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New Course Request

Indiana University

South Bend Campus

Check Appropriate Boxes: Undergraduate credit  Graduate credit  Professional credit

1. School/Division School of Education 2. Academic Subject Code EDUC
3. Course Number P475 (must be cleared with University Enrollment Services) 4. Instructor Meryl Domina
5. Course Title Adolescent Development and Classroom Management
Recommended Abbreviation (Optional) Adol Dev & Classroom Management
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2004
7. Credit Hours: Fixed at 3 or Variable from to
8. Is this course to be graded S-F (only)? Yes No X
9. Is variable title approval being requested? Yes No X

10. Course description (not to exceed 50 words) for Bulletin publication: Focuses on discipline approaches appropriate for middle and high school through an understanding of adolescents. Analysis of cognitive and moral development, puberty, environmental and cultural issues, family and peer relationships, identity formation, and social and personal problems. Provides tools to diagnose students' behaviors and to establish learning climate.

11. Lecture Contact Hours: Fixed at 3.0 or Variable from to
12. Non-Lecture Contact Hours: Fixed at None or Variable from to

13. Estimated enrollment: 25 of which 0 percent are expected to be graduate students.
14. Frequency of scheduling: Yearly Will this course be required for majors? Yes

15. Justification for new course: Change in state certification requirements, requested by graduates.
16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: G Mettel Date 5-1-02
Department Chairman/Division Director

Approved by: G Mettel Date 5-1-02
Dean

Date
Dean of Graduate School (when required)

Date
Chancellor/Vice-President

Date
University Enrollment Services

OK Education Council
David W. Kruman 8/14/02
After school/division approval, forward one last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724 University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
Approved: [Signature] Chair, Senate Curriculum Committee

## **EDUC P475 Classroom Management through Adolescent Development**

Instructor: Meryl Domina

Texts: *Solving Discipline Problems: Strategies for Classroom Teachers* by Charles H. Wolfgang and Carl D. Glickman. Allyn & Bacon, Inc.  
*Adolescence: continuity, Change, and Diversity, Fourth Edition* by Nancy J. Cobb.  
Mayfield Publishing Company.

Course description: Focuses on discipline approaches appropriate for middle and high school through an understanding of adolescents. Analysis of cognitive and moral development, puberty, environmental and cultural issues, family and peer relationships, identity formation, and social and personal problems. Provides tools to diagnose students' behaviors and to establish positive learning climate.

Course Objectives:

Students will understand how to:

- Create a climate for learning;
- Diagnose student behavior;
- Address misbehavior.

Students will gain techniques to:

- Motivate students;
- Set high expectations;
- Defuse problem behavior;
- Develop supportive relationships;
- Teach pro-social skills and responsibility;

Students will be able to defend their discipline stance.

Students will be able to communicate with parents and other educators concerning discipline.

## **Course Outline:**

- Week 1: Overview of adolescent development and classroom management; Cognitive development
- Week 2: Puberty & biology; Teacher beliefs on discipline, consistency, and effectiveness
- Week 3: Identity: the adolescent task; Humanistic theories of behavior
- Week 4: Societal issues affecting adolescents; Social discipline models
- Week 5: Family and peer relationships; Importance of teacher/student relationships
- Week 6: Class, ethnicity, and other cultural issues; Behavior based models of discipline
- Week 7: Review and practice
- Week 8: Moral development, decision making, and values as adolescent issues and classroom management
- Week 9: Sexual issues; School wide and community involvement in discipline (values, sexual harassment and abuse, rape, teenage pregnancy, sex education issues)
- Week 10: Understanding and working with youth from families with problems (Emotional issues, mental illness, eating disorders, faulty communication)
- Week 11: Understanding and working with dysfunctional youth  
(Substance abuse, alienation, delinquency, cults, running away, suicide)
- Week 12: Classroom management as a preventive process
- Week 13: Wrap-up and summary

## **Standards addressed:**

### **For Early Adolescence Generalist Teachers:**

#### **Standard 1: Young Adolescent Development**

The early adolescence generalist understands the range of developmental characteristics of early adolescence within social, cultural, and societal contexts and uses this knowledge to facilitate student learning.

**Standard 2:** The early adolescence generalist demonstrates an understanding of the risk behaviors of young adolescents and the changes in family setting and society that affect their development by establishing a learning environment that promotes positive, productive, healthy development.

#### **Standard 5: Middle School Instruction**

The early adolescence generalist understands the breadth of instructional options available to the middle school teacher and the research base that underlies these options and employs a variety of instructional strategies which are developmentally appropriate for the varying learning abilities and styles of young adolescents.

#### **Standard 6: Family Involvement**

The early adolescence generalist has a thorough understanding of the role of the family in a student's educational development and is able to use this knowledge to assist and support both young adolescents and their families in the young adolescent's education.

#### **Standard 7: Community Involvement**

The early adolescence generalist understands the importance of the community in the education of the young adolescent and can work cooperatively with resource persons and community groups to promote student learning.

#### **Standard 8: Teacher Roles**

The early adolescence generalist understands and performs the complex role of the teacher of young adolescents within the context of young adolescent development, middle school curriculum, instruction, and school organization.

#### **Standard 9: Collaborative Behavior**

The early adolescence generalist understands the importance of collaboration with colleagues, families, resource persons, and community groups, and collaborates to improve schools for young adolescents.

### **For Teachers of Adolescence and Young Adulthood:**

#### **Standard 1: The Development of Adolescents and Young Adults**

The teacher of adolescents and young adults understands the range of developmental characteristics of adolescence including interpersonal, cultural, and societal contexts and uses this knowledge to facilitate student learning.

**Standard 2: Decision Making**

The teacher of adolescents and young adults understands the challenges young adults face and provides them with the skills and opportunities to be reflective in making responsible decisions.

**Standard 5: Instructional Strategies**

The teacher of adolescents and young adults understands the teaching/learning research base and employs a variety of instructional strategies, resources, and technologies which advance the learner into high level thinking skills.

**Standard 6: The Home-School Connection**

The teacher of adolescents and young adults understands the impact of family structure and home life on educational development and uses this knowledge to facilitate and support the education of the young adult.

**Standard 7: Community and Transition to the Future**

The teacher of adolescents and young adults understands the importance of the community in the education of the young adult and works with resource persons and community groups to promote student learning and citizenship.