NEW COURSE PROPOSAL

Courses must be submitted by November 9, 2007, to make the next catalog production

DATE (*Change if modified*)	OCTOBER 25, 2007 REV 2.6.08
PROGRAM AREA(S)	POLS, EDUC

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

Prefix(es) (Add additional prefixes if cross-listed) **POLS EDUC Course No. 404**

Title: POLICY LEADERSHIP   Units: 3

☒ Prerequisites POLS 150

☐ Corequisites

☐ Consent of Instructor Required for Enrollment

Description (Do not use any symbols): **Explores policy leadership across all levels of society and across educational and political domains. Exposes students to ideas about policy leadership, requiring students to learn about current leaders in the region, the U.S. and abroad as theories and concepts are applied to the real world of politics and policy.**

Grading Scheme:	Repeatability:	Lab Fee Required: ☐
☒ A-F Grades	☐ Repeatable for a maximum of units	
☐ Credit/No Credit	Total Completions Allowed	
☐ Optional (Student Choice)	☐ Multiple Enrollment in Same Semester	

Mode of Instruction/Components (*Hours per Unit are defaulted*).

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (Filled in by the Dean)
Lecture	3	1	25	☒	POLS 22071 04
Seminar		1		☐	EDUC 08011 04
Laboratory		3		☐	
Activity		2		☐	
Field Studies				☐	
Indep Study				☐	
Other Blank				☐	

The following two lines will be filled out internally based on the Mode of Instruction data directly above.

3 hours lecture per week (*Use 2ⁿᵈ line only if necessary*)

     hours blank per week

Course Attributes:

☐ **General Education Categories**: All courses with GE categories notations (including deletions) must be processed at the GE website: http://summit.csuci.edu/geapproval. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

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) ☐

UDIGE/INTD Interdisciplinary ☐

Meets University Writing Requirement ☐

Meets University Language Requirement ☐

☐ American Institutions, Title V Section 40404: ☐Government ☐US Constitution ☐US History
Refer to website, Exec Order 405, for more information: http://senate.csuci.edu/comm/curriculum/resources.htm
☐ Service Learning Course

3. **Justification and Requirements for the Course.** (Make a brief statement to justify the need for the course)

A. Justification: Across all levels of society there is a perceived lack of leadership on some of the toughest issues. As citizens and as potential leaders, choosing and becoming the right kind of people to address our ills is held up by a lack of understanding about leadership as a phenomenon. This course places the leader in a political climate (e.g., leading in the context of competing interests), and examines the political behaviors a leader engages in to enact public policy. This course, as an elective, will give interested students in political science and education (and other disciplines as applicable), a chance to learn about political and educational leadership dimension of policymaking at local, state, national, and international levels.

B. Degree Requirement: ☐ Requirement for the Major/Minor   **Note: Submit Program Modification if**
☒ Elective for the Major/Minor   **this course changes your program**.

4. **Learning Objectives.** (B*ullets, will occur upon carriage return*)
Upon completion of the course, the student will be able to:
- Explain the "crisis of leadership"
- Compare and contrast definitions of leadership across the literature
- Explain and defend an integrative definition of leadership
- Understand various theoretical approaches to leadership in the fields of political science, political psychology, and education
- Compare and contrast political and educational leaders, and analyze similarities and differences
- Apply theories of leadership to contemporary cases of political and/or educational leadership
- Analyze substantially a political or an educational leader of the student's choice, employing perspectives from the course to analyze the leadership efforts and outcomes of the chosen leader

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

I. Introduction
II. The crisis of leadership
III. What is leadership defined in a political context?
IV. Leadership: An introduction and when it matters
V. Historical views of leadership
VI. Modern views of leadership
VII. Overview of leadership models
VIII. The Leader
IX. Presidential and policy leadership
X. Educational and instructional leadership
XI. Followers
XII. Context: The leadership environment (e.g., vision, goals, competing interests, multiple constituencies)
XIII. Linkage between leaders and followers
XIV. The impact of political and instructional leaders
XV. Moral leadership
XVI. Linkage between leaders and followers AND impact: Transforming leadership
XVII. Student research presentations

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? PSY 432 has a focus on leadership. Its description is: This course gives students an opportunity to both study and experience communicative, managerial, psychological, and sociological perspectives related to leadership. This includes in-depth study of aggression and dominance, group structure and behavior, decision-making, and the role of personality in leadership.

There may be a small degree of overlap in terms of a few of the political theories. The POLS/EDUC course is more geared toward understanding the role of leadership in public policy. Specifically, the POLS/EDUC course's framework is grounded on the leader as a political actor in a political environment, characterized by an insitutional structure and multiple, often competing interests from a variety of constituents.

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 description in item 1 above, for each PREFIX*)
   A. List Cross-listed Courses (Signature of Academic Chair(s) of the other academic area(s) is required).
   Prefix for cross-listed discipline(s): EDUC

   B. Department responsible for staffing: Political Science, Education

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

- POLITICAL THEORIES:
- James McGregor Burns, Transforming Leadership. Grove/Atlantic, 2004.
- David Gergen, Eyewitness to Power: The Essence of Leadership Nixon to Clinton. Touchstone, 2000.
- Andrea Grove, Political Leadership in Foreign Policy: Manipulating Support across Borders. Palgrave, 2007.
- Dick Morris, Power Plays: Win or Lose, How History's Great Political Leaders Play the Game. ReganBooks, 2002.
- James McGregor Burns, Leadership. Harper, 1978.
- Anthony Mughan and Samuel Patterson, editors, Political Leadership in Democratic Societies. Nelson-Hall, 1991.
- William E. Rosenbach and Robert L. Taylor, editors, Contemporary Issues in Leadership, 6th edition. Westview Press, 2006.
- Roger Southall and Henning Melber, Legacies of Power: Leadership Change and Former Presidents in African Politics. HSRC Press, 2007.
- J. Thomas Wren, editor, The Leader's Companion: Insights on Leadership through the Ages. The Free Press, 1995.

EDUCATIONAL FRAMEWORK AND APPLICATIONS:

James Chris, Michael Connolly, Gerald Dunning and Tony Elliott. 2007. Educational Management, in Administration and Leadership 35(4): 573-588.

Noel Epstein, Editor (2004). Who is in Charge Here? The Tangled Web of School Governance and Policy. Columbia: Teachers College Press.

Hall, G. & Hord, S. (1987). Change in Schools: Facilitating the Process. New York: State University of New York Press, Chapter 3.

Hochschild, J. & Scovronick, N. (2003). The American Dream and the Public Schools. Oxford, MA: Oxford University Press.

Lashway, L. (1995). Facilitative Leadership. Clearinghouse on Educational Policy Management. ERIC Digest 96.

Angeliki Lazaridou. 2007. Values in Prinipcals' Thinking When Solving Problems. International Journal of Leaders in Education, 10(4): 339-356.

Carlso Nevarez and Luke Wood. 2007. Developing Urban School Leaders: Building on Solutions 15 Years after the Los Angeles Riots. Educational Studies, 42(3): 266-280.

8. **List Faculty Qualified to Teach This Course.**

- Andrea Grove, Tiina Itkonen

9. **Effective Date**
   A. First semester offered: Spring 2009

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 ☐**

<u>Catalog deadline</u> for New Minors and Programs (including modifications): October 15, 2007, preceding year.
<u>Catalog deadline</u> for Course Proposals and Modifications: November 9, 2007, of preceding year.
Last day to submit any work to be considered for the academic year: April 15th.

Andrea Grove and Tiina Itkonen   10/31/2007
Proposer of Course   Date

Approval Sheet
Program/Course:

_____
Program Chair(s)   Date

_____
Program Chair(s)   Date

_____
General Education Chair(s)   Date

_____
Curriculum Committee Chair(s)   Date

_____
Dean of Faculty   Date