

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.

	Units	Hours per Unit	Benchmark Enrollment
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:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	
D (Social Perspectives)	X
E (Human Psychological and Physiological Perspectives)	X

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.]*

Cobb, N.J. (2001). *Adolescence: Continuity, change, and diversity* (3rd ed.). Mountain View, CA: Mayfield Publishing Company.

Lerner, R. (2002). *Adolescence: Development, Diversity, Context, and Application*. New Jersey: Prentice-Hall .

Steinberg, L. (2002). *Adolescence* (6th ed). New York: McGraw Hill.

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