Course Change Proposal
Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Education</td>
<td>Graduate and Professional Studies</td>
<td>3/1/15</td>
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<thead>
<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair:</th>
<th>Submitted by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New <em>x</em> Change ___ Deletion ___</td>
<td>Susan Heredia</td>
<td>Jana Noel</td>
</tr>
</tbody>
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<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students?</th>
<th>For Catalog Copy:</th>
<th>Semester Effective:</th>
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<tbody>
<tr>
<td>Yes ___ No <em>x</em></td>
<td>Yes <em>x</em> No ___</td>
<td>Fall <em>x</em> Spring __, 2015</td>
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**This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):**

If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.

Yes ___ No ___

<table>
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<tr>
<th>Change from:</th>
<th>Change to:</th>
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<tbody>
<tr>
<td>Subject Area (prefix) &amp; Catalog Nbr (course no.):</td>
<td>Title:</td>
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<td></td>
<td>Contemporary Issues in Education (A)</td>
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### JUSTIFICATION:

Graduate and Professional Studies in Education has developed a new course that will be offered as an elective in the graduate Master’s Degree in the College of Education. EDGR 210A will be the first in a series of two 8-week elective courses covering multiple key contemporary issues in education. The course will provide the basis for students to understand the important issues affecting education, the relationship between these issues, and the possibility of studying these issues further as students begin their educational research and later complete their culminating experience.

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words and language should conform to catalog copy). See Guidelines for Catalog Course Description http://www.csus.edu/umanual/AcadAff/FSC00060.htm

This course examines contemporary issues in education, with special attention to the social, cultural, political, economic, and institutional dynamics of educational processes and the impacts on students, schools, and communities. Fulfilling the mission of the M.A. program and the College of Education vision, the course focuses on preparing students to become social change agents in schools and communities. Topics covered will fit into the two threads of (a) curriculum and (b) social emotional well-being of students.

Note:

**Prerequisite:**
Enforced at Registration: Yes ___ No _x_

**Corequisite:**
Enforced at Registration: Yes ___ No _x_

**Graded:** Letter _x_ Credit/No Credit___

**Instructor Approval Required?** Yes ___ No _x_

**Course Classification (e.g., lecture, lab, seminar, discussion):**
Lecture

**Title for CMS (not more than 30 characters):**
Contemporary Issues in Educ (A)

**Cross Listed?**
Yes ___ No _x_

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 _x_
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.”

Upon successful completion of the course, students will be able to

1) understand the key theoretical frameworks and best practices within the fields of curriculum and the social emotional well-being of students;
2) critically assess the major national and local dialogues related to curriculum and the social emotional well-being of students;
3) write in both academic and other genres about the significance of curriculum and the social emotional well-being of students;
4) work collaboratively to develop a plan for advocacy related to curriculum or the social emotional well-being of students.

**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:

1. In-class discussions
2. Weekly reflections on SacCT
3. Research paper on selected topic
4. Group presentation on advocacy plan

For whom is this course being developed?

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

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

If yes, identify program(s): MA in Education, emphasis on Educational Change

Indicate which department or programs will be affected by the proposed course (if any).  Graduate and Professional Studies in Education, Programs affected: Curriculum and Instruction; Gender Equity; Bilingual Multicultural Education (all three programs were involved in the development of this elective course)

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

**Accessibility:** Following course approval, and prior to the start of the semester in which the new or revised course will be taught for the first time, an accessibility checklist [available at http://www.csus.edu/accessibility/checklist.html] shall be completed and submitted to the appropriate Dean’s office. An accessible syllabus shall also be made available online, preferably prior to the start of that semester’s open registration period.

**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:  

College Dean or Associate Dean:  

University Committee:  

Assoc. Dean for Undergraduate Studies  OR Dean of Graduate Studies:  

Distribution:  Academic Affairs (original), Department Chair and College Dean. Dean’s office to send original after approval to Academic Affairs, at mail zip 6016.

11/08/2012
Course Description
This course examines contemporary issues in education, with special attention to the social, cultural, political, economic, and institutional dynamics of educational processes and the impacts on students, schools, and communities. Fulfilling the mission of the M.A. program and the College of Education vision, the course focuses on preparing students to become social change agents in schools and communities. Topics covered will fit into the two threads of (a) curriculum and (b) social emotional well-being of students.

Expected Learning Outcomes
Upon successful completion of the course, students will be able to
1. understand the key theoretical frameworks and best practices within the fields of curriculum and the social emotional well-being of students;
2. critically assess the major national and local dialogues related to curriculum and the social emotional well-being of students;
3. write in both academic and other genres about the significance of curriculum and the social emotional well-being of students;
4. work collaboratively to develop a plan for advocacy related to curriculum or the social emotional well-being of students.

Assignments
- In-class discussions (20%)
- Weekly reflections on SacCT (20%)
- Research paper on selected topic (30%)
- Group presentation on advocacy plan (30%)

Sample Topics (since this is a contemporary issues course, these topics will change over time)
Bullying and harassment
Common Core
Extracurricular and after school programs
Gender equity
Gifted education programs
Inclusion
LGBT students in school and society
Mental health in schools
Pupil personnel services
Social emotional learning
Special education
Standardized and alternative curricula
Violence and school safety
Sample Course Outline (since this is a contemporary issues course, these topics may change over time)

Wk  Topic and Activity
1  Introduction to Course
   K-12 School Curriculum – Standardized Curriculum
   Common Core
   • Examine models of curriculum
   • Develop arguments related standardized curriculum and Common Core
   • Guest speakers throughout the course will lead modules in each area
2  Social Emotional Learning
   Alternative Curricula
   Extracurricular and After School Programs
   • Examine best practices of social emotional learning
   • Examine models of alternative curricula
3  Mental Health in Schools
   Pupil Personnel Services
   • Examine how schools address mental health issues
   • Develop a plan to utilize all pupil personnel services in a school to address student needs
4  Special Education as a Field
   Inclusion and Other Models in Special Education
   Gifted and Talented Education
   • Examine and develop arguments related to models of special education
5  Gender Equity in Schools and Society
   LGBT Students in School and Society
   • Examine identity and stereotyping in schools and society
   • Examine best practices for LGBT students, such as gay-straight networks and alliances
6  Bullying and Harassment
   Violence and School Safety
   • Examine best practices in bullying prevention
   • Examine models of school safety
   • Develop plan to end bullying in a school or community
7  Becoming Social Change Agents
   • Develop group advocacy plan
   • Practice writing and speaking to multiple stakeholders in educational change
8  Group Presentations on Advocacy Plans

Sample Readings


