Revised Delivery of Existing Course
Adolescence and the Family
FCS 5852

1. Catalog Description
   a. Course number: FCS 5852
   b. Title: Adolescence and the Family
c. Meeting times: Online delivery
d. Terms: F, Sp, Su as needed
e. Short title: Adolescence
f. Course description: Study of adolescent development and relationships with special emphasis on the family.
g. Prerequisites: FCS 1800 and admission to the MS in FCS degree program or permission of instructor.
h. Initial course offering: Fall 2007

2. Student Learning Objectives and Evaluation
   a. Student learning objectives:
      • examine adolescent development from a comprehensive perspective and contemporary point of view (Objective 1)
      • understand the influence of the family, peers, school, and society as related to adolescent development (Objective 2)
      • understand the impact of one’s own adolescent development upon present views, attitudes, and personality (Objective 3)

   b. Assessment and grading:
      Online discussion and short group assignments: 36%
      Evaluation of contemporary media and relevant research: 28%
      Research education project/presentation: 36%

      Discussion and brief topic group work: addresses objectives 1,2,3
      Evaluation of Popular Media: addresses objectives 1,2
      Research Abstracts: addresses objective 1
      Research Education Project/Presentation: addresses objectives 1,2,3

      Grading Scale:
      A = 90-100%
      B = 80-89%
      C = 70-79%
      D = 60-69%
      F = 59% and below
c. Technology Delivered Course
   i. A description of how the format/technology will be used to support and access student’s achievements of the specific learning objectives

   Students will be assigned to groups of 4-5 students with an eye toward diversity of interests and backgrounds. All small group work will be completed with the same individuals in order to build relationships within the larger class interaction.

   The course will be divided into eight modules with a specific topic of focus for each module.
   Module 1: Theoretical Basis of Development
   Module 2: Research Methodology in Regard to Adolescence
   Module 3: Biological Development in Adolescence
   Module 4: Cognitive Development in Adolescence
   Module 5: Identity Formation and the Development of Intimacy
   Module 6: Sexuality & Peer Relationships
   Module 7: Relationships in Families
   Module 8: Educational Presentations

   Each module will require students to read assigned material, view PowerPoint slides (with audio and video selections) and work on brief written assignments; some of which will be completed in small groups. Each writing assignment (whether completed individually or in small groups) will be shared with the remainder of the class in a discussion format. Specific criteria will be provided for each assignment (APA format, minimal length and timeline for response, quality and depth of reflection on content and analysis of materials). Participation in discussion will be monitored. To engage the students in effective interaction, projects, discussion and reflective sessions will be utilized instead of quantitative testing. In addition, students will be divided into groups and each group will be responsible for providing discussion postings for assigned group projects and case studies.

ii. Description of how the integrity of the student work will be assured

   The instructor will correspond with each student and the assigned student leadership groups on a regular basis. Each reflect the student’s name and will be monitored carefully. The assignments are not rote memorization and are structured in a manner that will allow for the integration of material on a deeper level than mere memorization. Turnitin plagiarism software will be used to help ensure original and authentic written work for the article abstracts and research report.
iii. **Description of provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction**

Each student will be interacting directly with the instructor and one another via WebCT. Discussion boards, email or assignment boxes will be used for direct communication. Final research projects will be made available on Powerpoint for each student to peruse and evaluate. Students will also have the opportunity to correspond through telephone and/or in person if they so desire.

d. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit**

This course is number 5000+ and is available for graduate students only.

e. **NA**

3. **Outline of the Course**

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Assignment/ Activity</th>
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| #1     | Theoretical Basis of Development:  
• Course introduction; review objectives and assignments; group assignment  
• Define “adolescence”  
• Perspectives on Adolescence  
• Classical theories of human development | • Post personal biography  
• Respond to 2 out of 3 discussion questions/topics  
• Summarize specific theory by group |
| #2     | Research Methodology:  
• History of research in human development  
• What is “theory”  
• Types of research  
• Explanation of Media Evaluation assignment | • Read Chapter 2 in text  
• Respond to 2 out of 3 discussion questions/topics  
• Summarize specific methodology by group  
• Choose topic for educational presentation  
• Complete media evaluation |
| #3 | Biological Development:  
- Definitions (puberty, endocrine system)  
- Anatomy and physiology  
- Explanation of Research/Educational Project | • Read chapter 4  
• Respond to 2 out of 3 discussion questions/topics  
• Summarize specific aspect of endocrine system by group  
• Complete first research abstract |
| #4 | Cognitive Development:  
- Brain development  
- Specialization and abstract thinking  
- Constructivism  
- Intelligence  
- Gardner & Elkind | • Respond to 2 out of 3 discussion questions/topics  
• Summarize specific theory of cognition by group  
• Read supplemental work |
| #5 | Identity and Intimacy:  
- Differentiation, Autonomy, Individuation  
- Identity formation  
- Follow-up discussion of Research/Educational Project | • Respond to 2 out of 3 discussion questions/topics  
• Summarize specific aspect of identity formation by group  
• Complete second research abstract |
| #6 | Peer Relationships & Sexuality:  
- Role of peers  
- Diversity and cultural aspects of development  
- Video and Online Gaming  
- Limbic system and Sexual Response Cycle | • Respond to 2 out of 3 discussion questions/topics  
• Research synopsis and reference list from Research/Educational Project due |
| #7 | Relationships in Families:  
- Changing face of families  
- Communication  
- Changing family roles | • Respond to 2 out of 3 discussion questions/topics  
• Post of biographical reflection on role of family in development during adolescence |
| #8 | Educational Presentations and Peer Reviews | • Posting of final individual Research/Educational Project by Powerpoint |

b. Explanation of how the course content “units” are sufficiently equivalent to the traditional on campus semester hour units of time described in the original course proposal approved by CAA/CGS  

Students enrolled in this online course will be required to read assigned chapters from course textbook, view (and listen to audio) Powerpoint presentations (with supplementary video clips), read additional course materials from supplementary sources, complete topic-related assignments, participate in group discussions and
complete group work each week. The final project will be a synthesis of research/theory and practice into an educational presentation.

On average students can expect to spend between 12-15 hours per week working on this course. While this time allotment exceeds the face-to-face class time requirements, this time will be required for students to read the material, analysis and synthesis thoughts, as well as coordinate discussion and work with other group members.

4. Rationale
   a. Purpose and need
   This graduate course is currently taught in a traditional face-to-face format and fills each time it is offered with a significant waiting list. In addition, a large percentage of the current MS in FCS students are nontraditional, with many traveling a great distance to attend classes. To provide more opportunities to current students, coursework required of MS in FCS students seeking a focus in Family Services (by far the largest population of MS in FCS students) will be placed online for greater accessibility.

   According to the most recent data available from the National Center for Education Statistics (www.nces.ed.gov), 56% of all 2- and 4-year Title IV eligible degree-granting institutions in the United States offered some type of distance education, providing 3,077,000 enrollments in 2000-2001. Of this 56%, 34% had degrees or certifications available completely online. This translates to 2,810 college-level degree programs in 2000-2001. An additional 20% of universities reported of plans to add distance education to their curriculum. However, a search of the nation’s top ten online universities (www.top10links.com/Education/Colleges_Universities/Online/index.html) showed that a Masters degree in Family & the most respected online universities. In fact, a preliminary national search yielded only two opportunities to earn a Masters degree in FCS, offered by the University of Idaho and Iowa State University. However, online degrees in the discipline of FCS were not found to be available after a search of accredited Illinois universities.

   b. Justification of the level of the course and of the course pre-requisites
   This course and all pre-requisites were approved through CGS as a traditional face-to-face course. The course objectives, requirements, and pre-requisites will not change with the adjustment of the delivery format.

   c. Similarity to existing courses
   This course was approved through CGS as a traditional face-to-face
course and similarity to existing courses within FCS and across the campus of EIU were explored at that time. However, it should be noted that the online delivery will not replace face-to-face offerings but will be added to manage the overflow of students that are not being served by the courses that are filling and require additional sections.

d. Impact of program
   i. NA
   ii. This course is one of those required of those students seeking an MS in FCS with a focus on Family Services.

5. Implementation
   a. Faculty. Mikki Meadows, PhD will teach initial offering
   b. Student costs. No additional student costs

Date approved by the FCS Curriculum Committee: March 8, 2007
Date approved by the College Curriculum Committee: March 20, 2007
Date approved by CGS: April 17, 2007