

POLS335 – EL course proposal (Court)

Check here if you agree to submit an Experiential Learning Course Proposal True

Effective catalog term: 2016-2017

Department: POLS

Course Number: 335

Course title (official title for catalog): State and Local Government

Abbreviated course title for class schedule (limit 26 spaces)

How many credits is this course worth? 4

When you click submit, a copy of your submission will be automatically emailed to you. Please include your full email address here: wcourt@csbsju.edu

Please enter your department chair's email here: chaeg@csbsju.edu

Today's Date: 1/18/2016

Instructor(s): Whitney Court

Course Title: State and Local Government

Is this a NEW course? No

Semester and year this course will first be offered: Fall 2016

every term False

annually (Fall) False

annually (Spring) False

alternate years (fill in terms below) True

if offered in alternate years - terms to be offered: Spring or Fall

Will reassignment of current faculty cover this course?	yes
Cost and brief description of needed additions to library/media resources:	None
Cost and brief description of needed additional computer software and/or hardware:	None
Cost and brief description of needed additional equipment and/or instrumentation:	None
Unusual classroom or space needs for this course, if any:	None
List all other Common Curriculum designations applied for and received:	None
List all other Common Curriculum designations applied for but not yet received:	None
Are there any prerequisites for this course?	yes
If YES, please list all prerequisites:	Students should have taken POLS 111 Introduction to American Government and one of our required POLS 22X political science analysis courses or obtain instructor permission.
a. What prior knowledge and skills will students be asked to apply? This prior work typically comes from academic work done in another course. In some cases the prior knowledge is a shared prerequisite course.	Students will use their prior knowledge on the relationships between the different levels of government within the United States (POLS 111) and the skills of analysis they gained from POLS 22X to provide area local governments with project assistance. Students will also have assigned readings for the in class portion of the course covering the governmental structures, how the citizenry interacts with and attempts to influence state and local governments, policy implementation, and issues facing state and local governments that they will be asked to tie into their experiences.
b. Where/how will the experiential learning take place?	This course redesign wishes to provide students with firsthand experience in how local-level governments operate by working on student-driven projects with area local-level governments. Students will be broken into smaller groups which will each select a different community government, such as St. Joseph, Avon, Cold Spring Melrose, St. Cloud, and other communities in the area for their experiential learning component. The groups' work will take place at the local government site like our current internship system.

c. How does the experiential learning encourage students to exercise initiative, responsibility, and judgment so that they actively shape the learning for themselves?

Students will have to take initiative by contacting the local governments and will exercise responsibility and judgement while working with them on developing a course of action on completing a project for that community. The students will be in charge of contacting the local governments, of coordinating the project completion with their governmental contacts, and ensuring proper communication between their groups, the professor, and the local government. For example, if the City of Avon needed assistance on improving the water quality at Middle Spunk Lake, our students could put their skills of analysis to use by creating figures displaying the water quality overtime and completing the DNR form to assist in completing a mini-grant for the program. They could then help the city set up the program so it is ready for implementation over the summer months. Many of these smaller city governments provide a great deal of services to their communities but could benefit from having extra assistance from our students. Our students can also benefit greatly from seeing what services these local governments provide and from experiencing how the layers of our federalist system of government interact.

d. What assignment(s) will you use to judge the degree to which students are able to integrate and apply the old knowledge in a new setting? What key questions will you be asking students to know whether they have met the learning goals? What format will you use for assessment (ex. Short essay, long essay, test, presentation)?

Students will write a paper and prepare a group presentation for the class in which they explain how their experience working on the project for the local level government ties into our course work. They will be asked to report on topics we've covered in the in class portion of our course including, intergovernmental framework for state and local politics, channels of citizen influence, local level institutions, dynamics of community politics, various public policies, the executive, administrators and policy implementation, courts and crime, financing, and economic development. Students will also explain how topics from POLS 111 Introduction to American Government, such as citizen participation and the complicated nature of our federal system of government, became more clear to them through the experience and how the analysis skills from POLS 22X helped them complete the project.

a. The Course Description calls for "a structured, formally evaluated written reflection on the connection between that practice and their prior learning." What assignment will students complete to meet this goal? How will you evaluate it?

As was mentioned in #1d, students will write a paper and prepare a group presentation for the class in which they explain how their experience working on the project for the local level government ties into our course work. They will be asked to report on topics we've covered in the in class portion of our course including, intergovernmental framework for state and local politics, channels of citizen influence, local level institutions, dynamics of community politics, various public policies, the executive, administrators and policy implementation, courts and crime, financing, and economic development. I will create a rubric to grade the students on their ability to draw this connection between their experiences with the local governments and our course work, both in the current State and Local Government course and from POLS 111 and POLS 22X.
