### Course Outline

**Course Title:** Child and Adolescent Development  
**Submitted By:** P. Nelson  
**Semester Course Prefix and Number:** PSYC 2565  
**Approval Date:**  
**Old Quarter Course Prefix and Number:** PSYC 223  
**Revision Date:** Feb. 2002

<table>
<thead>
<tr>
<th>Number of Credits:</th>
<th>3</th>
<th>Number of Lecture Credits:</th>
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<td>Semester(s) Offered:</td>
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<td>Number of Lab Credits:</td>
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<td>Negotiated Class Size:</td>
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<td>Number of Studio/Demonstration/Internship Credits:</td>
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**Course Purpose Code:**

- 0 – Developmental Courses
- 1 – Non-transferable, General Education
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of general education (MNTE) e.g. computer science, health, physical education
- X 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTE) requirements.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

**Catalog Description:**

This course provides an overview of human development from conception through adolescence. Major theories and research are used to examine physical, perpetual, emotional, cognitive, linguistic, social and moral development.

**Prerequisites and/or recommended entry skills/knowledge:**

- **Course Prerequisite(s):** PSYC 2551 (Or previous course PSYC 220)  
- **Reading Prerequisite:** Reading Intensive  
- **Composition Prerequisite:** Writing Intensive  
- **Mathematics Prerequisite:** None

**Career Programs and Transfer Majors Accessing this Course:**

- Recommended for Human Service students  
- All transfer students

**Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:**

- 0. None
- 1. Communications
- 2. Critical Thinking
- 3. Natural Sciences
- 4. Mathematical/Logical Reasoning
- X 5. History and the Social and Behavioral Sciences
- 6. The Humanities and Fine Arts
- 7. Human Diversity
- 8. Global Perspectives
- 9. Ethical and Civic Responsibility
- 10. People and the Environment
Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum:

The student will:

- Develop an understanding of the major concepts, theories, research methods and research findings in child adolescent psychology
- Understand the role of cultural influences on early human development
- Understand the role of racism and discrimination on early human development
- Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
- Use and critique alternative explanatory systems or theories.

Student assessment methods:

- Multiple choice and essay exams
- Library research paper

Use of instructional technology (includes software, interactive video and other instructional technologies):

Videos

Outline of the major course content:

History and methodology; theories of development; genetics; prenatal development; physical perceptual development; cognitive development; language development; intelligence; emotional development; moral development; role of family, peers, and media; schools and early career development.

Additional special information (special fees, directives on hazardous materials, etc.)

Transfer Information: (Please list colleges/majors that accept this course in transfer.)

Approvals:

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<th>Body</th>
<th>Representative Signatures</th>
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<tr>
<td>Curriculum Committee</td>
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Distribution: Original – Administrative Office, Library, Learning Center, Records, Student Services, Curriculum Committee Chair

Form Approved 3/8/02 PSYC 2565