



SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): College of Education	Academic Organization (Department): Teacher Education	Date: 5/1/2007
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Robert Pritchard	Submitted by:
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 type="checkbox"/> Spring <input checked="" type="checkbox"/> 20 <u>08</u>

This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):	
This Catalog Number (course number) is being replaced:	

Change from:

Subject Area (prefix) & Catalog No. (course no.):	Title:	Units:
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Change to:

Subject Area (prefix) & Catalog No. (course no.): EDTE 239	Title: Schools and Schooling in a World of Policy and Practices	Units: 4
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JUSTIFICATION:

The United States' K-12 public school system has undergone an intense round of reform over the past decade or so as a consequence of state and federal legislation aimed at institutionalizing standards-based curriculum and instruction in the context of high-stakes accountability measures in order to endure access to core curriculum for all students. Therefore, it is critical that teachers understand the processes whereby state and federal governments construct education policy as well as the structures and organizations that cause these policies to be made manifest in the everyday work of teachers in classrooms

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)

Beginning with an historical framework of reform, the course examines theories and models of school reform in the US and international contexts. Students engage in researching and identifying how political and social forces impact the development of educational policy and reform initiatives. Using the lens of contemporary reform, students analyze recent school reform initiatives as well as the ideas and ideals of professional development within their own educational contexts. Prerequisite: EDTE 237 Co-requisite: EDTE 238

Note:

Prerequisite:

Enforced at Registration: Yes No EDTE 237

Corequisite:

Enforced at Registration: Yes No EDTE 238

CAN (California Articulation Number):

Graded: Letter Credit/No Credit

Instructor Approval Required? Yes No

Course Classification (e.g., lecture, lab, seminar, discussion):
4/discussion

Title for SIS+/CMS (not more than 30 characters):
Schls Schling in Policy Pract

Cross Listed?

Yes No

If yes, do they meet together and fulfill the same requirement, and what is the other course.

How Many Times Can This Course be Taken for Credit? 1

Can the course be taken for Credit more than once during the same term? Yes No

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>

Learning Outcomes: Participants will:

- Explore the tensions between education values and goals throughout the history of educational reform in the United States
- Develop critical perspectives through which to evaluate current proposals for school reform
- Identify and examine various reform initiatives at the macro/micro level including idea-based reform, curricular and instructional reforms, structural reforms, etc.
- Evaluate the role of management practices and theory in the reform of public education.
- Identify and study different conflicts of interest and questions of equality of educational opportunity and equity.
- Trace a reform from policy to practice in terms of how reform may take place at the local school site and factors influencing 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.**

Required Texts:

Elmore, Richard. (2004) *School Reform from the Inside Out: Policy, Practice, and Performance*.
Tyack, David and Larry Cuban, (1995) *Tinkering toward Utopia: A Century of Public School Reform*.

Websites:

http://dmoz.org/Society/Issues/Education/Education_Reform/
<http://www.heartland.org/>
<http://www.ed.gov/pubs/Leadership/index.html>
<http://www.middleweb.com/>
<http://www.schoolstowatch.org/visit.htm>
<http://www.csrclearinghouse.org/>
<http://www.publiceducation.org/>
<http://www.catalyst-chicago.org/>
<http://www.basrc.org/>

Bibliography:

Daun, Holger. (2001) *Educational Restructuring in the Context of Globalization and National Policy*. New York; Falmer
Freire, P. (1985). *The politics of education*. South Hadley, MA: Bergin and Garvey.
Fullan, M. (1991). *The new meaning of educational change*. New York: Teacher's College Press.
Fullan, M. (1997). *The challenge of school change*. Arlington Heights, IL: IRI/Skylight Training and Publishing.
Gibboney, R. A. (1994). *The stone trumpet: A story of practical school reform 1960-1990*. Albany: State University of New York.
Sarason, S. (1982). *The culture of school and the problem of change*. Boston: Allyn and Bacon.
Sarason, S. (1996). *Revisiting 'The culture of school and the problem of change'*. New York: Teachers College Press.
Seashore Louis, Karen and Kathryn A. Riley (eds.) (2000). *Leadership for Change and School Reform: International Perspectives*. London: Routledge.

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:

Sample Formative and Summative Assessments:

- Tracing a reform from policy to practice in terms of how reform may take place at the local school site and factors influencing implementation
- Developing an annotated "directory" of reform initiatives related to a specific topic, subject area, or "problem" including the research related to those initiatives
- Designing and lead an asynchronous discussion related to course reading
- Engaging in substantive participation in asynchronous discussions related to course reading

For whom is this course being developed?

Majors in the Dept _____ **Majors of other Depts** _____ **Minors in the Dept** _____ **General Education** _____

Other X Elective in MA in Education with Curriculum and Instruction Emphasis (online option)

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

If yes, identify program(s):

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: 	5/1/07
College Dean or Associate Dean: 	8/29/07
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 Academic Affairs, at mail zip 6016. An electronic copy must also be sent.