

EDLP 201: FOUNDATIONS OF EDUCATIONAL LEADERSHIP

In Workflow

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11. Registrar's Office (w lindsey@csus.edu)
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Approval Path

1. Tue, 17 Aug 2021 22:29:49 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
2. Tue, 17 Aug 2021 22:33:56 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Chair
3. Fri, 17 Sep 2021 00:48:19 GMT
Karen O'Hara (kdohara): Approved for ED College Committee Chair
4. Fri, 17 Sep 2021 01:52:31 GMT
Karen O'Hara (kdohara): Approved for ED Dean

History

1. Mar 14, 2019 by Geni Cowan (gcowan)
2. Aug 17, 2021 by Janett Torset (torsetj)

Date Submitted: Tue, 17 Aug 2021 20:39:42 GMT

Viewing: EDLP 201 : Foundations of Educational Leadership

Last approved: Tue, 17 Aug 2021 16:25:10 GMT

Last edit: Fri, 17 Sep 2021 00:48:13 GMT

Changes proposed by: Sarah Jouganatos (214082766)

Contact(s):

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Catalog Title:

Foundations of Educational Leadership

Class Schedule Title:

Foundations of Ed Ldrshp

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?

Yes

Please specify:

CCE and Stateside

Catalog Year Effective:

Spring 2022 (2022/2023 Catalog)

Subject Area: (prefix)

EDLP - Educational Leadership and Policy Studies

Catalog Number: (course number)

201

Course ID: (For administrative use only.)

118356

Units:

3

Is the primary purpose of this change to update the term typically offered or the enforcement of prerequisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

No, final exam does not require a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The course changes proposed include edits to the course objectives. As this course is a core requirement for the MA in Educational Leadership & Policy Studies, which has three concentrations: TK-12 Educational Leadership, Higher Education Leadership and Workforce Development Leadership in Higher Education, the changes were made to ensure that course objectives are properly measurable and that students are able to focus on what they are expected to learn, and understand how they will be assessed.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Designed to introduce students to leadership theories and their direct connection to practice in the field of educational leadership. Develops in students the ability to examine various leadership theories, frames, techniques, and lenses that can be used to effectively lead schools and other educational settings.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

Students will be able to:

- (1) assess and reflect on their current professional leadership;
- (2) identify and develop a student-centered vision and mission statement;
- (3) analyze the interrelationships within the school system; and
- (4) examine in-depth leadership styles utilized within educational settings.

Attach a list of the required/recommended course readings and activities:

EDLP 201 Recommended Readings.docx

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 complete the following assignments aligned with the learning outcomes listed below:

- Leadership Reflection and Analysis assignment (ELO 1 & 4)
- Vision and Mission Statement Analysis (ELO 2)
- Shadow and Interview a practicing educational leader (ELO 3 & 4)
- Presentation on Educational Leadership (ELO 4)

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:**Programs:**

MA in Educational Leadership & Policy Studies (Higher Education Leadership)

MA in Educational Leadership & Policy Studies (TK-12 Educational Leadership)

MA in Educational Leadership & Policy Studies (Workforce Development Leadership)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

Critical thinking/analysis
Communication
Disciplinary knowledge
Professionalism

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this course change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:

No changes are needed.

Is this change in response to program or unit assessment activities?

No

Will this course introduce any new or changes to program assessments?

No

Is this a Graduate Writing Intensive (GWI) course?

No

Key: 1327