COURSE SYLLABUS – SUMMER II - 2015
TEXAS A&M UNIVERSITY CORPUS CHRISTI
College of Education
EDLD 6331, SECTION W01 – Educational Innovations

Instructor: Elsa M. Gonzalez, Ph.D. In the event of a campus emergency, check Blackboard
Phone: 361-825-2438 Email: elsa.gonzalez@tamucc.edu
Office: Faculty Center # 213 Office hours: By appointment
Classroom: ONLINE Class hours: ONLINE

I. 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.

II. 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

III. STATE ADOPTED PROFICIENCY DOMAINS: N/A
IV. TEXES COMPETENCIES: N/A

V. COURSE OBJECTIVES AND OUTCOMES:
There are SIX (6) major learning objectives associated with this course:
1. Relate a series of educational innovations relevant to the success of education systems.
2. Assess the quality of educational innovations application to various levels of K-12 and higher education.
3. Explain an educational innovation in light of its critical impact on education.
4. Analyze the value of an educational innovation for contributions to society.
5. Summarize how scholarly literature relates to an educational innovation.
6. Interpret how scholarly literature applies to an educational innovation.

VI. COURSE TOPICS:

- Educational innovations
- The process of change
- Scholarly literature related to educational innovation
- Studies of successful innovative educational programs

VII. INSTRUCTIONAL METHODS:

- Discussions
- Case studies analysis

VIII. Required Texts


- ISBN-10: 1607096609


- ISBN-10: 1416613749


EndNote Software – Available FREE at http://it.tamucc.edu/downloads You will need your Island ID and Password to sign-in and download. You will find the product key on the site with the download.

RESOURCES

The politics of American education (eletronic resources) http://cw.routledge.com/textbooks/9780415884402/


Bell Library – http://rattler.tamucc.edu/


EndNote – http://endnote.com/

OWL at Purdue – http://owl.english.purdue.edu/owl/resource/560/01/
XI. EVALUATION, GRADE ASSIGNMENT, AND DELIVERABLES
Grades will be calculated based on A = 90-100%; B = 80-89.9%; C = 70-79.9%; D = 60-69.9%; F < 60%

Discussion and Participation (Online) 40%
Reflexive Journal 20%
Paper – Final Assignment 40%

DELIVERABLES
• Readings from two texts.
• Online discussion
• Reflexive Journal
• Paper – Final Assignment

REQUIREMENTS FOR DELIVERABLES
Additional detailed handouts with instructions and rubrics for each assignment will be provided and discussed over blackboard.

Projected course content and timeframes may be modified as we move through the course. These modifications will be based on student needs, content mastery, time needed for projects, and changes deemed appropriate by the professor in order to meet student and course objectives.

Successful completion of the following written deliverables:

1. A reflexive journal with at least two entries per week (5 weeks) for the duration for the class, due August 6th, 2015.

Maintain a reflective journal of insights acquired during the course from readings and your own thinking regarding your personal approach to the politics of education. This journal should identify (1) your insights, (2) how you are making meaning/connections out of the readings, class discussions and learning activities, (3) an explanation of why these are meaningful to you, and (4) their application to your professional setting/previous experiences (as appropriate). You should journal at least two insights for each class period (one for reflections on class discussions/learning activities and one related to the readings associated with that class and be prepared to share during class). These reflections are intended for you to think DEEPLY and to utilize HOTS -higher order thinking skills (application, analysis, synthesis and evaluation). Provide literature references and/or web-sites that provide additional support of your insights where appropriate.

2. Online Discussion: There is one discussion bridging the entire course.

It begins with a basic topic and each week will branch into additional areas. It begins Monday, July 6th and ends Thursday, August 6th. It is important that you engage in the discussion every week. The discussion assignment is worth up to 40% of your grade, you will engage in discussions every week. Additional and specific instructions regarding online discussion will be posted in our Blackboard site.
3. **Paper – Final Assignment - Analysis of selected Innovative educational case studies, from materials and handout that you will receive the first week of class.**

   - A written report (10-15 pages) of the analysis will be due July 3rd, 2015
   - Materials and additional instructions will be provided during sessions.

Students will work to complete a case study analysis. The analysis shall address the following points:

(1) What are the decision issues presented in the innovative education issue selected?

(2) What facts are essential for understanding and dealing with the issues?

(3) What additional information is needed to address the issues identified?

(4) Who are the principal decision makers and what roles do they play?

(5) Are there any theories / current literature that is relevant and can be used to inform the decision issues?

(6) What course of action (long-and short-term) should be taken?

Student will provide a written report (10-15 pages) of his/her case analysis addressing all of the points outlined above.

**General Requirements Related to Assignments**

- All written material should be double spaced, in Times New Roman 12 point font, 1 inch margins all around, with left justification only.

- Please use APA style of citation and references in your papers.

**X. Course Expectations and Policies:**

1. **Participation:** This class requires you to invest time for preparation, assignments, and application of critical concepts in politics of education. You will need to stay on top of things in order to perform well. While you might be an independent learner, and perhaps a strong performer, the research is consistent on the value of social learning and reviewing difficult concepts. Your respectful and meaningful participation in discussions will be required for your final grade.

2. **Competencies:** There are some basic competencies that I expect you will have in order to perform well in this class. These are:

   a. Ability to proof read your work before submitting
   b. Ability to use APA style to write and cite references when making general and/or specific statements that are not entirely your own
   c. Ability to communicate effectively when you do not understand the instruction or expectations about assignments
   d. Ability to connect to the Internet, download required materials, and transmit required materials as needed. I will not entertain excuses emerging from last minute computer troubles. Therefore, plan ahead and have back up plans in place should something go wrong.
3. **Courtesy to Peers**: I see us as professional scholars and therefore we should treat our learning environment with professional respect. There will be no exceptions. I will NOT negotiate participation at the end of the semester. Make sure you communicate with me if you have any extenuating circumstances.

4. **Special Accommodations**: It is the policy of the Texas A & M Corpus Christi's to accommodate students with disabilities pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course with a letter from Disability Services in Driftwood 101 (361-825-5816). I will not be able to make accommodations without a letter from disability services. Texas A & M Corpus Christi does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty is required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

5. **Professional Conduct and Academic Honesty**: Professional conduct is expected in this course. Professional conduct includes, among others, interactions with peer colleagues, faculty, timely completion of assigned tasks and responsibilities; adherence to professional ethical standards; and adherence to University policies regarding plagiarism. Cheating, plagiarism and other forms of academic dishonesty will result in disciplinary actions.

All written work submitted must be the student’s original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education and the University.

6. **Diversity Statement**: The department aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group perspectives. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Departmental courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

7. **End of Semester Negotiations**: I will support you in every way possible during the semester to ensure that you perform well in the class if you communicate any difficulties or concerns with the material with me. Therefore, I recommend that you take full advantage of a supportive learning environment designed to ensure your success. However, I will not entertain any end of semester negotiations about grades, and your grade in the course is a direct reflection of your engagement in your own learning process.
8. **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.

Please understand that, despite the strict expectations and policies outlined above, I do care about you as an individual and am always willing to listen and be flexible in order to help you have a successful semester if you are faced with unusually difficult circumstances. I encourage you to get in touch with me if you want a conference to explain your circumstances. Do not wait until you have accumulated absences, fallen behind, and failed to do the required work to discuss any personal difficulties that are affecting your performance.

### XI. Course Schedule

**OL = Online—Blackboard**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading and Actions</th>
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| WK 1 – July 9 | Overview:  
  - Syllabus / Goals / Objectives  
  - Discuss deliverables, & required texts  
  *Revitalization, Success, and Globalization* | OL – Instructor facilitate session  
  MacTaggart – Chapters 1 & 2  
  Stewart – Chapter 1 |
| WK 2 – July 16 | **Marketing and Branding, Turnaround Promise,**  
  **World Success, and Elements of Success** | OL – Class facilitation  
  MacTaggart – Chapters 3 & 4  
  Stewart – Chapter 2 & 3  
  Familiarize yourself with APA Manual  
  Acquire & Install EndNote |
| WK 3 – July 23 | **Finance, Public Higher Education, Developing Leaders, and Modernizing** | OL – Class facilitation  
  MacTaggart – Chapters 5 & 6  
  Stewart – Chapter 4 & 5 |
| WK 4 – July 30 | **Distress, Advice, and the Future**                                                      | OL – Class facilitation  
  MacTaggart – Chapters 7 & 8  
  Stewart – Chapter 6 |
| WK 5 – August 6 | Conclusions                                                                              | OL – Instructor facilitate session  
  By the end of this week (August 7th.) due Final Paper and Journal |

*Parts of this syllabus may be subject to change based on class needs. Students will be notified of all changes. Additionally, I reserve the right to widen point ranges on assignments as needed.*