

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**  
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
 Attach a syllabus, except if dropping a course.

**SUBMITTED BY:**

Department	<b>Department of Social and Human Development</b>	College/School	<b>CRCD</b>
Prepared by	<b>Veronica Plumb</b>	Phone	<b>455-2038</b>
Email Contact	<b><a href="mailto:vmplumb@alaska.edu">vmplumb@alaska.edu</a></b>	Faculty Contact	<b>Veronica Plumb</b>

**1. COURSE IDENTIFICATION: As the course now exists.**

Dept	<b>ECE</b>	Course #	<b>445</b>	No. of Credits	<b>3</b>
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<b>COURSE TITLE</b>	<b>Adolescence through the Lifespan</b>
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**2. ACTION DESIRED: Changes to be made to the existing course.**

Change Course	<input type="checkbox"/>	If Change, indicate below what change.	Drop Course	<input type="checkbox"/>
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<b>NUMBER</b>	<input type="checkbox"/>	<b>TITLE</b>	<input type="checkbox"/>	<b>DESCRIPTION</b>	<input type="checkbox"/>
<b>PREREQUISITES</b>	<input checked="" type="checkbox"/>			<b>FREQUENCY OF OFFERING</b>	<input type="checkbox"/>
<b>CREDITS (including credit distribution)</b>	<input checked="" type="checkbox"/>			<b>COURSE CLASSIFICATION</b>	<input type="checkbox"/>
<b>CROSS-LISTED</b>	<input checked="" type="checkbox"/> No	Dept.	<input type="checkbox"/>	(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
<b>STACKED (400/600) Include syllabi.</b>	<input checked="" type="checkbox"/> No	Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
<b>OTHER (please 0</b>					

5. COURSE REPEATABILITY:

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

**The CDFS program has been looking carefully at the courses provided and is currently involved in a major program change that will promote better opportuni**

See attached pages for signatures.



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### **Course Goals:**

*Students will continue their knowledge acquisition of development as they acquire understanding of the developmental continuum as it moves through adolescence and advances into adulthood.*

### **Student Learning Objectives:**

At the end of this course students will be able to:

1. Articulate the characteristics of development within the continuum of adolescence and adulthood.
2. Identify major physiological and psychological changes occurring during the adolescent and adult years.
3. Evaluate the process of the developmental continuum.
4. Classify various theories of adolescence and adult personality and social development.
5. Illustrate the roles of families within the different stages.
6. Analyze various theories of intelligence, career selection and fulfillment, inclusionary of life-long learning.
7. Demonstrate understanding of aspects of death, the process of dying and the expression of grief through various cultures.
8. Understand and appropriately use the elements of composition.
9. Write a relevant topic research papers using APA formatting.

### **NAEYC Standards addressed in this course:**

Standard 1: Promoting child development and learning

Key elements

Standard 2a. Knowing about and understanding family and community characteristics

Standard 2b. Supporting and empowering families and communities through respectful, reciprocal relationships.

Standard 3b. Knowing about and using observation, documentation and other appropriate assessment tools and approaches.

Standard 3c: Understanding and practicing responsible assessment.

Standard 5b: Knowing about and upholding ethical standards and other professional guidelines

Standard 5c: Engaging in continuous, collaborative learning to inform practice.

### **Instructional Methods:**

The method of instruction will be a combination of reading assignments, Blackboard, audio conferencing. Audio lectures will be recorded and blackboard discussion forums continually monitored. Students will demonstrate their understandings of course content and proficiency of skill through assignments and discussion. All assignments will be communicated through the assignments section of the course Bb site. Other communication will take place through email.

Requirements and Assignments:

**Diagnostic composition:** will be required on the first day. Points will not be taken

**Homework** assignments will be directly related to the readings and class discussions. Students will respond to homework with written responses. Please complete your written responses using APA formatting. The written responses will be used as guidance for improvement of the APA formatting required for the final research paper. Written homework responses should be 1 ½ to 2 pages in length.

**Final Research Paper** will be a scholarly paper demonstrating your knowledge on a key aspect of this course, topic to be determined by each student by (DATE). An editor (writing center) should review a first draft by (DATE). A semifinal draft is due to the instructor for review by (DATE). Final completed paper is due (DATE), and posted on the Bb site by (DATE) as well. **The paper will be written using APA formatting.**

**Field Experience Assignments related to adolescence and adulthood:**

Students will be asked to complete assignments each week for key concepts in the chapter related to course objectives as field experiences. Responses of field experiences should be in reflective essay form. Each student will need to complete do each of the 10 assigned weekly assignments. Each student will need to complete a response write-up on each of their 10 field experiences. After completion, please plan to share then on bb with peers. Class peers will have opportunity for comment to each other.

Plan to spend an average of 1 ½ hours per week observing.

Excluding the one specific field experience observing adolescent people within a social situation and observation of single adolescent in a solo situation, I would like each student to spend approximately 17 hours observing adolescents and adults in action. It would be nice if you can design your observation experiences within the area you wish to complete your research.

I would advise keeping all of your field experience responses in a file for the class; you may choose to use them as representations of your reflections regarding children and literacy in your final research paper or within your final program portfolio.

**Presentation on Research:**

Each student will orally share key points of their field experiences and final paper with the group within an informal presentation.

**Course Evaluation:**

A letter grade will be issued for participants. (Note that you must receive a C or higher for this course to count towards your CDFS BA Degree). Grading is based on:

<b>Diagnostic Composition</b>	<b>20</b>	<b>5%</b>
<b>Homework (10@ 10 ea</b>	<b>100</b>	<b>25 %</b>
<b>Field Experience</b>	<b>100</b>	<b>25 %</b>
<b>Research Paper</b>	<b>150</b>	<b>37.5%</b>
<b>Presentation on research</b>	<b>30</b>	<b>7.5%</b>
	<b>400</b>	<b>100 %</b>

All coursework will be evaluated on the following:

- a) Organization
- b) Clarity
- c) Consistency of thought and format
- d) Reflection of course content



- e) Thoughtful assimilation/accommodation with evidence of conceptual connections and understanding of content
- f) Written work contains no or few distracting elements such as spelling errors.

Grade	Points	Definition
A = 100% - 90%	400-360	An honor grade. Demonstrates your work has met and exceeded criteria (a) through (f).
B = 89% - 80%	359-320	Better than the average. Demonstrates that your work has met and moderately reflected criteria (a) through (f).
C = 79% - 70%	319-280	Average. Demonstrates that your work has barely met and reflected moderately on criteria (a) through (f).
D = 69% - 60%	279-240	Below average. Demonstrates that your work has not met one or more criteria (a) through (f)
F = below 60 %	239- below	Student was not able to meet 60% or more of criteria (a) through (f).

When the class is to be offered, appropriate dates for the semester will be used.

**Homework 1:** Regarding the chapter reading and today's lecture as well as discussion, please think about and answer the following questions:

What is identity?

	<p><b>Preparation for next class:</b> Prepare questions and thoughts for group discussion</p>
Class 9	<p><b>In class today:</b> Small group discussion of chapter 4</p> <p><b>Homework 4:</b> Regarding the chapter reading and today's lecture as well as discussion, please think about and answer the following questions: How does one's identity develop over late adolescence? What is the relationship of identity to intimacy development in late adolescence? Do men and women differ in the types of identity-related values they hold?</p> <p><b>Preparation for Next Week</b> Read Chapter 5 Selected Identity Issues of Adolescence</p>
Class 10	<p><b>In class today:</b> Lecture topic: Chapter 5: Selected Identity Issues of Adolescence</p> <p><b>Preparation for next class:</b> Prepare questions and thoughts for group discussion</p>
Class 11	<p><b>In class today:</b> Small group discussion of chapter 5</p> <p><b>Homework 5:</b> Regarding the chapter reading and today's lecture as well as discussion, please think about and answer the following questions: How does knowledge of one's doption impact identity? Does immigration change one's sense of identity? Is a sense of one's ethnicity critical to one's ego identity?</p> <p><b>Preparation for Next Week</b> Read Chapter 6 Identity in early adulthood</p>

Class 12

**In class today:**

Lecture topic: Chapter 6

**Preparation for next class:**

Prepare questions and thoughts for group discussion

**Homework 5:** Regarding the chapter reading and today's lecture as well as

Class 14	<p><b>In class today:</b> Lecture topic: Chapter 7</p> <p><b>Preparation for next class:</b> Prepare questions and thoughts for group discussion</p>
Class 15	<p><b>In class today:</b> Small group discussion of chapter 7</p> <p><b>Homework 7:</b> Regarding the chapter reading and today's lecture as well as discussion, please think about and answer the following questions: Is a midlife identity crisis a common experience? How do biological changes affect midlife identity? Does having adult children alter one's sense of identity at midlife?</p> <p><b>Preparation for Next Week</b> Read Chapter 8 Identity in early adulthood</p>
Class 16	<p><b>In class today:</b> Lecture topic: Chapter 8</p> <p><b>Preparation for next class:</b> Prepare questions and thoughts for group discussion</p>
Class 17	<p><b>In class today:</b> Small group discussion of chapter</p> <p><b>Homework 8:</b> Regarding the chapter reading and today's lecture as well as discussion, please think about and answer the following questions: How does an aging body affect one's sense of identity in later adulthood years? Are cognitive declines inevitable in old age? How is identity related to one's resolution of Integrity Versus Despair issues on old age?</p> <p><b>Preparation for Next Week</b> Read Chapter 9 Identity in early adulthood</p>
Class 18	<p><b>In class today:</b> Lecture topic: Chapter 9</p> <p><b>Preparation for next class:</b> Prepare questions and thoughts for group discussion</p>
Class 19	<p><b>In class today:</b> Small group discussion of chapter</p> <p><b>Homework 9:</b> Regarding the chapter reading and today's lecture as well as discussion, please think about and answer the following questions: How does loss of an intimate relationship impact one's identity in early adulthood? How does infertility affect identity and generativity at midlife? Are personality factors linked with a greater likelihood of mortality</p> <p><b>Preparation for Next Week</b> Read Chapter ? Identity in early adulthood</p>

Class 20	<p><b>In class today:</b>  Complete sharing of research  Closing of class</p> <p>We did it, time to celebrate our success!!</p>
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Field Experience Calendar

Date	Topic and Assignment
	Familiarize yourself with the Blackboard site. The first discussion forum is to share information about your site. Please place your first posting under the forum titled introductions.
Field Experience 1	<p><b>The complete field experience is due no later than Friday after the chapter reading assignment. To the instructor through Bb Assignments <u>AND</u> posted on The Bb Discussion board.</b></p> <p>Observe a single adolescent within a solo situation. How does he or she spend her time? (1 ½ hr)</p>
Field Experience 2	Observe a group of 2 adolescent individuals. What are they talking about and/or spending their time doing? Do these adolescents spend much time together? Discuss (1 ½ hr)
Field Experience 3	Observe a group of more than 2 adolescents. What do they talk about? Do they actively participate in any specific activity? Conclude your write-up (1 1/2 hr)
Final field experience	<p>The final field experience time should be approximately 16 hours. Each student will design your own experiences that correlate around an area of interest for yourself. It would be great if you were also able to implement field experiences around the topic of your final research. I believe you will be very pleased with the final result of your research if you are able to use real life examples from your culture and community around you.</p> <p>Please document your observations and field experiences. Observations and field experience may be in any time increments that total 16 hours.</p>
	Field experience tasks should be completed.

**Student Support Services:**

The University has many student support programs. If you need assistance please contact any of the following service programs or departments.

**UAOnline**

<http://uaonline.alaska.edu/>

Your resource for transcripts, accounts and other personal information

**Disabilities Services:**

The Child Development and Family Studies program will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities. Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations.

The Office of Disability Services implements the American with Disabilities Act (ADA), and insures that the UAF students have equal access to the campus and course materials. (203 WHIT, 474-7043) I will work with the Office of Disabilities Services to provide reasonable accommodation to students with disabilities.

Disability services also provides assistance to the university's rural campuses. Bristol Bay, Chuckchi, Interior-Aleutions, Kuskokwim, and Northwest. Questions should be directed to the Director of Disability Services at (907) 474-5655 or online at <http://www.uaf.edu/disability/>

Representatives from the office also regularly meet students in the CTCC building. Check with the CTCC student services for more information, 455-2851 or 2849.

UAF Office of Disability Services 612 N. Chandalar, PO box 755590 University of Alaska Fairbanks, Alaska 99775-5590  
Phone: (907) 474-5655| TTY: (907) 474-1827 | FAX: 474-5688 Email: [fydos@alaska.edu](mailto:fydos@alaska.edu)

### **Writing Center**

<http://www.alaska.edu/english/studentresources/writing/>

The Writing Center is a student-staffed, student-oriented service of the English Department.

801 Gruening Bldg., P.O. Box 755720

Fairbanks, Alaska 99775-5720

Phone: (907) 474-5314 Fax: 1-800-478-5246

\* The UAF Writing Center and Computer Lab offers free writing tutoring to any student in any subject via telephone and fax or over the Internet. Students can call 907-474-5314 for information on how to fax a paper and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free.

### **Rural Students Services**

<http://www.uaf.edu/ruralss/>

We can supply your information needs for the courses you are taking. For example, if a research paper is required in the teleconference or correspondence course that you are taking, you can contact us, explain your information need, and we will send library materials to you so that you can write your paper.

Contact us at Off-Campus Services, Elmer E. Rasmuson Library

310 Tanana Loop, PO Box 756800

Fairbanks, Alaska USA 99775-6800

Phone: 1-800-478-5348 Email: [fyddl@uaf.edu](mailto:fyddl@uaf.edu)