



Academic Affairs - Course Proposal

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Academic Unit: EDLP		Department Chair: Dr. Edmund Lee	
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>		Date:	
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	CCE: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
		Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> 2007	
Prefix & No. EDD 603	Title: Policy and Practice for Educational Leaders II	Units: 3	

Change to:

Prefix & No.	Title:	Units:
--------------	--------	--------

JUSTIFICATION:

Increased attention by national, state, and local policymakers on improving the educational attainment of the populace is placing new pressures on education systems. Educational leaders must be more skillful in analysis of policies impacting education systems in order to effectively respond, defend, and implement education policy.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy.)

See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description

This seminar is designed to engage students in critical analyses of policy at the local, state, national, and international levels. Specific California and federal policy environment structures and processes will be examined. Students will learn about how public policy is generated, potential consequences, ethical dilemmas, social justice, and equity issues.

Note:	
Prerequisite: Admission into the CSUS Ed. D. in Educational Leadership Program	
Corequisite:	
CAN (California Articulation Number):	
Graded: Letter <input checked="" type="checkbox"/> Credit/No Credit <input type="checkbox"/>	Instructor Approval? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Course Classification: C-05	Title for SIS+ (not more than 25 characters) Ed Policy Practice II
Cross Listed? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, with what course:
How Many Times Can This Course be Taken for Credit? Once	

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at <http://www.csus.edu/acaf/example.htm>

Students will be able:

1. Understand the theories formulated to explain the formation of public policy;
2. Develop the link between theory and practice in the public policy field;
3. Critically analyze policy perspectives shaped by political, economic, social, and cultural factors at the federal, state, and local levels;
4. Develop the skills to argue coherently both orally and in written form on relevant theoretical policy issues;
5. Understand how policy problems are identified and policies may be attached to them;
6. Understand the relationship between research and policy development and implementation; and
7. Understand the importance of gaining stakeholder consensus in the development and implementation of policy

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

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:

Students will be assessed and graded by their:

1. Attendance and active class participation – 10%
2. Critical group analysis of existing policy impacting education- 25%
3. Critical analysis of national policy affecting education- 15%
4. Critical analysis of state policy affecting education- 15%
5. Final group project where students propose and develop policy to improve education outcomes at the K-12 or community college level- 25%
6. Final presentation of group project—10%

For whom is this course being developed?

Students in the CSUS Ed.D in Educational Leadership

Majors in the Dept ___ Majors of other Depts ___ Minors in the Dept ___ General Education ___ Other X ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes x No ___

If yes, identify program(s): **CSUS Ed. D. in Educational Leadership Program**

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No X ___

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). _____

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

	Date
Department Chair: <i>[Signature]</i>	9-18-2006
College Dean or Associate Dean: <i>[Signature]</i>	9/18/2006
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Jerri McAtee, at zip 6016. An electronic copy must also be sent to mcateejj@csus.edu.

Topics:

- Theory and policy development
- Current national policy
- Current state policy
- Current local K-12/Community college policy
- Role of external forces (i.e. politics)
- Formulated and evaluating effective policy
- Influencing policy
- Relationship between research and policy
- Collaboration and consensus building in policy development
- Implementing effective policy

Readings:

Spring, J. (1998). Conflict of interests: The politics of American education, 4th edition. Boston, MA: McGraw Hill.

Callan, P.M., Finney, J.E., Kirst, M.W., Usdan, M.D., & Venezia, A. (2006). Claiming common ground: State policymaking for improving college readiness and success. The National Center for Public Policy and Higher Education.

Goodland, J.L., & McMannon, T.J. (1997). The public purpose of education and schooling. San Francisco, CA: Jossey-Bass Publishers.