

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	Department of Social and Human Development	College/School	CRCD
Prepared by	Veronica Plumb	Phone	455-2038
Email Contact	vimplumb@alaska.edu	Faculty Contact	Veronica Plumb

1. COURSE IDENTIFICATION: As the course now exists.

Dept	ECE	Course #	445	No. of Credits	3
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COURSE TITLE	Adolescence through the Lifespan
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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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NUMBER	<input type="checkbox"/>	TITLE	<input type="checkbox"/>	DESCRIPTION	<input type="checkbox"/>
PREREQUISITES	<input checked="" type="checkbox"/>			FREQUENCY OF OFFERING	<input type="checkbox"/>
CREDITS (including credit distribution)	<input type="checkbox"/>	<input checked="" type="checkbox"/>			COURSE CLASSIFICATION
CROSS-LISTED	<input type="checkbox"/>	No	Dept.	<input type="checkbox"/>	(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)
STACKED (400/600) Include syllabi.	<input type="checkbox"/>	No	Dept.	<input type="checkbox"/>	Course #
OTHER (please	<input type="checkbox"/>				

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check <u>all</u> that apply)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6 weeks to full semester
OTHER FORMAT (specify all that apply)	<input type="checkbox"/>											
Mode of delivery (specify lecture, field trips, labs, etc)	Lecture/practica											

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities	<input type="checkbox"/>	S = Social Sciences	<input type="checkbox"/>
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Will this course be used to fulfill a requirement for the baccalaureate core?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 also submitted	<input type="checkbox"/>	W = Writing Intensive, Format 7 submitted	<input type="checkbox"/>	Natural Science, Format 8 submitted	<input type="checkbox"/>
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5. COURSE REPEATABILITY:

Is this course repeatable for credit?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	N/A
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How many times may the course be repeated for credit?	N/A	TIMES
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If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?	N/A	CREDITS
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6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

<p>ECE F445 W Adolescence through the Lifespan (3) Offered Spring Odd-numbered Years Study of the inter-relationships between early childhood and future development from adolescence through adulthood. Achievement in school, anorexia, chemical dependency and other health issues, family happiness, personal confidence and career success have all been linked to the early years. This course helps students understand these vital connections. Prerequisites: ECE F245; ENGL F111X; ENGL F211X or ENGL F213X or permission of instructor; junior standing. (2.5+1)</p>

7. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.

<p>ECE F445 W Adolescence through the Lifespan (3) Offered Spring Odd-numbered Years Study of the inter-relationships between early childhood and future development from adolescence through adulthood. Achievement in school, anorexia, chemical dependency and other health issues, family happiness, personal confidence and career success have all been linked to the early years. This course helps students understand these vital connections. Prerequisites: ECE F245; One of the following courses: <u>ECE 107, ED 245, PSY 245, and ENGL F111X, ENGL F211X or ENGL F213X or permission of instructor; junior standing.</u> (2.5+1) (2.5+0+1.5)</p>

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO	<input checked="" type="checkbox"/> No	If Yes, DEPT	<input type="checkbox"/>	NUMBER	<input type="checkbox"/>
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(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. GRADING SYSTEM: Specify only one

LETTER:	<input checked="" type="checkbox"/> X	PASS/FAIL:	<input type="checkbox"/>
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10. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

The changes for this course should have no additional impact on facilities, budget, or space
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11. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

12. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

No program or department impact

13. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

No positive or negative impacts aside from the CDFS program being able to facilitate the course in a better way.
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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 opportunity for student success. The change will provide opportunity for students to successfully learn and apply the material in alternate ways.

See attached pages for signatures.

APPROVALS: (Additional signature blocks may be added as necessary.)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

	Date	
Signature of Provost (if applicable)		

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

9092 445

rather than supervised practicum situation as well as re-aligned prerequisites.

JUSTIFICATION FOR ACTION REQUESTED

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With the program changes taking place, the CDFS program faculty and staff have carefully looked at the courses currently provided within the program. ECE 445W has been taught with vague practicum activities, which in real-life situations for students, this has not been able to be successfully completed because of opportunity for 'supervised' activity in rural communities that fit the requirements for the course. Through review of student dropout rate and difficulty in successfully completing the course within the semester offered, the CDFS staff and Faculty have decided that this course would better serve students if the requirements were clearly stated as field experiences. This would also meet the wording within the National Association for the Education of Young Children (NAEYC) teaching standards. It was also decided that each concentration area within the CDFS program should have writing intensive. ECE 445 is also the writing intensive required for the major portion of the CDFS BA program. Most assignments will be completed through writing with the course being facilitated through lecture, readings, written responses and a final research paper where students do further research a specific topic that has been discussed within the course content. This format 2 is only intended to re-align pre-requisites and recommendations as well as clarify the field experiences requirements. The course will be facilitated with 30 hours of direct contact with 20 hours of field experience that is directly associated with the course objectives. ECE 445W may be taught within a 10-week or traditional 15-week semester schedule. The attached syllabus demonstrates a 15-week schedule. There is also interest for developing this course as a CDE web delivered course, if all goes as planned, the first offering within this delivery method should be spring of 2013.

APPROVALS:

<i>see attachment</i>	Date	
Signature, Chair, Program/Department of:		

<i>Quide Curda</i>	Date	11/2/11
Signature, Chair, College/School Curriculum Council for:		
<i>CCCS</i>		

<i>Kate Perry</i>	Date	11/3/11
Signature, Dean, College/School of:		
<i>CCCS</i>		

	Date	
Signature of Provost (if applicable)		

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ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

The CDFS program has been looking carefully at the courses provided and is currently involved in a major program change that will promote better opportunity for student success. The change will provide opportunity for students to successfully learn and apply the material in alternate ways.

APPROVALS:

<i>Veronica Hillman</i>	Date	8/14/11
Signature, Chair, Program/Department of:	Child Dev & Fam Studies	
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		
	Date	
Signature of Provost (if applicable)		

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		

A. Course Syllabus

Course Title: Adolescence through the Lifespan

Course No: ECE 445 W

Credits: 3 (2.5 + 0 + 1.5)

Prerequisites: ECE 107, ED 245, PSY 245, and Engl 111X, Engl 211X or 213X

B. **Instructor:** Veronica Plumb

604 Barnette Street Suite 220

Phone: 455-2038

E-mail: vmplumb@alaska.edu

Office or Contact hours: Instructor will post office hours for students at first class.

Location: Distance Delivered possibly in conjunction with local Fairbanks site.

Dates: TBA 2012

Times: TBA

Over 11 weeks, ECE 445 will meet 20 times for 1 ½ hours. There will be an additional 20 hours of field experiences.

Text:

Kroger, J. 2006. *Identity development: Adolescence through adulthood*. Thousand Oaks, CA: Sage Publications, Inc. 2nd Edition

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*, (6th ed.). ISBN-13: 978-1433805615

An assortment of articles will also be used that will be student selected. It will be necessary to have access to the distance library and research options. The articles will be used for individual research paper recourses.

Course Description:

This course will present an overview of growth and development during adolescence, young adulthood, mid-life, and later life, with sensitivity to cultural variations. Topics include special problems of adolescence, appropriate principles for guiding independent learning and decision – making, and specific concerns of the adult years.

ECE 445w is required for the Child Development and Family Studies BA program within the major.

Written Intensive:

This course is designated as Writing-Intensive (W). This designation means that the "W" is evident in the course number on the syllabus. The designation applies to upper-division courses and means that a **majority of the graded work in the course will be derived from writing activities**. Here are the general guidelines for the writing expected in this course:

*Students will complete an un-graded writing sample on or near the first day of class to help the teacher assess writing ability and general competence.

*Students will receive comments from the teacher and/or peers on drafts of written work. In other words, students will work through a draft-and-redraft process so that they can apply feedback and become more effective writers. If students complete a major research project, the teacher will supervise the students' writing in stages.

*Students will have opportunity to individually discuss their writing with the instructor either face-to-face or through audio conference.

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 away for mistakes, but will provide the basis for writing ability. Your composition should be at least 5 paragraphs in length and be properly structured, with correct grammar and spelling. The topic of this composition will be *“Experiences and interests within Adolescents and how development expands through the lifespan.”* Please write your composition and attach it within the *Initial Diagnostic Composition* area within the content section of our class Blackboard site.

- **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:

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

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) though (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).

Draft Class Calendar

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

Date	Topic and Assignment
Class 1	<p>In class today</p> <ul style="list-style-type: none"> • Review course expectations; introductions; • Explanation of labs and site assignments; • Diagnostic composition will be written this evening and sent to instructor as an email attachment. <p>Topic will be <i>“Thoughts, concerns and wonderings about ECE 445W.”</i> Diagnostic composition is due to instructor no later than the end of day DATE Tomorrow.</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Review the class calendar/lab requirements for this writing intensive class. • Go over your classroom, employment and personal calendar for the spring semester, January through March. Set your work, home, class and assignment due dates. • Read Chapter 1 <i>Identity development: Adolescence through</i> <p>All classes will be recorded To retrieve recording at a later date: <i>Dial 1-800-230-8546</i> <i>Use your normal participant pin which is 8930399.</i> <i>You will be asked to give the date in a 6 digit number. For the September 10 class meeting it would be 091008.</i> <i>You will then be asked to give the chapter code. We will use 0</i> <i>Listings for retrieval codes of following days will be posted on the announcement page of blackboard.</i></p>
Class 2	<p>In class today.</p> <ul style="list-style-type: none"> • Go over any student questions regarding the class calendar and assignments. • Lecture Topic: Lecture topic: Chapter 1: Perspective on Identity • Group discussion: Chapter 1 <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Prepare questions and thoughts for group discussion
Class 3	Group discussion chapter 1: Perspective on identity

	<p>Homework 1: Regarding the chapter reading and today's lecture as well as discussion, please think about and answer the following questions:</p> <ul style="list-style-type: none"> • What is identity? • Are there aspects of identity that change over time? • Are there aspects of identity that remain the same over time? • Does culture affect identity? <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 2 <i>Identity development: Adolescence through adulthood</i>
Class 4	<p>In class today.</p> <ul style="list-style-type: none"> • Lecture Topic: Lecture topic Chapter 2 <i>Identity development: Adolescence through adulthood</i> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Prepare questions and thoughts for group discussion
Class 5	<p>Group discussion chapter 2:</p> <p>Homework 2: Regarding the chapter reading and chapter lecture as well as discussion, please think about and answer the following questions:</p> <ul style="list-style-type: none"> • How do the changes of puberty affect identity in early adolescence? • Does a society's lack of formal puberty rites help or hinder early adolescent identity development? • Does your culture have any specific formal puberty rites? If so, please discuss. • Do parents of pubertal adolescents change their ways of relating to their children? <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 3 <i>Identity in Mid adolescence</i>
Class 6	<p>In class today. Lecture Topic: Lecture topic Chapter 3 <i>Identity in Mid adolescence</i></p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Prepare questions and thoughts for group discussion
Class 7	<p>Group discussion chapter 3 <i>Identity in Mid adolescence</i></p> <p>Homework 3: Regarding the chapter reading and today's lecture as well as discussion, please think about and answer the following questions:</p> <ul style="list-style-type: none"> • How does a sense of ego identity begin to form? • How does vocational identity development occur? • In what ways does community service affect the ideological identity formation during mid-adolescence? <p>Preparation for Next Week</p> <ul style="list-style-type: none"> • Read Chapter 4 <i>Identity in late adolescence</i>
Class 8	<p>In class today. Lecture Topic: Lecture topic Chapter 4 <i>Selected Identity Issues of Adolescence</i></p>

	<p>Preparation for next class:</p> <ul style="list-style-type: none"> • Prepare questions and thoughts for group discussion
Class 9	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussion of chapter 4 <p>Homework 4: Regarding the chapter reading and today's lecture as well as discussion, please think about and answer the following questions:</p> <ul style="list-style-type: none"> • 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>Preparation for Next Week</p> <ul style="list-style-type: none"> • Read Chapter 5 Selected Identity Issues of Adolescence
Class 10	<p>In class today:</p> <ul style="list-style-type: none"> • Lecture topic: Chapter 5: Selected Identity Issues of Adolescence <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Prepare questions and thoughts for group discussion
Class 11	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussion of chapter 5 <p>Homework 5: Regarding the chapter reading and today's lecture as well as discussion, please think about and answer the following questions:</p> <ul style="list-style-type: none"> • 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>Preparation for Next Week</p> <ul style="list-style-type: none"> • Read Chapter 6 Identity in early adulthood
Class 12	<p>In class today:</p> <ul style="list-style-type: none"> • Lecture topic: Chapter 6 <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Prepare questions and thoughts for group discussion
Class 13	<p>In class today:</p> <ul style="list-style-type: none"> • Small group discussion of chapter <p>Homework 6: Regarding the chapter reading and today's lecture as well as discussion, please think about and answer the following questions: Are there further major identity developments during early adulthood? How does the identity established during late adolescence affect expression of intimacy during young adulthood? How does one find the right balance between one's own identity needs and those of significant others?</p> <p>Preparation for Next Week</p> <ul style="list-style-type: none"> • Read Chapter 7 Identity in middle adulthood

Class 14	<p>In class today:</p> <ul style="list-style-type: none"> Lecture topic: Chapter 7 <p>Preparation for next class:</p> <ul style="list-style-type: none"> Prepare questions and thoughts for group discussion
Class 15	<p>In class today:</p> <ul style="list-style-type: none"> Small group discussion of chapter 7 <p>Homework 7: Regarding the chapter reading and today's lecture as well as discussion, please think about and answer the following questions:</p> <ul style="list-style-type: none"> 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>Preparation for Next Week</p> <ul style="list-style-type: none"> Read Chapter 8 Identity in early adulthood
Class 16	<p>In class today:</p> <ul style="list-style-type: none"> Lecture topic: Chapter 8 <p>Preparation for next class:</p> <ul style="list-style-type: none"> Prepare questions and thoughts for group discussion
Class 17	<p>In class today:</p> <ul style="list-style-type: none"> Small group discussion of chapter <p>Homework 8: Regarding the chapter reading and today's lecture as well as discussion, please think about and answer the following questions:</p> <ul style="list-style-type: none"> 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>Preparation for Next Week</p> <ul style="list-style-type: none"> Read Chapter 9 Identity in early adulthood
Class 18	<p>In class today:</p> <ul style="list-style-type: none"> Lecture topic: Chapter 9 <p>Preparation for next class:</p> <ul style="list-style-type: none"> Prepare questions and thoughts for group discussion
Class 19	<p>In class today:</p> <ul style="list-style-type: none"> Small group discussion of chapter <p>Homework 9: Regarding the chapter reading and today's lecture as well as discussion, please think about and answer the following questions:</p> <ul style="list-style-type: none"> 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>Preparation for Next Week</p> <ul style="list-style-type: none"> Read Chapter ? Identity in early adulthood

Class 20	<p>In class today:</p> <ul style="list-style-type: none"> • Complete sharing of research • Closing of class <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>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.</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 to 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

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/>

Rural Student Services (RSS) is an academic advising department with over 35 years of experience in working with students from all over the state of Alaska. We are here to assist you in achieving student success by linking you to current information pertinent to your education, lifestyle, and goals. RSS is known for its welcoming and friendly environment. Many students find meaningful connection at UAF through RSS. We can help you with:

- Academic requirements
- Registration for classes
- Finding financial aid
- Explaining housing options
- Declaring a major
- Career exploration

CONTACT US AT:

P.O. box 756320, Fairbanks, AK 99775-6320

1-888-478-1452 (toll free within Alaska) or (907) 474-7871

Email us at fyrss@uaf.edu

Library Services for off campus students

<http://library.uaf.edu/offcampus>

Off-Campus Library Services is a unit set up to serve rural UAF students and faculty who do not have access to appropriate information resources in their town or village. We work in support of The College of Rural & Community Development and The Center for Distance Education and Independent Learning.

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

For more off campus help go to:

http://www.uaf.edu/library/instruction/ls101/other/Distance_Resources.html

Computer, Internet and Software

Problem: you cannot get your email Make sure your Internet connection is working; to test it, you can try to go to a new web page and see if it loads.

- If you are having problems with a UAF account, you will need to contact the **UAF help desk 1.800.478.4667**. If it is another company's account, you will need to contact their customer support. There is very little we can do to assist you as we have no control or access to the computers that serve the email.
- Check with your email program's Help.

Problem: you forgot your password

- Only the organization that issued your password can do anything to change it. You will need to contact them. For UAF email and Blackboard it is the UAF help desk 1.800.478.4667. For most web services there is a link you can click if you forgot your password. I also recommend writing them down somewhere for back up.

Problem: you are having problems with Blackboard

- You will need to contact the Blackboard administrator, at: <http://classes.uaf.edu/> Office of Information Technology Help Desk 474.6564 or 1.800.478.4667