# 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 461 ADVANCED TOPICS IN CHILD AND ADOLESCENT DEVELOPMENT** (3)
   Three hours lecture per week
   Prerequisite: PSY 210 or PSY 313 or consent of instructor
   Represents an in-depth study of aspects of growth and development which influence behavior of school-age children and adolescents. Topics include: research methods in child development, practice of child psychology and cross-cultural perspectives in child development.

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]*
   Elective for the psychology major
   This course provides a detailed examination of the major areas of lifespan developmental psychology - the science of individual human development. The course emphasizes an understanding of the important methods, terms, theories, and findings in the field and is organized in a topical format, with in-depth examination of the predominant theories and major research findings in the field. Through completing this course, students will be able to

   1. Recognize and explain the key terms and concepts used by developmental psychologists to study human development and identify the researchers who have shaped the discipline.
   2. Compare and contrast differing developmental frameworks, such as those held by psychoanalysts, behaviorists, cognitivists, humanists, neuroscientists, and social learning theorists.
   3. Compare developmental claims made in the media and the popular press to what systematic theory and research say about those claims.
   4. Explain and articulate the major aspects of social and emotional development from attachment, psychosocial, and social learning perspectives.
   5. Explain and articulate cognitive development using Piagetian, Vygotskian, and information processing perspectives.
   6. Articulate ways that cognitive, physical, and social development interacts with each other.
   7. Explain how different contexts (e.g., gender, family, race/ethnicity, culture) affect developmental.
   8. Use citations and references in the style prescribed by the American Psychological Association.

4. **Is this a General Education Course**          **NO**
   **If Yes, indicate GE category:**

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

5.	**Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*

  Scientific and research foundations of developmental psychology
  The role of theory in developmental psychology
  Developmental theories and perspectives
  Language and cognitive development
  Social and emotional development
  Physiological and biological development
  Moral development

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

  Bornstein, M. H., Lamb, M. E., & Pierson, H.  (1999). *Developmental psychology: An advanced textbook.* New Jersey: Erlbaum.

  Dixon, W. E. (2003). *Twenty studies that revolutionized child psychology.* New Jersey: Prentice-Hall.

  Harter, S. (1999). *The construction of the self.* New York: Guilford.

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 |