California State University Channel Islands

NEW COURSE PROPOSAL
Courses must be submitted by November 3, 2008, for priority catalog review.

DATE (Change if modified and redate file with current date) □ 10/12/08 REV 12/15/08
PROGRAM AREA(S) □ CHICANA/O STUDIES AND PSYCHOLOGY

1. Course Information. [Follow accepted catalog format.]
Prefix(es) (Add additional prefixes if cross-listed) and Course No. CHS383 and PSY383
Title: CHICANA/O-LATINA/O IDENTITY AND EMPOWERMENT Units: 3.0
Prerequisites: PSY100 and/or CHS100 or equivalent
Corequisites N/A
Consent of Instructor Required for Enrollment N/A

Catalog Description: Examines theories of identity development and empowerment applied to Latina/o adolescents and adults living in a multicultural society. Psychological, social, and cultural issues will be examined from the perspective of Latinas/os from diverse ethnic, cultural and socioeconomic backgrounds.

Grading Scheme: Repeatability: Course Level Information:
X A-F Grades □ Repeatable for a maximum of units
Credit/No Credit Total Completions Allowed □ Multiple Enrollment in Same Semester
Optional (Student Choice) Undergraduate Post-Baccalaureate/Credential Graduate

Course Level Information:
Undergraduate

Mode of Instruction/Components (Hours per Unit are defaulted).

<table>
<thead>
<tr>
<th>Mode of Instruction/Component</th>
<th>Units</th>
<th>Hours per Unit</th>
<th>Benchmark Enrollment</th>
<th>Graded Component</th>
<th>CS &amp; HEGIS #</th>
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<tr>
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<td>Seminar</td>
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<td>Laboratory</td>
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<td>Activity</td>
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<td>Field Studies</td>
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<td>Indep Study</td>
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Leave the following hours per week areas blank. The hours per week will be filled out for you.
3.0 hours lecture per week
hours blank per week

2. Course Attributes:

General Education Categories: All courses with GE category notations (including deletions) must be submitted to the GE website: http://summit.csuci.edu/geapproval. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)
□ A-1 Oral Communication
□ A-2 English Writing
□ A-3 Critical Thinking

B (Mathematics, Sciences & Technology)
□ B-1 Physical Sciences
□ B-2 Life Sciences – Biology
□ B-3 Mathematics – Mathematics and Applications
□ B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)
□ C-1 Art
C-2 Literature Courses
C-3a Language
C-3b Multicultural
D (Social Perspectives)
E (Human Psychological and Physiological Perspectives)
UDIGE/INTD Interdisciplinary
Meets University Writing Requirement
Meets University Language Requirement

American Institutions, Title V Section 40404: Government US Constitution US History
Refer to website, Exec Order 405, for more information: http://senate.csuci.edu/comm/curriculum/resources.htm
Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

3. Justification and Requirements for the Course. (Make a brief statement to justify the need for the course)
   A. Justification: This is an elective course for the Chicana/o Studies and Psychology degree programs. The course does not fulfill University, and/or Language requirements.
   B. Degree Requirement: Requirement for the Major/Minor Elective for the Major/Minor
      Note: Submit Program Modification if this course changes your program.

4. Learning Objectives. (List in numerical order) Upon completion of the course, the student will be able to:
   1. Explain ethnic identity theories and conceptual models, including ethnic identity formation theory, acculturation theory, social identity theory, and multiple worlds theory.
   2. Develop a greater awareness of the diversity among individuals of Latino/a descent, examining similarities and differences in language, class, appearance, family traditions, relationship and communication styles, sexual orientation, and the ethnic labels they use to identify themselves.
   3. Recognize the challenges and advantages of developing bicultural and bi-racial identity.
   4. Articulate multicultural understanding and cultural, gender and sexuality differences.
   5. Improve communication and collaboration skills working with peers.
   6. Reflect upon their own ethnic/cultural identities and how it has developed and changed over time and across family, school, peer, and community contexts.
   7. Demonstrate critical and analytical thinking skills in their writing, integrating the theories, methods, and/or conceptual models.
   8. Differentiate various empowerment models and strategies for empowering Latino/as in attaining their educational and career goals.
   9. Connect theories, methods and/or conceptual models with examples and insight from their own experiences and knowledge of Latinas/os growing up in a diverse society.

5. Course Content in Outline Form. [Be as brief as possible, but use as much space as necessary]
   Introduction to Course
   Overview of Theoretical Perspectives
   Identity Developmental Models and Theories
   Family Socialization of Ethnic Identity
   Peer and Academic Identities
   Homogeneous and Diverse Peer Groups
   Academic Identity Development
   Language, Culture and Identity
   Social Identity Theory
   Work and Career Identities
   Acculturation Theory
   Immigrant Adaptation: Challenges and Barriers
   Multiple Identities: Cultural, Race, Gender, Sexuality
   Empowerment Theories and Models
   Strategies for Empowering
Does this course content overlap with a course offered in your academic program? Yes X No
If YES, what course(s) and provide a justification of the overlap.
There is some overlap with EDUC/HIST 445 in terms of identities in Latina/o children in families and society. This course, however, involves much more theoretical approaches within the disciplines of psychology and ethnic studies and attention to multiplicity of adult identities in various contexts.

Does this course content overlap a course offered in another academic area? Yes X No
If YES, what course(s) and provide a justification of the overlap.
There is some overlap with EDSS 515, which has learning outcomes related to development of adolescent identity. The focus of EDSS 515 in this regard is on the role education and classroom experience playes to shape identity, which will be addressed by this new course, but this course involves much more theoretical approaches within the disciplines of psychology and ethnic studies, and attention to multiplicity of adult identities in various contexts.

Overlapping courses require Chairs’ signatures.

6. Cross-listed Courses (Please note each prefix in item No. 1)
   A. List Cross-listed Courses (Signature of Academic Chair(s) of the other academic area(s) is required).
      List each cross-listed prefix for the course: CHS and PSY
   B. Program responsible for staffing: Chicana/o Studies and/or Psychology

7. References. [Provide 3 - 5 references]


8. Tenure Track Faculty Qualified to Teach This Course.
   Dr. Christy Teranishi-Martinez

9. Requested Effective Date:
   First semester offered: SPRING 2010

10. New Resources Requested. Yes X No
    If YES, list the resources needed.

    A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

    B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

    C. Facility/Space/Transportation Needs

    D. Lab Fee Requested (please refer to Dean’s Office for additional processing) Yes X No
11. Will this new course alter any degree, credential, certificate, or minor in your program?  Yes X  No

If YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: October 6, 2008 of preceding year.
Priority deadline for Course Proposals and Modifications: November 3, 2008, of preceding year.
Last day to submit forms to be considered during the current academic year: April 15th.

Christy Teranishi-Martinez  10/12/08

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<tr>
<th>Proposer of Course (Type in name. Signatures will be collected after Curriculum approval)</th>
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**Approval Sheet**

**Program/Course:** CHS383 AND PSY383

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

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<thead>
<tr>
<th>Program Chair</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Marie Francois</td>
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<tr>
<td>Joan Karp</td>
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<td>Harley Baker</td>
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<tr>
<td>General Education Chair</td>
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<tr>
<td>Center for Multicultural Engagement Director</td>
<td>Signature</td>
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<td>Center for Civic Engagement Director</td>
<td>Signature</td>
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<tr>
<td>Curriculum Chair</td>
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<tr>
<td>Dean of Faculty</td>
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