



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: September 18, 2006	
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 2007 <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/>	
Prefix & No. EDD 610	Title: Curriculum and Instruction Issues for Educational Leaders	Units: 3	

Change to:

Prefix & No.	Title:	Units:
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JUSTIFICATION:

Educational leaders must demonstrate a sound understanding of the teaching and learning process in order to promote effective school achievement. In addition, educational leaders must have demonstrated comprehension of curriculum and corresponding issues across a vast array of disciplines.

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 course presents curriculum and instruction from a leadership perspective within the contexts of K-12 schools and community colleges. Students examine contemporary issues in school curriculum, including policy initiatives and reform efforts affecting curricular decision-making. The course prepares students to analyze and design appropriate strategies for implementing and evaluating district and school curricula and to investigate the implications of curricula for educational programming. Students also learn specific foundations and procedures for professional development that have well-documented effects on student achievement.

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) C & I for Ed Leaders
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>

The students will be able to:

- Analyze, interpret and evaluate curricular models and instructional materials, and then identify those most appropriate for specific field situations within the context of state statutes.
- Demonstrate an understanding of California’s system of assessment, curricula, and instruction— standards, frameworks, instructional materials, state testing system — and related professional development, AB430 and AB466.
- Demonstrate an understanding of need for districts and schools to have cohesive systems of curriculum, instruction, assessment, and professional development.
- Demonstrate an understanding of the need to provide instructional materials that meet students’ needs.
- Demonstrate an understanding of the need to accelerate instruction and learning for students who are performing below grade level expectations.
- Utilize research-based curriculum and instruction models to analyze and evaluate teaching processes for the purpose of improving instructional programs and student achievement.
- Evaluate the alignment of curriculum materials, instructional practices and assessment strategies, and their impact upon student learning.
- Demonstrate an understanding of effective models of professional development and the situational context(s) in which each model would be most appropriate.
- Determine the extent to which a professional development program has been implemented, and the impact it has had on student achievement.
- Demonstrate an understanding of policy initiatives and reform efforts that affect or have the potential to affect decisions about curriculum design, choice of instructional strategies and program implementation.

****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:

Assessment Strategies

- Curriculum Audit (30%)
- Professional Development Plan (30%)
- Article Summaries/Analyses of Curricular Innovations (30%)
- Attendance and Active Class Participation (10%)

For whom is this course being developed?

Students in the CSUS Ed. D. in Educational Leadership Program

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___

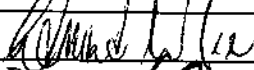
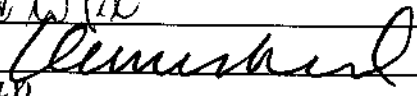
If yes, attach a description of resources needed and verify that resources are available.

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: 	9-18-2006
College Dean or Associate Dean: 	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.