

# CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

## NEW COURSE PROPOSAL

DATE NOVEMBER 15, 2007  
PROGRAM AREA EDUCATION

### 1. Catalog Description of the Course. *[Follow accepted catalog format.]*

Prefix: *EDSS* Course#: *515* Title: *Adolescent Development for Secondary Educators* Units: (3)

3 hours lecture per week

hours per week

☐ Prerequisites

☐ Corequisites

Description:

Course Focuses on specific aspects of adolescent development that influence teacher-student interactions and relationships in secondary classrooms. Emphasizes the particular challenges and possibilities teachers encounter when working with adolescent students across differences in culture, ethnicity, gender, linguistic heritage, race, sexual orientation, and socioeconomic status.

☐ Gen Ed

Graded

☐ CR/NC

☐ Repeatable for up to units

Categories

☐ Lab Fee Required

☒ A - F

Total Completions Allowed

☐ Optional (Student's choice)

☐ Multiple Enrollment in same semester

☐ Title V Section 40404: ☐ Government ☐ US Constitution ☐ US History

### 2. Mode of Instruction (Hours per Unit are set for you).

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (filled in by Dean)
Lecture	3	1	25	<input checked="" type="checkbox"/>	
Seminar		1		<input type="checkbox"/>	
Laboratory		3		<input type="checkbox"/>	
Activity		2		<input type="checkbox"/>	

### 3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, the degree it pertains to, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

This is a required prerequisite for the single subject teaching credential program.

There are three primary learning objectives for the course. Upon completion of the course, students will be able to:

- survey and synthesize both historical and contemporary developmental theories that directly pertain to classroom learning and teacher-student understanding;
- describe the role education plays in adolescents' understanding and experience of their identities, especially as those identities are shaped by social, psychological, and pedagogical influences;
- apply various theories of adolescent development to classroom interactions and teaching practices such that adolescent well-being and academic achievement are optimized.

### 4. Is this a General Education Course YES ☐ NO ☒

If Yes, indicate GE category and attach GE Criteria Form:

#### 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)**

**UD Interdisciplinary**

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

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

- I. Adolescence as an historical construct: Inventions & conventions
- II. Crisis and commitment in the identity formation process
- III. Risk-taking, creativity, and belonging
- IV. Moral development
- V. Social awareness, and the development of relationships
- VI. Reflexivity, reciprocity, and ethics in teacher-student relationships
- VII. Gender identity development
- VIII. The development of a race identity, part 1
- IX. The development of a race identity, part 2
- X. Ethnic identity development
- XI. Developing a sexual identity and a sexuality
- XII. Resistance as developmental performance and practice
- XIII. The role of the media in shaping adolescence/ts
- XIV. Faith and the development of ultimate meaning
- XV. School-to-career transitions and the experience of flow

Does this course overlap a course offered in your academic program? YES ☐ NO ☒

If YES, what course(s) and provide a justification of the overlap?

Does this course overlap a course offered in another academic area? YES ☒ NO ☐

If YES, what course(s) and provide a justification of the overlap?

PSY 445 covers similar content but is generalized to the adolescent population writ large. EDSS 515 is targeted specifically for secondary teachers in multicultural/multilingual classrooms. With an explicit focus on middle and high school education, EDSS 515 differs markedly from the literature and research that examines biological, cognitive, and maturational processes of youth where the focus is largely on psychological functioning (rather than academic achievement). Distinct from PSY 445, EDSS 515 highlights the political, ethical, and relational aspects of various developmental theories in order to advocate for developmentally appropriate classroom practices and promote optimal teacher-student relationships.

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

**6. Cross-listed Courses (Please fill out separate description for each PREFIX)**

List Cross-listed Courses

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

Department responsible for staffing: Education

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

- Lesko, N. (2001). *Act your age: A cultural construction of adolescence*. New York: Routledge Falmer.
- Magolda, M. B. B. (1999). *Creating contexts for learning and self-authorship: Constructive-Developmental Pedagogy*. Nashville, TN: Vanderbilt University Press.
- McKinney, J. P., Schiamberg, L. B., & Shelton, L. G. (1998). *Teaching about adolescence: An ecological approach*. New York: Garland Publishing.
- Nakkula, M. J. & Toshalis, E. (2006). *Understanding youth: Adolescent development for educators*. Cambridge, MA: Harvard Education Press.
- Sadowski, M. J. (2003). *Adolescents at school: Perspectives on youth, identity, and education*. Cambridge, MA: Harvard Education Press.

**8. List Faculty Qualified to Teach This Course.**

Eric Toshalis  
Jeanne Grier  
Mary Adler

**9. Effective Date**

- a. First semester offered: Fall, 2008

**10. New Resources Required. YES ☐ NO ☒**

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the sheet below.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment)  
(See item 10.c. below)
- b. Library needs
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- c. Facility/space needs

**11. Will this new course alter any degree, credential, certificate, or minor in your program? YES ☐ NO ☒**

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

Eric Toshalis  
\_\_\_\_\_  
Proposer of Course

11.15.07  
\_\_\_\_\_  
Date

**Approval Sheet**

**Program/Course:** EDSS 515

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Program Chair	(s)	Date
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General Education Chair(s)	Date
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Curriculum Committee Chair(s)	Date
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Dean of Faculty	Date
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