

**Appendix I:**  
**Cross mapping for Youth  
Development Minor**

<b>CHILD AND ADOLESCENT DEVELOPMENT</b>	HDFS 364	HDFS 362	HDFS 570	AEE 642	AEE 643	PAES 542	SW310	AFAMAST 290	ANTHROP 630	COMM 501	EDUPL 607.07	PSYCH 555	PSYCH 684	SW597	SW503	SOCIOL 511	SOCIOL310
To demonstrate an understanding of development through childhood and adolescence.	x	x	x					x			x	x					
To understand theories and research in the field of child and adolescent development.	x	x									x						
To demonstrate an understanding of how family, peer, school, work, and leisure contexts affect the transition to adolescence.			x								x						
Achieve an understanding of human development as the result of the interaction between the physical, social, emotional, and cognitive.	x	x	x			x	x				x	x					
Understand and assess various risk and protective factors.							x										
Identify and apply models of motor development to lifespan movement.						x											
Explain the principles of motor development and apply them to the learning and teaching of motor skills across the lifespan.						x											
Discuss the influence of aging on motor skill performance and the implications to movement programming for the elderly.						x											
Understand the ways in which identity (or the "self") is constructed and influenced (both permits and prohibits) teaching and learning.							x				x						
Understand how constraints influence motor performance.						x											
Understand the role of ethics and ethical decision-making in work with youth.							x										
Students will be acquainted with the historical, complex, social and psychological factors that influence identity, formation, cognitive and emotional development and coping behaviors.							x	x									
<b>YOUTH DEVELOPMENT PRINCIPLES AND PROGRAMS/SPORT &amp; RECREATION</b>																	
Understand the key elements necessary for positive youth development and how they apply to the programs.				x	x		x										
Apply theory and knowledge related to human behavior and the social environment to guide the design, implementation, and evaluation of evidenced-based prevention and youth development programs/activities in various settings.				x			x										
Consider multiple approaches to managing youth development programs.					x												
Consider challenges in working with youth development programs.					x		x										
Examine models of youth development programming.				x	x		x										
Develop an awareness of the variety of youth organizations and programming in the United States				x													
Access and apply scholarly research and literature related to youth organizations				x	x												
To distinguish between different types of leadership styles and describe the managerial position of each, regarding planning, human relations, and personnel.																	
To formulate a leadership philosophy for sport and recreation.							x										
To identify and solve problems/current events facing administrators in sport and recreation.				x			x										
To recognize and identify the nature and needs of individuals in sport/recreation settings.							x										
To knowledgeablely discuss the administrative elements pertinent to sport/recreation.																	
Foster a reflexive dialogue on coaching the young athlete.																	
Gain exposure to the expectations of the major governing bodies of youth sports.																	
<b>CULTURE AND DIVERSITY</b>																	
Understand differences by age, gender, race or ethnicity, or sexual orientation.							x	x	x		x			x	x		x
To become familiar with the influence of culture on thoughts, attitudes and/or behaviors.	x	x						x	x					x			
Acquaint students with historical, economical, and cultural factors which shape the experience of African American youth.								x									
Identify and analyze developmental, individual and social aspects of stress on African American children and families in U.S. society.								x									
Identify and describe linguistic and cultural differences of various minority and ethnic groups.									x								
Understand the varieties of oral language styles available in a culturally plural situation that allow for the building of more meaningful education systems.										x							
Demonstrate sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.							x										
Examine their own values, attitudes, and beliefs about language, culture, and education to understand how these influence what happens in multicultural classrooms.										x							

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<b>SEXUALITY</b>																	
Identify why adolescents engage in sexual behavior in all of its manifestations.												x					
Identify the impact of sexuality on adolescent development .												x					
Appreciate the value assumptions and objectives underlying programs and governmental policies for dealing with teenage sexuality and parenthood.														x			
Know about available social programs and governmental resources.														x			
Demonstrate competence in understanding, analyzing and comparing different approaches toward guiding and empowering sexually mature adolescents toward their self-selected goals.														x			
Respect the privacy, autonomy and unique individuality that contribute to adolescent self-empowerment toward their achievement of maximum life potential.														x			
Understand the interplay of biological, psychosocial and cultural forces shaping adolescent sexual activity and parenting decisions.												x		x			
<b>DELINQUENCY</b>																	
Be able to identify, define and discuss key terms, concepts, and propositions in the study of juvenile delinquency.													x		x	x	
Be able to discuss, compare, and contrast major theories of deviance and delinquency.														x	x		
Be able to describe and critique the juvenile justice process.														x	x		
Be able to describe and discuss major strategies and approaches to prevention, detention, diversion, and adjudication and describe the content of the roles found in each process.										x				x	x		
Be able to analyze and critique social policy with respect to the juvenile justice process and juvenile corrections.														x			
Be able to describe and discuss the relationships and interactional effects of environmental factors with the nature and extent of delinquency.							x							x			
To understand social conditions leading to the emergence of gangs																	x
To understand the psychological attraction of gangs																	x
To understand the social structure and organization of the gang																	x
To understand the potential solutions to what has been viewed as the "gang problem" in our society (including gang prevention and intervention strategies)																	x
<b>SCHOLARSHIP SKILLS</b>																	
To demonstrate an understanding of how research, theory and daily practice are related.	x	x			x	x	x			x	x						
Be able to access and critically analyze scholarly research and literature.	x	x		x		x			x	x			x	x			
To identify and analyze the knowledge gained in such a way that the student can structure his or her own thoughts and practices in a professional scholarly manner.			x		x		x				x						
Apply concepts to real life situations.				x	x	x	x		x								
To improve oral and written communication skills and critical thinking skills.					x	x	x										
Define ethnography and explain what is involved in doing ethnography in an education context.									x								
Understand the challenges associated with conducting mass communication research with children.										x							
<b>COMMUNICATION</b>																	
Understand how theories of cognitive development and mass communication inform our understanding of children's uses of and responses to the mass media.										x							
Should be able to identify the potentially harmful aspects of specific media content.										x							



