CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM AREA _____________________________________________________________________________________________

1. Catalog Description of the Course. [Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture ___ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]

PSY 445 ADOLESCENT DEVELOPMENT (3)
Three hours lecture per week
Prerequisite: Upper Division Standing, PSY 213 or consent of instructor
Psychosocial dynamics of adolescents and young adults. Topics include physical and maturational development, theories of adolescence, family and peer group influences, sexuality, cognitive and vocational development, schooling and youth culture. GenEd: D, E, and interdisciplinary

2. Mode of Instruction.

| Lecture | 3 | 1 | 25 |
| Seminar | || |
| Laboratory | || |
| Activity | || |

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) [Use as much space as necessary]
Upper-division elective for psychology majors
This course is a study of normal adolescent development as it occurs within the contexts in which adolescents grow. To understand how adolescents develop in contemporary society, we examine the world in which adolescents live, how they process the information in their world, and how that world affects their behavior and social relationships. Through this course, students will:

1. Develop a general overview of the nature of adolescent development.
2. Describe and explain biological and cognitive development of adolescents.
3. View adolescence in the contexts of families, peers, schools and culture.
4. Be able to describe the major aspects of physical, cognitive, intellectual and social/emotional development during adolescence.
5. Describe major challenges adolescents may experience as a result of gender, developmental, family systems, and/or environmental risk factors (e.g. in school and community) which are likely to affect development.
6. Demonstrate an understanding of the relationship between heredity and the environment on adolescent growth and development.
7. Identify issues of cultural diversity affecting adolescents and their families and describe how these factors may affect developmental progress or delay.
8. Express the complexity of life for adolescents in the areas of family, education, human sexuality, violence, and work.
9. Use major developmental theories and perspectives to explain adolescent development.

4. Is this a General Education Course YES
If Yes, indicate GE category:

<table>
<thead>
<tr>
<th>A (English Language, Communication, Critical Thinking)</th>
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<tbody>
<tr>
<td>B (Mathematics &amp; Sciences)</td>
</tr>
<tr>
<td>C (Fine Arts, Literature, Languages &amp; Cultures)</td>
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<tr>
<td>D (Social Perspectives) X</td>
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<tr>
<td>E (Human Psychological and Physiological Perspectives) X</td>
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NEWCRSFR 9/30/02
5. **Course Content in Outline Form.** ([Be as brief as possible, but use as much space as necessary]

- The lore of adolescence
- Popular (but uninformed) views of adolescence
- The world of contemporary adolescents
- Theories of adolescence
- Puberty, physical development, and health
- Cognitive development
- Moral development and ethical behavior in society
- Identity: The search for self-definition during adolescence
- Role development and work in Adolescence
- Adolescents and their families
- Adolescents and peer groups
- Sexuality in adolescence.
- Schools and education during adolescence
- Problem behaviors in adolescence.
- Public policy and adolescence
- Launching the young adult years
- Career exploration and development during adolescence

6. **References.** ([Provide 3 - 5 references on which this course is based and/or support it.]


7. **List Faculty Qualified to Teach This Course.**

- Psychology faculty

8. **Frequency.**

   a. Projected semesters to be offered: Fall **X** Spring **X** Summer _____

9. **New Resources Required.**

   a. Computer (data processing), audio visual, broadcasting needs, other equipment
   b. Library needs
   c. Facility/space needs

10. **Consultation.**

    Attach consultation sheet from all program areas, Library, and others (if necessary)

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

    Harley Baker 05 January 2003  
    Proposer of Course Date