

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Fredalene B. Bowers	Email Address fbowers@iup.edu
Proposing Department/Unit HDES Department - Child and Family Studies	Phone 7-4046

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

CDFR 325 Youth, Family & Society	CDFR 325 Adolescence: Risk & Resiliency
<u>Current Course prefix, number and full title</u>	<u>Proposed course prefix, number and full title, if changing</u>

2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Program Title Change Other
 New Minor Program New Track
 Catalog Description Change Program Revision

<u>Current program name</u>	<u>Proposed program name, if changing</u>
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4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Brooke Jenkins</i>	2/21/06
Department Chair(s)	<i>Mary E. Seuler</i>	2/21/06
College Curriculum Comm. Chair	<i>Elizabeth Palmer</i>	4/24/06
College Dean	<i>Barbara J. Zoni</i>	7-14-06
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	9-19-06

Received
SEP 11 2006

Received
OCT 12 2006

Part 11 Description of Curriculum Change

1. New Course Description

CDFR 325 Adolescence: Risk & Resiliency

**3 class hours
0 lab hours
3 credits
(3c-01-3cr)**

**Prerequisites: Grade of C or better in CDFR 218
CDFR majors or minors**

Focuses on the parenting of adolescents and adolescents as parents. Special emphasis is given to identifying risk and resiliency factors when working with adolescents and families in the field of human services. A variety of human development theories are examined in an attempt to understand the adolescent from both an individual and a societal point of view.

Old Course Description

CDFR 325 Youth, Family & Society

**3 class hours
0 lab hours
3 credit hours
(3c-01-3cr)**

**Prerequisites: CDFR 218
CDFR majors or by permission**

Focuses on the parenting of adolescents and adolescents as parents. Special emphasis is given to identifying risk and resiliency factors when working with adolescents and families in the field of human services. A variety of human development theories are examined in an attempt to understand the adolescent from both an individual and a societal point of view.

2. Justification

The course name change is to more accurately reflect the course and course content. Both faculty and students within the department refer to this as the “Adolescent Course”, however, students are unclear when trying to register for the course. Requiring a C or better assures adequate academic preparation and is consistent with a previous curriculum revision passed by the Senate, December 2005.

Catalog Description for CDFR 325

(NEW)

CDFR 325 Adolescence: Risk & Resiliency

(3c-01-3cr)

**Prerequisites: Grade of C or better in CDFR 218
CDFR majors or by permission**

Focus on the parenting of adolescents and adolescents as parents. Special emphasis is given to identifying risk and resiliency factors when working with youth and families in the field of human services. A variety of human development theories are examined in an attempt to understand the adolescent from both an individual and a societal point of view.

Syllabus of Record

(NEW)

1. Catalog Description

CDFR 325 Adolescence: Risk & Resiliency

3 class hours
0 lab hours
3 credit hours
(3c-01-3cr)

Prerequisites: Grade of C or better in CDFR 218 Child Development
CDFR majors or by permission

Focuses on the parenting of adolescents and adolescents as parents. Special emphasis is given to identifying risk and resiliency factors when working with adolescents and families in the field of human services. A variety of human development theories are examined in an attempt to understand the adolescent from both an individual and a societal point of view.

II. Course Objectives

Upon completion of the course, students will be able to:

1. identify risk factors in the family and society that impact the development of the adolescent.
2. list resiliency factors and developmental assets in the family and society that facilitates healthy growth.
3. review, analyze and report current human development research dealing with various aspects of adolescence growth.
4. examine issues surrounding the parenting of adolescents including problematic behaviors.
5. discuss specific challenges facing adolescents parents and their children.
6. identify the impact of poverty, social and ecological factors on adolescents and families.
7. investigate social service systems, community supports and other integration strategies for adolescents and their families.

III. Course Outline

- A. Risk & Resiliency Factors** 12 hours
 - 1. Four Domains of Risk Factors
 - a. Individual and Peer
 - b. Family
 - c. Community
 - d. School
 - 2. Resiliency factors
 - a. External Assets
 - b. Internal Assets

- B. Human Development Research** 4 hours
 - 1. Physical Growth
 - 2. Brain Development and Cognition
 - 3. Social Relationships

- Exam I** 1 hour

- C. Parenting Adolescents** 12 hours
 - 1. Parental changes in midlife affecting adolescents
 - 2. Parenting Styles
 - 3. Parent/Adolescent Conflict
 - 4. Impact of Divorce and Remarriage
 - 5. Problematic Behaviors
 - a. Eating Disorders
 - b. Self-Injury
 - c. Substance Use and Abuse
 - d. Delinquency
 - e. Depression and Suicide

- Exam II** 1 hour

- D. Adolescents as Parents** 7 hours
 - 1. Adolescent Sexuality
 - 2. Effects of Poverty
 - 3. Impact of Welfare Reform
 - a. TANF (Temporary Aid for Needy Families)
 - 4. School and Community-Based Services
 - a. Pregnant and Parenting Teen Programs
 - b. Teen Fatherhood Initiative

- E. Social Supports for Adolescents and Families** **5 hours**
 - 1. Community-Based Programs**
 - a. ATOD (Alcohol, Tobacco & Other Drugs) Programs**
 - b. Family Health Services**
 - c. Therapeutic Support Services**
 - 2. School-Based Services**
 - a. Student Assistance Programs**
 - b. Alternative Education Programs**

Final Exam **2 hours**

IV. Evaluation Methods

The final grade for the course will be determined as follows:

- 48% Exams. Three exams (two exams and a final exam) consisting of multiple choice, matching, completion and short essay.
 - Exam I & II - 75 points each
 - Final Exam 50 points
- 18% Paper. Each student will prepare and present a paper worth 75 points
- 14% Review of four current research articles on adolescent development.
15 points each - total 60 points
- 20% In-Class Assignments. Response paper to assigned articles from Annual Editions: Adolescent Psychology (current edition).
Eight responses @ 10 points each

Grading Scale - Points

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	59% and below

Attendance Policy:

All students are expected to attend class. Attendance will be taken on a daily basis. Although students may think that all the course material can be acquired from the textbooks, the lecture will supplement the text with additional information taken from a variety of outside sources. Class attendance is therefore essential and inevitably students who do not attend class regularly do poorly on the assignments and exams. Attending class and participation in the discussion will enable students to understand the materials and assimilate new ideas regarding human development. **Although the need to miss class because of illness or personal emergency is recognized, the number of unexcused absences should not exceed four class periods or a total of four clock hours. Unexcused absences will result in loss of 10 points per class period.**

V. Required Textbooks, supplemental books and readings

Required readings:

Elkind, David. All Grown Up and No Place to Go: Teenagers in Crisis, (Revised Edition), Perseus Books, MA, 1998.

Garbarino, James. Lost Boys, Simon and Schuster Inc., New York, 1999.

Paciorek, Karen and J. Munro. Annual Editions: Adolescent Psychology, Dushkin/McGraw-Hill, Connecticut, 2003-2004.

Pipher, Mary. Reviving Ophelia, Ballantine Books, 1995.

VI. Special resource requirements

None

VII. Bibliography

Current

Adams, Gerald R. (Ed.). Journal of Adolescent Psychology, Sage Periodicals Press, London, 1998.

Arnett, Jeffrey. (2nd Ed.) Adolescence and Emerging Adulthood. Prentice Hall, New Jersey, 2004.

Cobb, Nancy J. (5th Ed.). Adolescence. McGraw Hill, New York, 2004.

Haugaard, Jeffrey. Problematic Behaviors During Adolescence. McGraw Hill, New York, 2001.

Karr-Morse, Robin and M. Wilen. Ghosts from the Nursery, The Atlantic Monthly Press, New York, 1997.

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Caron, Ann. Strong Mothers - Strong Sons: Raising Adolescent Boys in the '90's. Henry Holt & Company, New York, 1994.

Elkind, David. A Sympathetic Understanding of the Child: Birth to Sixteen. (3rd Ed.) Allyn and Bacon, Boston, MA, 1994.

Farel, Anita. Early Adolescence: What Parents Need To Know. Center for Early Adolescence, Carrboro, NC, 1982.

Hill, John P. Understanding Early Adolescence: A Framework. Center for Early Adolescence, Carrboro, NC, 1982.

Hipp, Earl. Fighting Invisible Tigers: A Stress Management Guide For Teens. Free Spirit Publishing, Inc., MN, 1994.

Ingersoll, Gary. Adolescents (2nd Ed.), Prentice Hall, New Jersey, 1989.

Werner, E. & R. Smith, Overcoming the Odds: High Risk Children from Birth to Adulthood. Cornell University Press, New York, 1992.

Catalog Description for CDFR 325 (OLD)

CDFR 325 Youth, Family & Society

(3c-01-3cr)

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- Exam I** 1 lecture hour

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- Exam II** 1 lecture hour

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