received

FEB 19 2007

Course: CDFR 325 Adolescence: Risk & Resiliency

Instructor(s) of Record: Fredalene B. Bowers, Ph.D.

Liberal Studies

Phone: 7-4046

Email: fbowers@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?
2. How will each objective in the course be met using distance education technologies?
3. How will instructor-student and student-student, if applicable, interaction take place?
4. How will student achievement be evaluated?
5. How will academic honesty for tests and assignments be addressed?

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

### Step Two: Departmental/Dean Approval

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

*Fredalene B. Bowers*      2/16/07  
 Signature of Department Designee      Date

Endorsed: *James Brycki*      2/16/07  
 Signature of College Dean      Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

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MAR - 7 2007

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**Step Three: University-wide Undergraduate Curriculum Committee Approval**

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

Gail Sedquist 3/6/07  
Signature of Committee Co-Chair Date

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

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**Step Four: Provost Approval**

Approved as distance education course

Rejected as distance education course

A. Samuels 3/12/07  
Signature of Provost Date

Forward form and supporting materials to Associate Provost.