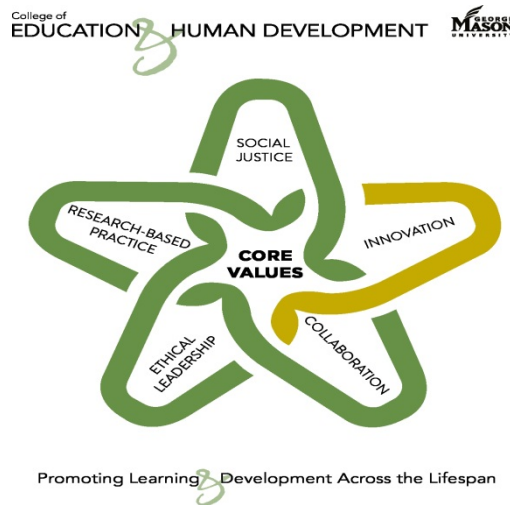


**GEORGE MASON UNIVERSITY College of
Education and Human Development**

EDUC 615:001 - Educational Change
Spring 2013
Thursdays 7:20 – 9:30
February 7 – April 18
Nguyen Engineering Building, Room 1109

Dr. Katy Swalwell
Thompson 1407
608.852.3056
kswalwel@gmu.edu

CEHD Information: <http://cehd.gmu.edu>



Course Description: Explores influences on educational change at classroom, school, community, state, and national levels. Investigates implications of factors and influences that affect educational change. Analyzes influences and factors, and involves students in reflecting on their own experiences.

Prerequisites: EDUC 612, 613, and Admission to Graduate School and ASTL

Course Outcomes:

In this course the students will:

1. Analyze the factors, perspectives and entities that influence educational change and reform.
2. Examine their respective stance toward their roles as change agents.
3. Write reflectively about their personal experiences with educational change and reform.

4. Inquire into the perspectives of others on a current topic/innovation in education.
5. Prepare a proposal for a grant to a funding agency for a project that would lead to change.

Relationship of EDUC 615 to ASTL and NBPTS Propositions:

This course is part of the ASTL core, and is aligned with the following GSE priorities: Advanced Studies, Reflective and Research-based practice, and Research and Scholarship. The course is also aligned with the NBPTS five core propositions, which provide the guiding principles for what teachers should know and be able to do. Specifically, this course is aligned with Proposition 4: *Teachers think systematically about their practice and learn from experience*, and Proposition 5: *Teachers are members of learning communities*.

Required texts:

Apple, M.W. & Beane, J.A. (2007). *Democratic Schools* (2nd Edition). Portsmouth, NH: Heinemann.

Ravitch, D. (2010). *The Death and Life of the Great American School System* (Revised and expanded). New York: Basic Books.

Rose, M. (2009). *Why School*. New York: The New Press

TaskStream Requirements

Every student registered for any ASTL course with a required performance-based assessment is required to submit the assessment (grant proposal for EDUC 615) to TaskStream. Evaluation of the Performance Based Assessment by the course instructor will also be completed in TaskStream. Failure to submit the PBA to TaskStream will result in the instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Student Expectations

- **Attendance:** Attendance is mandatory, as the discussions that take place in this class are essential to achieving the course objectives.
- **Tardiness:** Prompt arrival for the beginning of class is expected.
- **Participation:** Each student is expected to complete all the assigned readings and participate in the discussions. It is expected that each student will be attuned to group dynamics in order to ensure the active participation of all in the class.
- **Absence:** If you must miss a class, you are responsible for notifying me (preferably in advance) and for completing any assignments, readings, etc. before the start of the next class.
- **Assignments:** All assignments must be completed in MSWord and posted in Blackboard prior to class. Late assignments will not be accepted without making prior arrangements with me.
- **Honor Code:** Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>]
- **Exceptionalities:** Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- **Computing:** Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- **Email:** Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- **Distractions:** Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- **Dispositions:** Students are expected to exhibit professional behaviors/dispositions at all times.
- **Core Values Commitment.** The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Assignments:

1. Innovation/Change/Leadership Project (45% of grade)

Students will prepare a grant proposal for funding an innovation for their classroom or school, including:

- Following the guidelines of the funding agency
- Obtaining any and all appropriate signatures in their school
- Options are DonorsChoose, Kickstarter, and other crowd-sourcing sites are precluded

Students will present their proposals to the class; see guidelines on Blackboard. (Program Outcomes 1, 2, and 5). ***Due date: April 18***

2. Annotated Bibliography (a minimum of 5 articles) (20% of grade)

Locate articles/websites on an innovation in education. These articles will serve as the research foundation for your proposal. (See example on Blackboard.) ***Due date: March 21***

3. Individual reflective journal entries (20% of grade)

Students will engage in reflective journal writing. Please submit all reflections in an MSWord document attached to an email. Journal entries should be based in objective fact and personal experience, and be thoughtful and reflective on one's own stance toward educational practice and educational change (Outcomes 2, 3, and 4). ***Please note: Instructor's comments/questions to your journal entries are meant for reflective purposes only and do not require an additional response on your part. Due dates: TBA***

NOTE: Final program reflection (#4) due in your portfolio (see Portfolio Guidelines)

4. Class Participation (15% of grade)

This is content that deserves inquiry and rich discussion. (Outcomes 1, 2, 3, and 4)

Schedule:

A schedule of readings and class activities will be given to students on the first day of class.

Scoring Rubric for EDUC 615 Grant Proposal

Attribute	Accomplished	Basic	Needs Improving
<i>Problem statement</i>	The problem is fully described; the narrative is clearly written	The problem is described but lacking clarity	The problem statement is vague; lacking specificity
<i>Background literature</i>	Multiple forms of data are included; the data demonstrate the problem exists and can be addressed	The evidence presented not tightly matched to the stated problem	No data are presented to make the case for the need for funding; no literature review
<i>Proposed solution</i>	The proposed intervention is thoroughly supported by previous research and scholarly writing	The proposed intervention is not widely supported in the research literature and scholarly writing.	The solution is unrealistic; lacking in previous literature and scholarly writing.
<i>Mechanics of proposal writing</i>	The student followed the guidelines for submitting grant proposals on the funder's website		The student did not follow the guidelines for submitting grant proposals on the funder's website