Educational Psychology 311
Adolescent Psychology

COURSE INFORMATION:
Credit Hours: Three hours (3)

PREREQUISITES:
Provisional or full SARTE status, 2.5 GPA, grade of B or better in Education 201 & EDUC 211 or EDUC 202 or EDUC 203 & 212.

COURSE DESCRIPTION:
A study of physical, mental, social and personality development during adolescence. The needs of special populations such as students with mild/moderate impairments will be considered.

An adolescent-based psychology class developed to hone the knowledge and pedagogy associated with the profession of teaching in secondary education.

The overall success of education majors and their students is reflected in how well they are taught the acceptance of diversity, care and empathy for humankind, commitment to professional service, and demonstrated moral and ethical character. The course utilizes a manual of "real life" experiences from adolescents to enable education majors to explore solutions that are problematic to teens. Furthermore, this course addresses the needs of special populations, such as underrepresented adolescents and students with mild/moderate impairments. Pre-student teaching professional laboratory experiences begin in this course.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT CONCEPTUAL FRAMEWORK
Rationale:
In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world and to prepare students for the future, the College of Education and Human Development (COEHD) has identified critical components of The Effective Educator as supported via the college’s conceptual framework. The COEHD’s Conceptual Framework provides direction for the development of effective professionals and, serves as a living document that continuously evolves as opportunities and challenges emerge. The four components of the CF are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity and Technology are included in the assessment process as themes that are integrated throughout all programs in the educational unit (diversity) (technology).

OBJECTIVES:
1. To investigate the process and importance of theoretical foundations in the investigation of knowledge for contemporary adolescent development. (CK, SM, KL D, T, AND PS)
2. To analyze the process of physical development during adolescence(CK, SM, KL D, T, PS).
3. To explore the current emphasis within our culture emphasizing image and physical appearance (CK, SM, KL D, T, PS).
4. To describe the process of cognitive development according to Jean Piaget and Lev Vygotsky and give appropriate examples of the major concepts involved in each theory. (KL,SK)
5. To describe the process of moral reasoning according to Lawrence Kohlberg and give appropriate examples of the major concepts involved in his theory.
6. To discuss current research findings concerning gender and racial differences and apply them to media documentaries and film. (CK)
7. To analyze social learning theory and the development of self-concept and self-esteem. (CK)
8. To examine the process and problems of developing a strong cultural identity.
9. To understand the role of family peer relationships and education in adolescent development.
10. To link the theories and practices associated with adolescent psychology through case study examination and present the subject matter to the class with the aid of PowerPoint software application. (CK, SM, KL D, T, PS)
11. To infuse on-line research and learning with the day-to-day understanding of the psychology of adolescents. (D,T)

**ASSESSMENT:**
Pre-service candidates will participate in readings, class discussions and activities, and field experiences that introduce them to various aspects of education and the profession of teaching as it relates to adolescents. Pre-service candidates will be assessed on their accomplishments of course objectives through written and oral reports on which they reflect on readings and experiences, individual and group activities that demonstrate their understanding, and tests focusing on their knowledge and critical analysis of principles and practices. Each instructor reserves the right to establish additional methods of assessment. Successful completion of EPSY 311 requires a grade of C or better and completion of required field-based experiences.

**FIELD EXPERIENCES:** Candidates will complete 10 observation hours and reflect on those hours.

**KNOWLEDGE BASE:**
