KENNESAW STATE UNIVERSITY
GRADUATE COURSE PROPOSAL OR REVISION,
Cover Sheet (10/02/2002)

Course Number/Program Name: EDSM 8500
Department Secondary and Middle Grades Education
Degree Title (if applicable) EDS and EDD in Middle Grades Education, EDS and EDD in Secondary Education
Proposed Effective Date Summer 2013

Check one or more of the following and complete the appropriate sections:

X  New Course Proposal

___ Course Title Change
___ Course Number Change
___ Course Credit Change
___ Course Prerequisite Change
___ Course Description Change

Sections to be Completed
II, III, IV, V, VII
I, II, III
I, II, III
I, II, III
I, II, III

Notes:
If proposed changes to an existing course are substantial (credit hours, title, and description), a new course with a
new number should be proposed.
A new Course Proposal (Sections II, III, IV, V, VII) is required for each new course proposed as part of a new
program. Current catalog information (Section I) is required for each existing course incorporated into the
program.
Minor changes to a course can use the simplified E-Z Course Change Form.

Submitted by: Nita A. Paris
Faculty Member

_____ Approved _____ Not Approved

Department Curriculum Committee

_____ Approved _____ Not Approved

Department Chair

_____ Approved _____ Not Approved

College Curriculum Committee

_____ Approved _____ Not Approved

College Dean

_____ Approved _____ Not Approved

GPCC Chair

_____ Approved _____ Not Approved

Dean, Graduate College

_____ Approved _____ Not Approved

Vice President for Academic Affairs

_____ Approved _____ Not Approved

President
I. Current Information (Fill in for changes)
Page Number in Current Catalog
Course Prefix and Number
Course Title
Class Hours Laboratory Hours Credit Hours
Prerequisites
Description (or Current Degree Requirements)

II. Proposed Information (Fill in for changes and new courses)
Course Prefix and Number EDSM 8500
Course Title Adolescent Development: Implications for Teaching
Class Hours 3 Laboratory Hours 0 Credit Hours 3
Prerequisites Admission to Graduate Study in Education
Description (or Proposed Degree Requirements)

This course considers contemporary research addressing the cognitive, psycho-social, physical, and moral development of adolescents in the context of schools, relationships, and culture with applications to diverse P-12 settings. A major focus of the course includes how school, family, and community influences interact with and impact adolescents’ development and how educators, through a learner-centered approach, can support and facilitate positive outcomes for middle and high school students.

III. Justification
This course is a newly created course to include in our redesigned programs recently approved by the USGBOR and PSC. The program was originally the EDS & EDD in Teacher Leadership with concentrations in 5 different areas. The USGBOR approved our request to create separate majors from the original concentrations in order to meet the new PSC requirements that degrees completed by teachers be in their certification areas. Hence, we renamed (and are now revising) our program to be more tailored to teachers in grade 6-12 (middle grades and secondary). The feedback we received from our p-12 partners, current graduate students and faculty as well indicated that teachers in schools today needed more in depth knowledge of adolescent development.

Historically, adolescent development research has not been regarded as an essential component of teacher preparation pedagogy.

The policies have largely focused on the extent to which teachers deliver content through locally prescribed curricula. While no one argues the necessity of enriched curriculum content as a foundation for academic success, current research points to the fact that aspects of development—neural, cognitive, social, psychological, physical, and ethical have far-reaching effects on children’s ability to learn. Teachers and administrators need access to the scientifically based knowledge of these aspects to optimize students’ ability to engage with and learn from the curriculum (NCATE and NICHD Roundtable, 2006, p. 5).
For middle school and secondary education teachers and leaders to be effective facilitators of learning, instructional and pedagogical decisions must be based on developmentally appropriate principles. Too often, the notion of developmentally appropriate practice was narrowly understood to apply primarily to early childhood and elementary settings. Undoubtedly, in the diverse middle and secondary classrooms of today, “teaching from a developmental perspective inevitably transforms teachers into problem solvers who adapt and modify instructional approaches based on knowledge of factors that promote optimal development. (NCATE and NICHD Roundtable, 2006, p. 33). Therefore, this course in adolescent development is a required course for all majors in middle grades and secondary education EDS and EDD.

IV. Additional Information (for New Courses only)
Instructor: Nita A. Paris, Ph.D.
Prerequisites: Admission to Graduate Study in Education

Objectives:

See page 4 of Syllabus which is attached

Instructional Method

Course will consist of a combination of discussion, debate and dialog using primarily a constructivist approach. Socratic seminar and learning circles will be the primary format with numerous video, text & shared readings as supplements to the required text.

Method of Evaluation
Instructor, self and peer evaluation. Variety of assignments. See Syllabus Attached

V. Resources and Funding Required (New Courses only)

No new funding is required for this course. The course is a new course but is part of a redesign of an existing program.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>(1-2 course sections per year of existing faculty line)</td>
</tr>
<tr>
<td>Other Personnel</td>
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</tr>
<tr>
<td>Equipment</td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
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<tr>
<td>New Books</td>
<td></td>
</tr>
<tr>
<td>New Journals</td>
<td></td>
</tr>
<tr>
<td>Other (Specify)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>No new funding</td>
</tr>
</tbody>
</table>

Funding Required Beyond Normal Departmental Growth

None. This course is a part of an existing program which is being redesigned.
**VI. COURSE MASTER FORM**
This form will be completed by the requesting department and will be sent to the Office of the Registrar once the course has been approved by the Office of the President. The form is required for all new courses.

<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th>EDSM</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE NUMBER</td>
<td>8500</td>
</tr>
<tr>
<td>COURSE TITLE FOR LABEL</td>
<td>Adolescent Development</td>
</tr>
<tr>
<td>(Note: Limit 30 spaces)</td>
<td></td>
</tr>
<tr>
<td>CLASS-LAB-CREDIT HOURS</td>
<td>3-0-3</td>
</tr>
<tr>
<td>Approval, Effective Term</td>
<td>Summer 2013</td>
</tr>
<tr>
<td>Grades Allowed (Regular or S/U)</td>
<td>Regular</td>
</tr>
<tr>
<td>If course used to satisfy CPC, what areas?</td>
<td></td>
</tr>
<tr>
<td>Learning Support Programs courses which are required as prerequisites</td>
<td></td>
</tr>
</tbody>
</table>

**APPROVED:**

Vice President for Academic Affairs or Designee ___

**VII Attach Syllabus**

See next page
I. Course Number: EDSM 8500
   Course Title: Adolescent Development: Implications for Teaching
   College: Bagwell College of Education
   Semester: Summer 2013

II. Instructor Contact Info: Nita A. Paris, Ph.D., Professor of Educational Psychology
   Office: Kennesaw Hall 1017
   Office Phone: 678-797-2882
   Email: nparis@kennesaw.edu (preferred method of contact) OR through Georgia ViewVista email account

III. Class Meeting Time & Place:

IV. Texts:
   Required:

V. Catalog Course Description: EDSM 8500. 3-0-3. Prerequisite: Admission to graduate study in education.
   This course considers contemporary research addressing the cognitive, psycho-social, physical, and moral development of adolescents in the context of schools, relationships, and culture with applications to diverse P-12 settings. A major focus of the course includes how school, family, and community influences interact with and impact adolescents' development and how educators, through a learner-centered approach, can support and facilitate positive outcomes for middle and high school students.

VI. Justification: Historically, adolescent development research has not been regarded as an essential component of teacher preparation pedagogy.

   The policies have largely focused on the extent to which teachers deliver content through locally prescribed curricula. While no one argues the necessity of enriched curriculum content as a foundation for academic success, current research points to the fact that aspects of development—neural, cognitive, social, psychological, physical, and ethical—have far-reaching effects on children's ability to learn. Teachers and administrators need access to the scientifically based knowledge of these aspects to optimize students’ ability to engage with and learn from the curriculum (NCATE and NICHD Roundtable, 2006, p. 5).
For middle school and secondary education teachers and leaders to be effective facilitators of learning, instructional and pedagogical decisions must be based on developmentally appropriate principles. Too often, the notion of developmentally appropriate practice was narrowly understood to apply primarily to early childhood and elementary settings. Undoubtedly, in the diverse middle and secondary classrooms of today, “teaching from a developmental perspective inevitably transforms teachers into problem solvers who adapt and modify instructional approaches based on knowledge of factors that promote optimal development. (NCATE and NICHD Roundtable, 2006, p. 33). Therefore, this course in adolescent development is a required course for all majors in middle grades and secondary education EDS and EDD.

VI. KENNESAW STATE UNIVERSITY’S CONCEPTUAL FRAMEWORK:

Collaborative development of expertise in teaching and learning

“The Collaborative Development of Expertise in Teaching, Learning, and Leadership” is the basis for all of Kennesaw State University’s teacher education and teacher leadership programs. Working from a solid content background, the teacher as facilitator and leader demonstrates proficient and flexible use of different ways of teaching to actively engage students in learning. As facilitators and leaders in their field, teachers are well versed in the characteristics of students of different ages, abilities and cultural backgrounds. They are skilled in integrating technology into instruction and create an environment in which students can be successful and want to learn, knowing when and how to assess learning by means of various forms of traditional and authentic assessments. They are well prepared for successful careers in teaching and teacher leadership, and are expected to act in a professional manner in all circumstances with colleagues, parents, community members and their own students. As a professional educator and leaders, the teacher values collaboration and seeks opportunities to work with other professionals and community members to improve the educational experiences for children and youth.

The Professional Teacher Education Unit (PTEU) at Kennesaw State University is committed to developing expertise among candidates in initial and advanced programs as teachers and leaders who possess the capability, intent and expertise to facilitate high levels of learning in all of their students through effective, research-based practices in classroom instruction, and who enhance the structures that support all learning. To that end, the PTEU fosters the development of candidates as they progress through stages of growth from novice to proficient, from proficient to expert, and finally, from expert to leader. Within the PTEU conceptual framework, expertise is viewed as a process of continued development—not an end-state. To be effective, teachers and educational leaders must embrace the notion that teaching and learning are intertwined and that only through the implementation of validated practices can all students construct meaning and reach high levels of learning. In that way, candidates are facilitators of the teaching and learning process. Finally, the PTEU recognizes, values and demonstrates collaborative practices across the college and university and extends collaboration to the community-at-large. It is through this collaboration with professionals in the university, public and private schools, parents and other professional partners, that the PTEU meets the ultimate goal of assisting Georgia’s schools in bringing all students to high levels of learning.

Use of Technology: As part of our conceptual framework, the faculty in the Professional Teacher Education Unit (PTEU) at KSU is committed to preparing professional learning facilitators who are technologically competent. As such, technology has been infused into each BCOE course. During this course, graduate candidates will be provided with opportunities to explore and research data-bases from the various fields of education and psychology. Library research required in this course is supported by the Galileo system. As a member of the University Center in Georgia, a consortium of major libraries provides electronic, as well as hard copy access. Students have access to additional resources through the Educational Technology Center and the Teacher Resource and Activities Center. During the course, the instructor will use a variety of technologies (both low and high tech) such as videos, overheads, and multi-media presentations.
**Diversity Statement:** A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Candidates will explore the literature for research pertaining to differentiated strategies and curricula within diverse classrooms. One element, therefore, is raising candidate awareness of critical multicultural issues affecting instructional practice. A second element is to cause candidates to explore how multiple attributes of multicultural populations influence decisions in identifying fertile ground for action research. Among these attributes are disability, ethnicity, family structure, gender, geographic region, giftedness, language, race, religion, sexual orientation, and socioeconomic status.

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act of 1990. A number of services are available to help students with disabilities with their academic work. In some cases, certification of disability is required. Please be aware that there are other support/mentor groups on the campus of Kennesaw State University that address each of the multicultural variables outlined above. For more information contact the Student Life Center at 770-423-6280.

**Statement for School-based Activities:** While completing the graduate program at Kennesaw State University, candidates are required to be involved in a variety of school-based activities directed at the improvement of teaching and learning. Appropriate activities may include, but are not limited to, attending and presenting at professional conferences, actively serving on or chairing school-based committees, leading or presenting professional development activities at the school or district level, and participating in education-related community events.

**Additional Requirements for Student-Researchers Carrying Out Course-based Research**

Student-researchers who conduct projects at variance from or extending beyond a class assignment must consult with their faculty instructor about securing KSU IRB approval and must contact any IRB-type organization available in their own workplace setting. For those in teacher education, it is important to remember that every district has a federally mandated requirement for IRB review of proposals for conducting research in public schools. It is up to each student-researcher to learn the appropriate IRB procedures to be followed in his/her district. More specifically, KSU teacher education candidates are required to complete district-level IRB forms or to follow accepted policies and gain approval in writing, consistent with school/district guidelines, prior to beginning any assigned research project. Once school district IRB approval is obtained, Kennesaw State University will honor the approval by submitting a copy of the county proposal, approval and Human Participants Online Certificate.

**VIII. Course Objectives & Goals:**

The objectives of this course are consistent with the Bagwell College of Education’s Knowledge, Skills and Dispositions for Specialists and Doctoral Candidates in the Middle Grades or Secondary Education Majors. The knowledge, skills and dispositions (KSD’s) demonstrated by graduates of the program delineate the high expectations we have for graduates of the EDS or EDD in Middle or Secondary Education program. The proficiencies reflect the complex nature of candidate learning in advanced degree programs leading to a terminal degree. Consequently, many of the proficiencies listed below incorporate aspects of knowledge, skills and dispositions within a single proficiency and are clearly linked to our conceptual framework, *The Collaborative Development of Expertise in Teaching, Learning, and Leadership.*
<table>
<thead>
<tr>
<th>EDD/EDS Performance Outcome</th>
<th>Course Objective</th>
<th>Knowledge, Skills Dispositions (Advanced CPI)</th>
<th>Activities, Coursework, Assignments &amp; Key Assessment</th>
</tr>
</thead>
</table>
| **Candidates foster a responsive, learner-centered educational environment that promotes collaboration and democratic participation for student learning and may include co-teaching.** | Understand the importance of parental/family involvement in and cultural influences on student’s development and learning and improve efforts by which parents, teachers, and students can work together as a community and learn together. Evaluate existing class, school and/or district practices and make recommendations for maintaining, discontinuing or implementing new developmentally appropriate, learner-centered solutions to existing problems related to the education of adolescents. | 2.1 (D) 2.2 (K;S;D) 2.3 (K;S) 2.4 (K;S) 2.5 (K;S) 2.6 (K;S) | Readings  
Socratic seminars  
Applied Project  
Cultural Influences on development  
Reading responses |
| **Candidates demonstrate pedagogical approaches which incorporate contextual, theoretical/conceptual, and practical influences on the learner and learning.** | Understand diverse students’ experiences at school, experiences and responsibilities at home, and how these influence their development, support or constrain students’ behavior, success and achievement in school. Evaluate existing class, school and/or district practices and make recommendations for maintaining, discontinuing or implementing new developmentally appropriate, learner-centered solutions to existing problems related to the education of adolescents. Understanding the importance of parental/family involvement in and cultural influences on student’s development and learning and improve efforts by which parents, teachers, and students can work together as a community and learn together. | 1.2 (K;S) 1.3 (K;S) 1.4 (K;S;D) 2.1 - 2.6 (K;S;D) | Readings  
Socratic seminars  
Reading responses  
Applied project  
Cultural Influences on development |
| **Candidates demonstrate in-depth foundational knowledge of content-based research, scholarship, and socio-political influences in the teaching field and use this knowledge to analyze and interpret problems and implement solutions within their profession.** | Evaluate existing class, school and/or district level practices and make recommendations for maintaining, discontinuing or implementing new developmentally appropriate, learner-centered solutions to existing problems related to the education of adolescents. | 1.1 (K) 1.2 (K;S) 3.1 (K;D) 3.2 (K;D) 3.3 (D) 3.4 (D) 3.5 (D) | Readings  
Socratic seminars  
Reading responses  
Applied project |
| **Candidates reflect on their professional, scholarly practice, and analyze the ways in which they have changed in their thinking, beliefs, or behaviors toward improved learner-centered practices.** | Understand diverse students’ experiences at school, experiences and responsibilities at home, and how these influence their development, support or constrain students’ behavior, success and achievement in school. | 3.2 (K;D) | Readings  
Reading responses  
Socratic seminars  
Cultural Influences on development |
IX. Course Requirements and Assignments

1. It is an expectation that all students will attend every class and participate actively and thoughtfully in whole and small group discussions and activities. Students must have completed the assigned reading prior to the appropriate class session and come prepared to interrogate texts, raise questions, and connect readings to theory and practice.

2. Reading Responses (25 points each; maximum 100 points): There will be 4 summaries expected from the pre-readings. In a two page (maximum) written response, you should choose a section from Santrok's book from the required chapter reading and describe how the section is relevant for you in your current teaching, learning, leading context. In particular, describe how the section can inform your teaching or leadership practice such that it challenges you to find alternative methods of teaching or leading which are developmentally appropriate for adolescents. How would your practice change so that your actions are consistent with developmentally appropriate practice in middle or secondary schools? You should also identify a section or quote from the reading that intrigues you, makes you wonder, or interests you as a topic for further reading or study.

3. Socratic Seminar (50 points): With a partner (or two) review your chosen article for the respective class session. Each partner will write a brief individual review (one page, double-sided) of the article to submit to the professor on the day you conduct the seminar. Also, you and your partner(s) will conduct a Socratic Seminary in an appropriate format, assign appropriate roles and follow-up assignments to your classmates.

4. Socratic Seminar- Peer and Self Evaluation (10 points) Your class peers will evaluate the Socratic Seminar using an established rubric provided by the professor. You will also self-evaluate your performance and that of your partner using the same rubric.

5. Cultural Influences in Development: (50 points): You will identify an English Language Learner in your school or classroom whom you will interview regarding his/her experiences in American middle schools or secondary
schools. As noted by the NCATE and NICHHD (2006) roundtable, “most teachers are still European and middle-class, but many of their students are not” (p. 26). The primary goals of this experience are for you to:

Develop a deeper understanding of diverse students’ experiences at school, experiences and responsibilities at home, and how these influence their development, support or constrain students’ behavior, success and achievement in school.

Highlight variations in ELLs’ experiences and outcomes within schools, and how teachers or schools can work effectively with diverse groups of students who have diverse needs and strengths.

Understand the importance of parental/family involvement in and cultural influences on student’s development and learning and improve efforts by which parents, teachers, and students can work together as a community and learn together.

6. **Applied Project (200 points):** This holistic assignment is one of your own choosing which applies principles of adolescent development to middle or high school contexts. The project MUST be based on developmentally appropriate practices and principles in middle or high schools. Projects could include such things as identifying and seeking grant funding to establish or support developmentally appropriate programs at your school or district; evaluating and designing transition programs for middle to high school (e.g., 9th grade academies) or school to work programs; or programs that support teen mothers/fathers in completing school; projects to engage families/community partners. The project cannot be simply a research paper or review of literature. However, a pilot study (research proposal) related to your dissertation which is in alignment with developmentally appropriate practices would be appropriate. More examples and details will be provided in class.

X. **Grading**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td></td>
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<tr>
<td>C</td>
<td>70-79%</td>
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</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
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</tbody>
</table>

Assignments are due on date assigned. **Late papers will receive a 20% deduction of points from the assignment.** All written assignments must be typed in **12 point font** with standard margins and follow APA Style Manual, 6th Edition. Any work which has more than 3 grammatical inconsistencies/typos/spelling or APA errors/etc. in the same paragraph will be returned to the candidate. Work that is unedited or presented with what appears to be little thought or planning will not be accepted.

**IX. Policies**

**Professionalism- Academic Honesty:** KSU expects that graduate students will pursue their academic programs in an ethical, professional manner. Faculty of the EdS and EdD programs abide by the policies and guidelines established by the university in their expectations for candidates' work. Candidates are responsible for knowing and adhering to the guidelines of academic honesty as stated in the graduate catalog. Any candidate who is found to have violated these guidelines will be subject to disciplinary action consistent with university policy. For example, plagiarism or other violations of the University’s Academic Honesty policies could result in a grade of “F” in the
Professionalism- Participation, and Attendance: Part of your success in this class is related to your ability to provide peer reviews and feedback to your editing groups regarding their research and their writing. Furthermore, responding effectively and appropriately to feedback from your peers and the professor is another measure of one’s professionalism. In addition, since each class meeting represents a week of instruction/learning, failure to attend class will likely impact your performance on assignments and final exams. Please be prepared with all readings completed prior to class. We depend on one another to ask pertinent and insightful questions.

X. Course topics

Each of the topics below will be examined with consideration of the implications for middle grades and secondary school settings. How each of these topics/concepts relate to developmentally appropriate practices will be a major focus of the course. Finally, evaluating, designing and implementing developmentally appropriate programs, policies and practices based on the topics and concepts below into middle and secondary schools and classrooms that work is a primary outcome of this course.

Developmental principles from research or extant literature which are particularly applicable to teaching & learning include the following and will be discussed in the course:

- Social Ecologies, Dynamics, and the Importance of Relationships

- Psycho-Emotional Development: The Role of Emotion-and Self-Regulation in School Achievement and Success.
  Brain development and structures related to emotional regulation, family influences, academic performance, goal directed behavior and motivational influences.

- Socio-Cultural Development: Understanding diverse needs of students.

- Cognitive Development: Promoting Competence and Motivation for Learning
  Brain development and structures related to cognition, problem solving, critical thinking. Neuropsychology and learning environments. Goal orientation theory and academic efficacy.

- Moral Development, Values, and Religion

- Sexuality, gender
• Challenges to adolescents- including but not limited to poverty, dropping out of school, teen pregnancy, etc.

XI. References and Additional Readings


