

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
NEW COURSE PROPOSAL**

DATE 11.1.06
PROGRAM AREA EDUCATION/POLITICAL SCIENCE

1. Catalog Description of the Course. *[Follow accepted catalog format.]*

Prefix POLS Course# 431 Title EDUCATION POLICY AND POLITICS Units (3)
3 hours lecture per week
hours lecture per week

- Prerequisites POL S 150 for POLS students or consent of instructor
 Corequisites

Description

POLS 431:

Examines the roles of political institutions in education policy making, the political factors that shape policy formulation and implementation, the values and assumptions of different types of policies, and the links between policy and local-level implementation. Analyzes current and pending policies' effect on schools and classrooms to illustrate how education policy reflects American politics.

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|--|--|---|
| <input checked="" type="checkbox"/> Gen Ed | Graded
<input type="checkbox"/> CR/NC | <input type="checkbox"/> Repeatable for up to units |
| Categories D, UDIGE | <input checked="" type="checkbox"/> A - F | Total Completions Allowed |
| <input type="checkbox"/> Lab Fee Required | <input type="checkbox"/> Optional (Student's choice) | <input type="checkbox"/> Multiple Enrollment in same semester |

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS # (filled in by Dean)
Lecture	3	1	30	<input type="checkbox"/>	
Seminar				<input type="checkbox"/>	
Laboratory				<input type="checkbox"/>	
Activity				<input type="checkbox"/>	

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*
This is a GE course and an elective in the Master of Arts in Education

Upon completing this course, students will be able to:

1. discuss and evaluate the institutional structure and processes of the major national, state, and local political institutions pertaining to education policy ;
2. analyze the interaction between the various institutions;
3. discuss how political factors shape policy formulation and implementation;
4. analyze and discuss the values and assumptions that underlie different policy designs;
5. analyze and discuss the links between policy and education practice using a current or pending policy as a case study;
6. critically analyze how American educational political insitutions have responded to demands for access and participation for minorities, including students from diverse cultural, ethnic, linguistic, and ability backgrounds;

4. Is this a General Education Course YES NO
If Yes, indicate GE category and attach GE Criteria Form:

- A (English Language, Communication, Critical Thinking)**
A-1 Oral Communication
A-2 English Writing

- A-3 Critical Thinking
- B (Mathematics, Sciences & Technology)**
- B-1 Physical Sciences
- B-2 Life Sciences – Biology
- B-3 Mathematics – Mathematics and Applications
- B-4 Computers and Information Technology
- C (Fine Arts, Literature, Languages & Cultures)**
- C-1 Art
- C-2 Literature Courses
- C-3a Language
- C-3b Multicultural
- D (Social Perspectives)**
- E (Human Psychological and Physiological Perspectives)**
- UD Interdisciplinary**

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

General course outline:

1. What is education policy?
2. Policy formulation: The actors and institutions
3. Policy formulation: The role of courts and interest groups
4. The sources and instruments of education policy
5. The competing goals of education policy
6. The link between policy and practice

Does this course overlap a course offered in your academic program? YES NO

If YES, what course(s) and provide a justification of the overlap?

Does this course overlap a course offered in another academic area? YES NO

If YES, what course(s) and provide a justification of the overlap?

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

6. Cross-listed Courses (Please fill out separate form for each PREFIX)

List Cross-listed Courses

Education; Political Science

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

Department responsible for staffing: Education and Political Science may alternate

7. References. *[Provide 3 - 5 references on which this course is based and/or support it.]*

The course references will include main chapters from the following literature on education policy and politics. In addition, articles from peer review journals and the Education Week, pertaining to the current topics covered in class, will be provided on Electronic Coursepack.

Hochschild, J. & Scovronick, N. (2003). *The American dream and the public schools*. Oxford, MA: Oxford University Press.

Kingdon, J. (1995). *Agendas, alternatives, and public policies* (2nd ed.). New York, NY: Harper Collins.

Lipsky, M. (1976). *Toward a theory of street-level bureaucracy*. In Hawley, W. D. & Lipsky, M. (Eds.), *Theoretical perspectives on urban politics* (pp. 186-212). Englewood Cliffs, NJ: Prentice Hall.

Majone, G. (1989). *Evidence, argument, and persuasion in the policy process*. New Haven, CT: Yale University Press.

McDonnell, L. M. (2005). *No Child Left Behind and the federal role in education: Evolution or revolution?* *Peabody Journal of Education* (80)2, pp. 19-38.

McDonnell, L. M. & Elmore, R. F. (1987). *Getting the job done: Alternative policy instruments*. *Educational Evaluation and Policy Analysis*, 9(2), 133-152.

McDonnell, L. M. & McLaughlin, M. J. (1997). *Educating one and all: Students with disabilities and standards-based reform*. Washington DC: National Academy Press.

Palumbo, D. J. & Calista, D. J. (1990). *Opening up the black box: Implementation and the policy process*. In D.J. Palumbo and D.J. Calista (Eds.) *Implementation and the Policy Process* (pp. 3-17). New York, NY: Greenwood Press.

Powers, J. M. (2004). *High-stakes accountability and equity: Using evidence from California's public school Accountability Act to address the issues in Williams v. State of California*. In *American Educational Research Association*, 41(4), 763-795.

Rothstein, R. (2000). *Equalizing education resources on behalf of disadvantaged children*. In Kahlenberg, R. D. (Ed.), *A Notion at Risk: Preserving Public Education as an Engine for Social Mobility* (pp. 31-92). New York, NY: Century Foundation.

Stone, d. (1997). *Policy paradox: The art of political decision making*. New York: W. W. Norton and Company.

Weatherly, R. & Lipsky, M. (1977). *Street-level bureaucrats and institutional innovation: Implementing special education reform*. *Harvard Educational Review*, 47(2), 171-197.

Weimer, D. & Vining, A. (2004). *Policy analysis: Concepts and practice*. (4th ed.) Upper Saddle River, NJ: Prentice Hall.

8. List Faculty Qualified to Teach This Course.

Scott Frisch, Dan Wakelee, Tiina Itkonen and other Political Science and Education Faculty

9. Frequency.

a. Projected semesters to be offered: Fall Spring Summer

10. New Resources Required. YES NO

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the sheet below.

a. Computer (data processing), audio visual, broadcasting needs, other equipment)

b. Library needs

c. Facility/space needs

11. Will this new course alter any degree, credential, certificate, or minor in your program? YES NO

If, YES attach a program modification form for all programs affected.

Request for GE Approval

Course Title	POLS 431 EDUCATION POLICY AND POLICTICS
Units	3
Lab	No
New	Yes

GE Category	D Social Perspectives
Submitter	Itkonen, Tiina
Submission Date	10-03-2006
Status	Approved

Criteria Justifications [Edit](#)

- Promote understanding of how the issues relevant to social, political, contemporary/historical, economic, educational or psychological realities interact with each other within the realm of human experience

POLITICAL:The course analyzes how political institutions (state and federal legislature, executive level, judiciary, and local level administration) shape educational practice at the local level.

HISTORY: The course also examines how the history within these institutions has impacted educational practice (e.g., Brown versus Board of Education; passage of Individuals with Disabilities Educaiton Act).

ECONOMICS: One of the course's analytical topics is school vouchers. This topic examines educational choice using theories of economics.

- Focus on how a social science discipline conceives and studies human existence

This course is grounded on the social sciences of political science and education policy. It systematically teaches policy analysis integrating these two disciplines, and the impact of education politics and policy on state and local level implementation--what happens in schools and individual classrooms.

- Address issues using the methods commonly employed by a social science discipline

Policy analysis (Weimer & Vining; Stone); Critical reading and thinking; Data interpretation (quantitative and qualitative); Using search engines such as Thomas and Lexis Nexis to follow court cases and pending bills

GE Category UDIGE Upper Division Interdisciplinary GE

Status Approved

Criteria Justifications

- Emphasize interdisciplinarity by integrating content, ideas, and approaches from two or more disciplines

This course integrated political science and education both in content and approaches.

Scott, Dan and Tiina met this past Summer to talk about developing this course. Scott and I have talked about it ever since I was hired. The three of us talked about how we should structure the course (i.e., have current topics that can be examined from the framework). I was then asked to take the lead on writing up the course, which I did. I sent drafts etc to Scott and Dan and got their feedback.

- Include substantive written work consisting of in-class writing as well as outside class writing of revised prose. Examples of appropriate written work include: short papers, long papers, term papers, lab reports, documentation, disciplinary-based letters and memos, and essays.

Student work will include:

1. term papers: research an educational policy topic in depth and write a policy analysis paper on it

including, but not limited to, problem definition, competing proposals, policy instruments, solutions, impact)

2. letters (to teach how to write to your elected representative; local school board member);

3. op-ed piece

