Educational Innovations

Course Description

An examination of the basic elements of successful school renewal programs with emphasis on systematic approaches to educational innovation and the process of change; studies of successful innovative programs.

Rationale

Education, whether postsecondary or k-12, could be considered the foundation of American life. Even though education is not always held in the highest esteem among citizens, such as politicians, business leaders, activists, administrators, and parents, education serves them in a manner that no other industry does. Microsoft is about helping “people and businesses throughout the world realize their potential.” Walmart is about “saving people money to help them live better.” General Motors is “passionate about designing, building and selling the world’s best vehicles.” Starbucks seeks “to inspire and nurture the human spirit—one person, one cup, and one neighborhood at a time.” Subway “is committed to providing a wide range of great tasting, healthier food choices while reducing our environmental footprint and creating a positive influence in the communities we serve around the world.” No enterprise—business, political, or social—other than k-12 and higher education prepares people, overall, to be able to realize their potential, or understand how to live better, or design, build, and sell the best products, or have a positive influence in communities, or to be productive citizens. Enterprises are beneficiaries of the quality of educated citizens. Yet, in order to meet the demands of enterprises, educators must constantly be creative and innovative. Education is the foundation of American life, and the life-blood of America’s future.

Walmart: http://walmartstores.com/AboutUs/
General Motors: http://www.gm.com/company/aboutGM.html
Starbucks: http://www.starbucks.com/about-us/our-heritage

Learning Objectives

- Relate a series of educational innovations relevant to the success of education systems.
- Assess the quality of educational innovations application to various levels of k-12 and higher education.
- Explain an educational innovation in light of its critical impact on education.
- Analyze the value of an educational innovation for contributions to society.
- Summarize how scholarly literature relates to an educational innovation.
- Interpret how scholarly literature applies to an educational innovation.
Major Course Requirements

- **Readings:** Required reading is from two texts. The chapters and due dates are listed below in the section on Course Schedule.

- **Some Guidelines for the Final Written Assignment:**
  a. Follow APA guidelines, including proper cover page and reference page. Up to 11% of points can be deducted for not following APA guidelines. Times New Roman 12 font is used throughout.
  
b. Papers are to be double spaced throughout and use standard paragraph indentation. Often Word defaults to extra spacing between paragraphs. To have only double spacing throughout the paper, highlight your entire document; click on ‘Paragraph’ in the toolbar; under ‘Spacing’ make sure ‘Before’ and ‘After’ are set at ‘0’; under ‘Line Spacing’ click the arrow and select ‘Double’ and this will make the entire document double spaced.
  
c. No first person or second person pronouns are to be used unless a paper or a section requires a reflection.
  
d. The paper is left justified except for headings. Major headings must be centered, boldface, no italics, no underline. Sub-headings are left justified and boldface.
  
e. Here are some keys for writing.

1) Punctuation goes inside quotation marks. For example: Higher education finance “is not about collecting tuition and fees by which to pay bills,” according to Grieves (2003, p. 18). Also, in scholarly and professional writing (in contrast to creative writing, e.g.) a series of concepts is separated by commas. For example: Stephens (2011) suggested higher education finance is complex, confusing, muddled, and often imprecise. If there is a series that requires colons and semi-colons for clarification the format is as follows. There are four major areas in which expenditures are designated: (a) salaries & benefits; (b) operations; (c) maintenance; and (d) activities (Grace, 2010). Never use abbreviations, such as ‘e.g.’ or ‘i.e.’ or ‘vs.’ in the body of the paper but only in parentheses. Never use ‘etc.’ because information must be provided and not assumed.

2) Do not quote material extensively. At the doctoral level, it is expected you can evaluate material, synthesize it, and restate it in your own words while giving proper credit. For example: Pollack (2006) wrote that public pressure has changed how states fund public higher education based on more accountability.

3) If you quote from a source make sure APA is followed, including following the format according to APA for citing from the internet (see the bottom of page 171 & top of 172 for internet citation information in text).

4) Use the word ‘and’ when in the body of the paper and the ampersand (&) in parentheses, except in the reference page. For example: Davids and Liskens (2005) related economic conditions and state agendas tend to drive the importance of higher education funding. An alternative to this is format is: Economic conditions and state agendas tend to drive the importance of higher education funding (Davids & Liskens, 2005) Notice the placement of both the ampersand and the punctuation.
5) **Never** use first names when citing authors. Also, only use authors’ first and/or middle initials in the reference page and **never** in the body of the paper. The following is *incorrect*: … often lead to legal violations (Davids, P. R., & Lisken, C. S., 2005).

6) **Never** use language such as: In the article “State Funding for Higher Education: The Elephant in the Room,” from the *Higher Education Finance Journal*, Kevin Harlow (2010) explained the difference between funding public higher education and private higher education. The proper structure is: Harlow (2010) delineated the difference between funding public higher education and private higher education.

f. Only scholarly and professional material is to be used for support and examples. Sources, such as magazines, wikipedia, dictionaries, and encyclopedias are neither scholarly nor professional sources. **The only time non-professional and non-scholarly material can be used is when specifically designated by an assignment.**

g. The running head for the cover page is different than the header for all other pages. Make sure this is correct. See pages 41-49 of APA for examples. To make the cover page header different than the following pages in your paper: click on ‘Page Layout’ in the tool bar; click on the arrow to the right of ‘Page Setup’; when the new popup window appears, click the ‘Layout’ tab; click the box ‘Different first page’; click ‘okay’ to save the format. Make sure you place information in the header and that it is not typed at the top of every page. Also, make sure you have appropriate page numbers. Word does not automatically default to Times New Roman 12 for header information so make sure you make the changes. **Again, the entire paper is Times New Roman 12 font.**

h. If the final paper does not conform to these and other APA standards, it will not be assessed, will be returned with a grade of ‘0’ and you will have three days to make the corrections to resubmit it from the time I return it to you.

i. Do not write an abstract as that is for research manuscripts.
1. Online, Asynchronous Discussion: There is one general discussion topic that bridges the entire course. It will be subdivided into specific topics each week. It begins Monday, July 8 and ends Thursday, August 8. It is important that you engage in the discussion frequently. The discussion assignment is worth up to 160 points.

<table>
<thead>
<tr>
<th></th>
<th>Not satisfactory</th>
<th>Introductory</th>
<th>Practiced</th>
<th>Skilled</th>
<th>Total 160</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Knowledge</td>
<td>Inadequate</td>
<td>Demonstrates some understanding of the topic with little reference to course material.</td>
<td>Relates major concepts of the topic with solid reference to course material.</td>
<td>Identifies specific, relevant concepts of the topic with reliance on course material as well as additional information.</td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>0-18</td>
<td>19-27</td>
<td>28-35</td>
<td>36-40</td>
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<tr>
<td>Thinking Skills</td>
<td>Inadequate</td>
<td>Identifies a position that is somewhat related and support is evident.</td>
<td>Identifies a relevant position to the topic and demonstrates some support for it.</td>
<td>Contributions skillfully apply concepts from course and related material to build and support a position.</td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>0-18</td>
<td>19-27</td>
<td>28-35</td>
<td>36-40</td>
<td></td>
</tr>
<tr>
<td>Scholarship</td>
<td>Inadequate</td>
<td>Alludes to sources and/or support is weak.</td>
<td>References to sources and/or support are evident.</td>
<td>Cites sources directly and uses them for strong support of perspectives.</td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>0-18</td>
<td>19-27</td>
<td>28-35</td>
<td>36-40</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>Inadequate</td>
<td>Remains on mostly topic, dealing mainly with the proposed subject matter, but rare contributes in a timely manner.</td>
<td>Remains on topic, alluding to additional material, and contributes in a timely manner.</td>
<td>Expands the issue, bringing in additional relevant perspectives, and contributes early and often.</td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>0-18</td>
<td>19-27</td>
<td>28-35</td>
<td>36-40</td>
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Up to 10% can be deducted for not following proper English writing and/or APA. Disrespectful interaction can lead to 20% reduction in the grade.

Discussion Guidelines:

- The discussion begins Monday, July 7 and ends Thursday, August 7.
- Contributions to the discussion are to be posted early and often, however there is no set number. Since this is a discussion, only posting one or two times leaves little room for interaction and suggests that your postings are only to address the questions posed for the assignment and not interaction with others. The questions provide a basic framework to explore more deeply the concepts, theories, ideas, philosophies, and implications surrounding them. So, the discussion should move beyond the basic questions.
• During discussions you should be building a position and supporting it from a perspective that guides the issues and when appropriate with scholarly and professional literature. You must have at least one posting that uses support from scholarly and professional literature. Other posts may be based on your experience, expertise, and opinions as long as you support it. For example, it is not appropriate just to state something like, “The education system is broken and needs to be fixed.” The statement is acceptable only to the extent that you provide support for why you believe it. **You must post something that requires the texts for support. Not using the text will be an automatic one letter grade drop. Only using the texts for support and not using other scholarly and professional literature will affect the grade.**

• Use your experience, knowledge, background, and scholarly and professional literature to address the questions and advance the discussion. Although experience, knowledge, and background (and opinions) are welcome and should be used as examples, illustrations, and clarifications, they are not the basis for advanced work in a doctoral program. Therefore, it is imperative to use the material as support where needed. When citing scholarly and professional material, APA format is to be followed. References are to be provided at the bottom of a post when cited in the text of your responses.

• Run spell check. Or, type your response in Word then copy and paste it into the discussion. Be careful to double check your postings when you do this because sometimes additional characters show up in the transfer.

• Interaction is to be on a professional level, which also includes standard English language protocols. Absolutely **no** "texting" language, for example: ur for "you are"; btw for "by the way"; G2CU for "good to see you"; or anything else found on the list from the following link or texting language invention. An occasional LOL (laugh out loud) is okay, though. Frankly, some things are just too funny not to reply without an occasional LOL. [http://www.innocentenglish.com/news/texting-abbreviations-collection-texting-slang.html](http://www.innocentenglish.com/news/texting-abbreviations-collection-texting-slang.html)

• Do not use second person pronouns, such as you, your, yours, unless the information is directed to a specific person. They do not apply in this type of professional interaction as they are too informal. See the APA manual as well for how "you" can be used in specific instances.

• Responses are to be education related. People may have different backgrounds, however, this is an education course and input must be within this field of study, or related to it.

• Sometimes responses prompt personal discussions. Personal discussions are to be done at a different setting and not to be conducted during the discussion.

• Sometimes responses trigger related topics and these should be explored when relevant to the main topic.

• This is a discussion, not a paper. So, thoughts, ideas, perceptions, and building a position often develop throughout the course. Please do not provide lengthy posts, again, as this is not a paper. It is important to be succinct, precise, and direct, as well as strong with support (all skills applied to the dissertation).

• Discussions will be assessed according to intellectual contributions based on relevance to the material and advancement of scholarly thought. A rubric has been provided in this syllabus and will be the basis for assessment. APA, appropriate grammar, syntax, and punctuation will also be considered.
3. Reflective Journal: There are numerous topics covered in the course and as an educator, you have experience and expertise. The reflective journal is an opportunity to think about the condition of education and your reflections about its condition. Since this is based on your informed views, your perspective can include, but is not limited to: changes that need to be made; problems; solutions; novel ideas; philosophy; concerns; teaching and learning; etc. The idea is to ponder an important topic in education and describe your thoughts in three areas:

a. **Context:** Convey your ideas and insights about an education issue to where you have a vested interest in it. In essence, what educational action, concern, idea, policy, procedure, event, or other concern are you thinking about? This section is approximately 1-2 pages long worth up to 25 points.

b. **Reflection:** Describe why this context is so important to you. What is it about the issue that has you concerned? This section is approximately 1-2 pages long worth up to 50 points.

c. **Analysis:** Relate what you can learn from the issue. What is so important about the issue that you need to know it? If you could make one change, what would it be and how would it affect other educational issues? This section is approximately 1 page long worth up to 25 points.

Make sure you use each of the previous sections as a heading in your paper. The paper must be at least three pages long but no longer than five pages of text, have an appropriate cover page, and if you cite material, have a reference page. The paper is to be Times New Roman 12 font, be double-spaced, and follow basic, English writing standards. Since this is a reflection paper, use first person pronouns (e.g., I, me, we, us). Never ever use second person pronouns (e.g., you, your, you’re). Points are deducted if APA is not followed. If the paper does not meet these basic requirements, it will be sent back with a grade of 0 and you will have three days to resubmit it from the time I return it.

The paper is to be submitted via email to: randall.bowden@tamucc.edu. It is due no later than midnight on the assigned date.

**HOW TO SELECT SCHOLARLY ARTICLES FROM THE LIBRARY**

All articles are to be peer reviewed and from scholarly journals. By the way, *The Chronicle of Higher Education* and other periodicals like it and books are not sources for scholarly articles. Use the following as a guideline to search for articles in the TAMU—CC library.

- For scholarly, peer reviewed journal articles you can go to the TAMU—CC library at [http://rattler.tamucc.edu/](http://rattler.tamucc.edu/).
- If you are off-site, log in. You can get information at [http://rattler.tamucc.edu/offcampus/offcampus.html](http://rattler.tamucc.edu/offcampus/offcampus.html). If you have trouble loggin on, contact the library. I cannot help you.
  - Use your Islander ID user name and password.
  - Visit [http://newuser.tamucc.edu](http://newuser.tamucc.edu) for instructions on getting or resetting your password. The user name and password are the same as those needed for BlackBoard 9.1 access
  - For user name and password assistance, call (361) 825-2825.
- Once you are in the library, click “Find Articles”
When the page opens, in the “Search All Data Bases” text box, type your area of interest, such as Colonial Colleges, and click the “Full Text” box, then click “Search.”

The search result will give you a list of all full text articles. You are only to select peer reviewed from academic journals, so:

- Click the “Scholarly (Peer Reviewed) Journals” box on the left of the page. It will give you an update window. Click “Update.”
- Click the “Academic Journals” box on the left of the page. It will give you an update window. Click “Update.”
Once these have been completed, the only articles remaining are from peer reviewed journals on your topic. You may have to be a bit creative with your search terms to get at the information you want. Once you get at least one article, you can go to its reference page and look at the sources the author or authors used for the article and retrieve some of those articles, if they are of interest.

3. Final Assignment: There are numerous topics covered in the course and as an educator, you have experience and expertise. You may select any topic related to education. Follow the requirements below for the paper.

   a. **Introduction:** This section conveys the context of the education environment and ends with the purpose of your paper in 1 short paragraph. Describe the context of an innovative education issue in four to five sentences, then provide the purpose of the paper. For example: It is the purpose of this paper to describe how an integrative general education program correlates to higher retention and graduation rates. This section is worth up to 10 points.

   b. **Education Innovation:** Select an innovative education issue. Provide a 1 short paragraph (4-5 sentences) description of the issue that precisely describes what makes it innovative. This section of the paper is worth up to 30 points.

   c. **Article Reviews:** Using scholarly literature from peer reviewed journals, select three articles related to the **innovative education issue** and review them according to the following:

      1) Give a two or three sentence overview of one article followed by the statement of the purpose of the article. Every article that is well written should have a clear purpose statement, such as: The intent of this study was to assess the value of an integrated core according to its benefits and drawbacks. This is 1 short paragraph.
2) Provide three to four sentences of the findings or major points made in the article. Provide one sentence that describes how the information is related to the innovative education issue selected above. This is 1 short paragraph.

Follow this pattern until all three articles are reviewed. Refer to the information in the syllabus above on “Some Guidelines for the Final Written Assignment” when writing this section, as well as the entire paper. This section of the paper is worth up to 45 points.

d. Implications: As an education professional, explain two implications of how effective the education innovation is and why. Implications can be viewed as outcomes, or consequences, or insinuations, or practices, or policy. This section of the paper is to be 2 paragraphs and is worth up to 50 points.

e. Conclusion: This section of the paper summarizes the major points made and reiterates the purpose of the paper. This section of the paper is one short paragraph and is worth up to 10 points.

Make sure you use each of the previous sections as a heading in your paper. The paper must have an appropriate cover page and a reference page. The paper is to be Times New Roman 12 font, be double-spaced, and follow APA standards. Do not use first person pronouns (e.g., I, me, we, us). Never ever use second person pronouns (e.g., you, your, you’re). If the paper does not meet these basic requirements, it will be sent back with a grade of 0 and you will have three days to resubmit it from the time I return it.

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Assignment Summary

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Discussion</td>
<td>160 points</td>
<td>July 7-August 7</td>
</tr>
<tr>
<td>Reflection</td>
<td>100 points</td>
<td>August 7</td>
</tr>
<tr>
<td>Final Assignment</td>
<td>145 points</td>
<td>August 7</td>
</tr>
<tr>
<td>Total</td>
<td>405</td>
<td></td>
</tr>
</tbody>
</table>

Grading

90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 50-59% = F
Required Reading


- ISBN-10: 1607096609


- ISBN-10: 1416613749


State Adopted Proficiencies for Teachers and/or Administrators/Counselors N/A

TExES Competencies N/A

Course Policies

*Attendance/tardiness*: It is expected that you attend every class session and are on time.

*Late work*: No late work is accepted except for extenuating circumstances approved by the instructor.

*Extra Credit*: No extra credit work is provided.

*Cell Phone/Electronic Device Usage*: Cell phones and other electronic devices are to be turned off during class time. Approved electronic devices include the use of a computer for note taking.

*Academic Integrity/Plagiarism*.

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an “F” for an assignment. Additional academic dishonesty and/or plagiarism will result in an “F” for the course or dismissal from the university.

*Dropping a Class*

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course
drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Tuesday, August 5, 2014 is the last day to drop a class with an automatic grade of “W” this term.

Required methods of scholarly citations: APA 6th Edition

Classroom/professional behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc. It is expected that classroom, campus, and community behavior are exemplary of professionals and scholars in higher education. Although we can have a great deal of fun and should enjoy the educational experience, overall behavior should reflect dignity and respect for each other, the field of study, and the society we serve.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals*

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable
accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in and “F” for an assignment. Additional academic dishonesty and/or plagiarism will result in an “F” for the course.

**Required methods of scholarly citations:** APA 6th Edition

**Classroom/professional behavior**

It is expected that classroom, campus, and community behavior are exemplary of professionals and scholars in higher education. Although we can have a great deal of fun and should enjoy the educational experience, overall behavior should reflect dignity and respect for each other, the field of study, and the society we serve.
Syllabus
(Course Outline)

Required Reading

- M = *Academic turnarounds* text by MacTaggart
- S = *A world-class education* text by Stewart

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Assignments</th>
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| 7.7  | Review Syllabus; Introductions; Navigating Blackboard 9; *Revitalization, Success, and Globalization*  
Have read before today  
M chapters 1 & 2  
S chapter 1 |
| 7.14 | *Marketing and Branding, Turnaround Promise, World Success, and Elements of Success*  
Have read before today  
M chapters 3 & 4  
S chapters 2 & 3  
~Discussion Begins |
| 7.21 | *Finance, Public Higher Education, Developing Leaders, and Modernizing*  
Have read before today  
M chapters 5 & 6  
S chapters 4 & 5  
~Discussion Continues |
| 7.28 | *Distress, Advice, and the Future*  
Have read before today  
M chapters 7 & 8  
S chapter 6  
~Discussion Continues |
| 8.4  | Conclusions  
~Discussion Ends August 7  
~Reflection paper due August 7  
~Final Assignment due August 7 |
Bibliography


