

CHDV 172: IDENTITY DEVELOPMENT

In Workflow

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Approval Path

1. Mon, 14 Sep 2020 18:55:36 GMT
Sarah Ives (sarah.ives): Rollback to Initiator
2. Fri, 02 Oct 2020 00:55:50 GMT
Sheri Hembree (hembrees): Approved for UGSE Chair
3. Fri, 09 Oct 2020 15:36:01 GMT
Dale Allender (dale.allender): Approved for ED College Committee Chair
4. Wed, 14 Oct 2020 21:18:58 GMT
Karen O'Hara (kdohara): Approved for ED Dean

New Course Proposal

Date Submitted: Mon, 14 Sep 2020 19:17:14 GMT

Viewing: CHDV 172 : Identity Development

Last edit: Fri, 02 Oct 2020 00:55:45 GMT

Changes proposed by: Kristen Alexander (101054963)

Contact(s):

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|-------------------|-------------------------|--------------------|
| Amber Gonzalez | amber.gonzalez@csus.edu | 916-278-6117 |

Catalog Title:

Identity Development

Class Schedule Title:

Identity Development

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Undergraduate Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2021 (2021/2022 Catalog)

Subject Area: (prefix)

CHDV - Child Development

Catalog Number: (course number)

172

Course ID: (For administrative use only.)

TBD

Units:

3

In what term(s) will this course typically be offered?

Fall, Summer

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

In response to the recent Child Development program review, the Child Development faculty have reviewed the concentrations within the major with the aim of identifying areas for change and re-developing the major and concentrations. The proposed course will add an important developmental depth option by assisting students in examining theory and research related to identity development among children, adolescents, and emerging adults. No such course currently exists, and it will help prepare Child and Adolescent students interested in working with youth and families in the community setting. Students will gain an understanding of how identity varies as a function of gender, sexual orientation, income, education, race and ethnicity, abilities, and other factors and how these identities intersect and shape social interactions.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

This course will examine theory and research related to identity development among children, adolescents, and emerging adults. Students will gain an understanding of how identity varies as a function of gender, sexual orientation, income, education, race and ethnicity, abilities, and other factors and how these identities intersect and shape social interactions. In addition, focus will be on how identity shapes experiences of oppression, marginalization, privilege, and power. Methodologies used to understand identity development will also be explored.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

CHDV 30 or CHDV 35; CHDV 123 or CHDV 133; CHDV 123 or CHDV 133 may be taken concurrently

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'

Students will be able to:

1. Describe theories of identity development among children, adolescents, and emerging adults.
2. Apply theory and empirical research to the study of identity development.
3. Understand cultural components of identity and how identities shape social interactions.
4. Identify, describe, and apply methodologies used to understand identity development
5. Describe how identity varies as a function of gender, sexual orientation, income, education, race and ethnicity, abilities, and other factors and how these identities intersect.
6. Describe how identity shape experiences of oppression, marginalization, privilege, and power.

Attach a list of the required/recommended course readings and activities:

CHDV 172 Identity Development syllabus example.pdf

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

The following course assignments will help you through the learning process and help you measure your progress as you move toward deeper understanding throughout the course. A brief summary of the assignments is presented below.

Reading critical reflection notes and discussion (LO 1, 3, 5)

Book Club Activities (LO 1, 2, 3, 5)

Critical Analysis of Personal Identity Assignments (LO 2, 3, 5)

Student Presentation (LO 2, 3, 5)

Exams (LO 1, 3, 4, 5)

For whom is this course being developed?

Majors in the Dept

Majors of other Depts

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Integrative learning
Personal and social responsibility
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

No

Reviewer Comments:

Sarah Ives (sarah.ives) (Mon, 14 Sep 2020 18:55:36 GMT): Rollback: Department chair needs to review

Key: 14304