



EDU 600
Core Values and Foundations
3.0 Units
Syllabus

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COURSE MEETING DATES

- August 5th–August 7th: Camping/Course Launch
- August 8th: 8:00 am–3:00pm New Teacher Odyssey Day 1, Project Slice @ GSE Forum
- August 9th: 8:00 – 5:00pm New Teacher Odyssey Day 2, Project Slice @ GSE Forum ➤
- August 10th: 8:00am – 4:30pm Forum
- August 11th: 8:00am – 4:30pm Forum
- August 12th: 8:00am–12:00pm Forum

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COURSE DESCRIPTION

This course offers a survey of the foundations of the education field and the core values of the M.Ed. program. The aim is to introduce seminal topics, foundational texts, and scholarly routines as we begin to build a community of learners together. Students will engage in reading, discussion, observation, journaling, interviews, critical analysis, and digital portfolio construction as they record and track emerging questions of theory and practice. As in all GSE courses, we will apply a critical, self-reflective, social justice lens to our work, with careful attention to multiple perspectives as we address the GSE program learning outcomes: *practice thoughtful inquiry and reflection, design equitable learning environments for deeper learning, and engage in leadership for school change.*

The concrete context for the course is the High Tech High K-12 New Teacher Odyssey, a seven-day orientation for all teachers new to High Tech High. Students will be participant observers in selected Odyssey activities, documenting their observations, conversations and reflections in an Inquiry Journal, while giving particular attention to how new members of the community are oriented to High Tech High's four design principles: *equity, personalization, authentic work and collaborative design.* Each course participant will prepare and deliver a Presentation of Learning (POL), including selected observations and analysis of the Odyssey experience, connections to the course readings, and a preliminary Personal Learning Plan (PLP) (see below for specifics).

ESSENTIAL QUESTIONS

- How do we build a courageous, honest and reflective learning community within this cohort?
- How can we design and lead schools and education organizations that foster critical consciousness, equity and deeper learning?
- How do educational leaders cultivate shared vision grounded in core values and coherent design principles?

LEARNING OUTCOMES

HTH GSE is committed to developing reflective practitioner leaders who work effectively with colleagues and communities to create and sustain innovative, authentic, rigorous learning environments for *all* students. This shared vision is articulated in our Institutional Learning Outcomes for all HTH GSE students—The curriculum for this course is based on the above essential questions and program learning outcomes, as well as a corresponding set of course-level learning outcomes, activities and products. Together, they represent the knowledge, skills, and dispositions for this course.

Transform Self and Systems

- **SS 1: Examined Leadership:** Develop a greater **understanding of yourself as a leader and a learner** by deepening self-awareness, furthering the ownership of the self, and activating courageous leadership.
- **SS 2: System Leadership:** Continuously improve teaching and learning that advances equity through root-cause analysis and alignment of system-wide teams and structures.

Design for Liberation and Deeper Learning (LDL)

- **LDL 1: Pedagogy:** Collaborate with students and colleagues to design learning grounded in deeper learning pedagogy that advances equity and collective advancement.
- **LDL 2: Instructional Leadership:** Create coherent instructional systems through coaching and adult learning to foster a visible pedagogical culture.

Practice Thoughtful Inquiry & Reflection (IR)

- **IR 1: Inquiry and Iteration:** Design, implement and reflect on the results of inquiries to address authentic needs and essential questions from practice.
- **IR 2: Connecting Theory & Practice:** Synthesize and connect relevant theory and scholarship to one's own practice and inquiries.

Course Learning Outcomes mapped to program learning outcomes	Activities/Products
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600-1 Students practice habits of thoughtful inquiry and reflection, such as questioning, fieldwork observation, empathy interviewing, and analysis, for the purpose of investigating how to design lead schools & education organizations for equity and deeper learning (IR-1)

Reader Response Briefs, Presentation of Learning (POL)

Inquiry Journal, Presentation of Learning (POL)

600-2 Students examine their own identity and positionality, and how to disrupt oppressive systems and structures when designing equitable learning environments for deeper learning. (SS1, SS2)

Inquiry Journal, Presentation of Learning (POL)

600-3 Students analyze what it means to collaborate with stakeholders to design deeper learning experiences. (LDL1, LDL2)

600 -4 Students synthesize key themes from the literature and make critical connections to practice. (IR-2)

Inquiry Journal, Presentation of Learning (POL)

REQUIRED COURSE READINGS

[Akins, D. B., & Bauer, W. J. \(2021\). Native Spaces: San Diego. *We Are the Land: A History of Native California* \(1st ed.\). University of California Press. <https://doi.org/10.2307/j.ctv1h9djzk>](#)

[Barth, R. S. \(2006\). Improving relationships within the schoolhouse. *Educational Leadership*, 63\(6\), 8-13.](#)

[Catmull, E., & Wallace, A. \(2014\). Chapter 6: Fear and Failure. *Creativity, Inc: overcoming the unseen forces that stand in the way of true inspiration* \(pp. 106-128\) New York, NY: Random House.](#)

[Chiseri-Strater, E. \(1996\). Turning in upon ourselves: positionality, subjectivity, and reflexivity in case study and ethnographic research. In *Ethics and Representation in Qualitative Research Studies*. Mortensen, P. & Kirsch, G. \(Eds.\) Urbana: National Council of Teachers of English.](#)

[Davis, A \(2015\) Chapter 4 On Palestine, G4S, and the Prison-Industrial Complex. *Freedom is a Constant Struggle* \(F. Barat Ed.\) Haymarket Books](#)

[Delpit, L. \(2007\). Skills and other dilemmas of a progressive black educator. In George, D. and Trimbur, J., \(Eds\). *Reading culture: contexts for critical reading and writing*. New York: Pearson/Longman.](#)

[Dewey, J. \(1938\). Chapter 2: A Theory of Experience. In *Experience and education*. New York: Simon & Schuster Touchstone Edition, 1997.](#)

[Hammond, Z. \(2014\). Chapter 1: Climbing out of the Gap *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. \(pp. 21-35\). Corwin Press.](#)

[Heifetz, R. & Linsky, M. \(2009\). Chapter 2: The theory behind the practice. *The practice of adaptive leadership* \(pp. 13-40\). Boston, MA: Harvard Business Review Press.](#)

[hooks, . \(2000\). Chapter 4: Sisterhood: Political Solidarity Between Women. *Feminist theory. From margin to center* pg. \(43-65\). Cambridge, MA: South End Press.](#)

[hooks, . \(2000\). Chapter 5: Men: Comrades in the Struggle. *Feminist theory. From margin to center* pg. \(67-81\). Cambridge, MA: South End Press.](#)

[Lawrence, B., & Dua, E. \(2005\). Decolonizing Antiracism. *Social Justice*, 32\(4 \(102\)\), 120–143. http://www.jstor.org/stable/29768340](http://www.jstor.org/stable/29768340)

[McDonald, J. et. al. \(2007\). The basic ideas. *The power of protocols: An educator's guide to better practice* \(pp. 1-14\). New York: Teachers College Press, Second Edition. \(Chapter 1\)](#)

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[Said, Edward W. \(1994\). Chapter 1. Culture and imperialism. New York : Vintage Books, Chicago. Said, Edward W. Culture and Imperialism. New York :Vintage Books, 1994.](#)

[Sayegh. \(2012\). Zionist Colonialism in Palestine \(1965\). *Settler Colonial Studies*, 2\(1\), 206–225. https://doi.org/10.1080/2201473X.2012.10648833](https://doi.org/10.1080/2201473X.2012.10648833)

[Trask, H.-K. \(1996\). Feminism and Indigenous Hawaiian Nationalism. *Signs*, 21\(4\), 906–916. http://www.jstor.org/stable/3175028](http://www.jstor.org/stable/3175028)

[Weissglass, J. \(1990\). Constructivist listening for empowerment and change. *The Educational Forum*, 54\(4\), 351–370.](#)

For white identifying individuals:

1. Listen to *Scene On Radio's* "Seeing White" series: [episode 3 Made in America](#) **and** [episode 6 That's not us, we're so clean](#)
2. [White Fragility: Why It's So Hard to Talk to White People About Racism](#)

*We believe that any movement for collective advancement requires, as bell hooks states, "a training ground for political solidarity." Therefore, we encourage white-identifying individuals to engage in the important task of exploring the history of oppression, racism, and marginalization of People of Color. As hooks reminds us, "unless we can show that barriers separating [us] can be eliminated, that solidarity can exist, we cannot hope to change and transform society."

WRITING SUPPORT

- Use APA in-text citations and include a reference list. *If you need a refresher, we recommend using the [Purdue Owl Guide](#).*
- Check out the [GSE Style Guide](#). We will cover this in class, but you may wish to review it in advance.

COURSE ASSIGNMENTS

All assignments will be assessed using the course [rubric](#). Students will self-assess by highlighting the criteria they believe they met, along with a narrative justification.

Assignment	Due Date
<p><i>Inquiry Journal.</i> Students will maintain an Inquiry Journal in which they record observations, reflections, analysis, and questions deriving from course activities. The left column should contain objective observations, while the right column should contain inferences, interpretations, questions, and provocations. The inquiry journal is a scaffold to help you prepare for your POL.</p>	<p>n/a <i>(Incorporated into POL)</i></p>
<p><i>Summer Assignments</i></p>	<p>-Both Summer</p>

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<p>Assignment #1: Choose 3-4 readings from the list above that struck you, surprised you, or otherwise resonated with you. For EACH reading, write about three powerful takeaways. (You may include all of your takeaways in the same document, citing each text).</p> <p>Assignment #2: Write a <i>Reader Response Brief</i> (1-2 pages) in which you craft an argument in response to the question below:</p> <p><i>What do you think “problem-posing” education or critical pedagogy can look like in work with urban and rural youth? What role, if any, do you believe educators play in developing the sensibilities of young people to recognize and analyze global systems of inequality and the commitment to take action against these systems? As you craft your argument, cite 3-5 readings that inform your thinking from the list of required readings (Freire, Said, Trask, Sayegh, Davis, Lawrence & Dua, hooks.)</i></p> <p><i>Personal Learning Plan.</i> Students will develop, and discuss in the final POL, a draft Personal Learning Plan for the program. This plan will serve as an evolving reference point for the student’s learning throughout the program.</p>	<p>Assignments are due on Friday, August 5th submitted to this google folder.</p> <p>- Post both to PowerSchool by Wednesday, August 10th</p> <p>- Feedback on your Critical Friend’s Assignment #2 due in PowerSchool by Thursday, August 11th. <i>(We will do this in class together)</i></p> <p>Sunday, August 21st by midnight</p>
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<p>Digital Portfolio. Throughout the year, students will archive their work from the M.Ed. program on their Digital Portfolio (DP). The purpose of the DP is to document student learning over the course of the program and celebrate and share their work with a broader audience. In this course, students will be supported in designing and launching their DP, which will then be updated throughout the year as they complete future courses and projects.</p> <p>Presentation of Learning (described below – link to handout)</p> <p>The final course product will be a 10–15 minute Presentation of Learning (POL) that you will record by video and submit to PowerSchool. The purpose of the POL is to reflect and make meaning of the learning you have experienced in EDU600. .</p> <p>The POL should focus on important moments of learning centered on the essential questions for the course. During your POL, you should share slides that include artifacts drawn from the Inquiry Journal (observations, photographs, reflections, and reading notes) and should include explicit connections to the course activities and readings, and personal reflections related to the program learning outcomes italicized below:</p> <ul style="list-style-type: none"> 1. <i>Practice Thoughtful Inquiry & Reflection (IR) – “What I’ve Observed”</i>—a description and analysis of the HTH K-12 Odyssey project slice, the leadership case studies, and other course activities that impacted your thinking about cultivating shared vision and purpose, with critical connections to course readings and discussions. 2. <i>Transform Self and Systems – “Something I aspire to”</i> a description and analysis of readings and course activities that shifted or impacted your thinking about your role and identity development as a leader in connection to praxis (transforming the world through action & reflection), critical consciousness, 	<p>Sunday, August 28th by midnight</p> <p>Sunday, August 21st by midnight</p>
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<p>and “problem posing education.”</p> <ul style="list-style-type: none"> 3. <i>Design for Liberation and Deeper Learning (LDL) “Something I’ve Learned”</i> —a description and analysis of readings and course activities that influenced your thinking about how to design equitable and transformational learning environments for deeper learning, with critical connections to course readings 	
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ONLINE DISCUSSION FORUMS

The online forums provide an opportunity for students to bring a critical lens to the readings and theoretical perspectives we explore throughout the course, as well as make meaningful connections to their own practice. Through individual posts and peer responses, our aim is to build a community of practice that extends beyond the classroom and provides a safe, dialogical space for exploring ideas and pushing practice. In this course we will orient students to the forums and provide support for how to access and engage with them.

COURSE AT-A-GLANCE

Course Overview

Fri-Sun 7/30-Aug 1	Mon, 8/2	Tues, 8/3	Wed, 8/4	Thurs, 8/5	Fri, 8/6
Creating Our Learning Community	Pedagogy Deep Dive, Project Slice w HTH Odyssey	Pedagogy Deep Dive, Project Slice w HTH Odyssey	Critical Pedagogy	Leading for Equity	Looking Ahead



Essential Question:

- How do we build a courageous, honest and reflective learning community within this cohort?
- How can we design and lead schools and education organizations that foster critical consciousness, equity and deeper learning?
- How do educational leaders cultivate shared vision grounded in core values and coherent design principles?

DRAFT DAILY AGENDAS - SUBJECT TO CHANGE

DAY: FRIDAY, AUGUST 5	
TOPIC	ALIGNED READINGS AGENDA
Course Launch	<p>1. Akins, D. B., & Bauer, W. J. (2021). Native Spaces: San</p> <p>12pm-12:50 pm: Gather in Forum, Introductions and Lunch</p>

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WHY?

We will spend our camping experience on Indigenous Kumeyaay land and will spend time raising consciousness around colonization, what it means to be a settler, and discuss indigenous sovereignty. We will also explore how indigenous peoples have been excluded from most antiracist movements and what our role as educators may be in reversing this exclusion.

Diego. *We Are the Land: A History of Native California* (1st ed.). University of California Press. <https://doi.org/10.2307/j.ctv1h9djzk>

2. Lawrence, B., & Dua, E. (2005). Decolonizing Antiracism. *Social Justice*, 32(4 (102)), 120-143. <http://www.jstor.org/stable/29768340>

***Optional (but highly recommended): The role of indigeneity in the antiracism movement.*

1pm - 1:45pm: Circle Time in Park, Discuss Akins and Bauer

1:50 - 2:20pm: 4 Corners w Lawrence and Dua

2:30pm - 3:30pm : Divide into Camping Groups, Plan Meals, Gear Check

3:30pm: Depart to Sprouts to Shop

4:30pm: Depart for La Jolla Indian Reservation Campground

5:45pm: Campsite assignments, gear assignments, camp set-up

6:30pm: Circle/Check-In

7:00: Make dinner, clean up, bedtime

DAY: SATURDAY, AUGUST 6	
TOPIC	ALIGNED READINGS AGENDA

Building our EdL Educator Community

WHY?

We will draw from bell hooks' *Consciousness-Raising* concept/theory/framework to develop our cohort culture. From this theory we will create our shared cohort agreements and use it as a guide for how we want to dialogue, build community, and learn together

1. hooks, . (2000). Chapter 4: *Sisterhood: Political Solidarity Between Women. Feminist theory. From margin to center pg. (43-65).* Cambridge, MA: South End Press.

2. hooks, . (2000). Chapter 5: *Men: Comrades in the Struggle. Feminist theory. From margin to center pg. (67-81).* Cambridge, MA: South End Press.

6:30am: Wake-Up, Breakfast, Clean up

9:00am - 11:00am: Circle time with Dr. Stanley Rodriguez

11:00am-12:30pm: Rest Time and

Lunch 12:30pm-1:45 pm: Identity Activity

1:45-2:30pm: Dance with Brittney Quinones

2:30pm-4:30 pm: Unpack Hooks, Develop Educator Community Agreements

4:30pm-6:30 pm:
 ● OPTIONAL HIKING GROUPS DEPART ● OPTIONAL [San Ysabel Event](#) DEPART

7:00: Dinner, Campfire Time, Clean-Up, Bedtime

DAY: SUNDAY, AUGUST 7

TOPIC	ALIGNED READINGS	AGENDA
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<p><i>Closing our Weekend; Looking Ahead</i></p> <p>WHY? On Monday and Tuesday you will participate in the first two days of HTH's K-12 Odyssey week designed for onboarding new High Tech teachers into their school communities. You will experience how the HTH K-12 Charter Management Organization introduces new teachers to their core equity practices and design principles. The essential question for the Odyssey week is: How do we design learning experiences that promote equity and support the HTH design principles? The following readings will sharpen your ability to learn to be a "participant-observer" in the process while unlearning some pitfalls of judgment and assumptions.</p>	<p>1. Weissglass, J. (1990). Constructivist listening for empowerment and change. <i>The Educational Forum</i>, 54(4), 351-370.</p> <p>2. Chiseri-Strater, E. (1996). Turning in upon ourselves: positionality, subjectivity, and reflexivity in case study and ethnographic research. In <i>Ethics and Representation in Qualitative Research Studies</i>. Mortensen, P. & Kirsch, G. (Eds.) Urbana: National Council of Teachers of English.</p>	<p>6:30am: Wake-up, Breakfast, Clean-up</p> <p>8:15am - 10:15am:</p> <ul style="list-style-type: none"> ● Community Circle ● Group Game ● Prepare for New Teacher Odyssey <p>10:15-11:45: Clean up, pack-up!</p> <p>12:00 - Depart Camp Return to Forum Go Relax!</p>
<p><i>Continuous Learning</i></p> <p>30 min:</p> <ul style="list-style-type: none"> ● Watch the PowerSchool overview Loom Video from Katie and upload your two summer assignments by Wednesday morning. 		

DAY: MONDAY, AUGUST 8 AND TUESDAY, AUGUST 9		
TOPIC	ALIGNED READINGS	AGENDA
<p><i>HTH K-12 Odyssey Project Slice</i></p> <p>WHY? These readings are some of the pedagogical frameworks and theories that guide HTH's pedagogy and instructional practices. As a school leader, this will also be an</p>	<p>.1. Hammond, Z. (2014). Chapter 1: Climbing out of the Gap <i>Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse</i></p>	<p>MON:</p> <p>8:00 Breakfast and sign-in @ HTH GSE Forum For New Teacher Odyssey</p> <p>8:30-9:00 Odyssey Launch</p> <p>9:00-3:00 Project Slice (box lunches provided)</p>

opportunity		
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for you to learn how an education organization designs new employee onboarding for the most important part of any learning organization--Teaching and Learning! *students*. (pp. 21-35). Corwin Press.

2. Delpit, L. (2007). *Skills and other dilemmas of a progressive black educator*. In George D. and Trimbur, J., (Eds). *Reading culture: contexts for critical reading and writing*. New York: Pearson/Longman.

3. Dewey, J. (1938). Chapter 2: *A Theory of Experience*. In *Experience and education*. New York: Simon & Schuster Touchstone Edition, 1997.
TUES:

8:00-8:30 Breakfast, welcome
8:30-9:00 Framing the Day
9:00-12:00 Project Slice

12:00-1:00 Lunch in the Forum

1:00-1:30 Exhibition set-up

1:30-2:15 Exhibition of Slice projects

2:15-3:00 Slice Reflection + Exit cards (in slice groups)

Optional 3:30-5:00 Snacks & Movie: "Most Likely to Succeed" with Q&A

Continuous Learning

- Update your Inquiry Journal each evening, after the project slice, with your observations and inferences.
- Read over your Assignment 2 from your summer work (make sure it's posted to PowerSchool, along with Assignment 1). Be prepared to discuss your thinking from your Assignment 2.

DAY: WEDNESDAY, AUGUST 10	
TOPIC	ALIGNED READINGS AGENDA

Critical Pedagogy

WHY?

Frameworks 1-2:

The two grounding frameworks and theories that we will utilize to explore critical pedagogy will be a chapter from two seminal pieces on critical pedagogy and critical consciousness, Paulo Freire's *Pedagogy of the Oppressed* and Edward Said's *Culture and Imperialism*. After we interact with and unpack these texts we will utilize the theories they

Links to Readings

1. Freire, P. (2013). Chapter 2. *Pedagogy of the oppressed* (30th edition; pp.). New York: Bloomsbury Academic.

2. Said, Edward W. (1994). Chapter 1.

Culture and imperialism. New York : Vintage Books, Chicago. Said, Edward W. *Culture and Imperialism*. New York :Vintage Books, 1994.

8:00am - 8:30am Breakfast

8:30-9:30 - Unpack Project Slice

9:30am - 10:30am

- Course Final Products Overview
- DP

10:30-10:45 - BREAK

- POL
- PLP
- Self Assessed Rubric
- Critical Friend Pairings and provide Feedback (specific, kind & helpful) to

provide to look at how two ongoing sovereignty movements put them into practice.	3. Trask, H.-K. (1996). <i>Feminism and Indigenous Hawaiian Nationalism. Signs, 21(4), 906–916.</i> http://www.jstor.org/stable/3175028	10:45-12:00 – Critical Pedagogy PART 1
<i>Case Studies 3-4:</i> Two Case Studies (Hawaii & Palestine) to help us understand how anti-imperialist and indigenous movements use Freirian praxis to reflect upon and transform their condition in pursuit of sovereignty and freedom.	4. Sayegh, F. (2012). <i>Zionist Colonialism in Palestine (1965). Settler Colonial Studies, 2(1), 206–225.</i> https://doi.org/10.1080/2201473X.2012.10648833	12:00-1:00 – LUNCH & HEADSHOTS by Brent 1:00-4:30 – Critical Pedagogy PART 2
<i>Global Context: 5</i> <i>To globalize our thinking to a broader context and understanding of injustice.</i>	5. Davis, A (2015) Chapter 4 <i>On Palestine, G4S, and the Prison-Industrial Complex. Freedom is a Constant Struggle (F. Barat Ed.) Haymarket Books</i>	
<i>Continuous Learning</i>		

- **Quotes on Cards:** Choose FOUR quotes from the Leadership readings that resonate with you or strike you, and write them on note-cards. You should have 1 quote per note card, for a total of 4 cards. Include author last name, year, and page number at the top of each card.
- **Review the Final Products Description** from the course syllabus carefully, and begin an OUTLINE of your POL, using the guiding questions.

DAY: THURSDAY, AUGUST 11	
TOPIC	ALIGNED READINGS AGENDA

Leadership
WHY?

On this day we will interact with education leaders, each other, and the following texts to discuss the habits of mind, skills, sensibilities and dispositions required to lead across the education sector.

Links to Readings

1. Heifetz, R. & Linsky, M. (2009). Chapter 2: The theory behind the practice. *The practice of adaptive leadership* (pp. 13-40). Boston, MA: Harvard Business Review Press.

2. Catmull, E., & Wallace, A. (2014). Chapter 6: Fear and Failure. *Creativity, Inc.*

overcoming the unseen forces that stand in the way of true inspiration (pp. 106-128) New York, NY: Random House.

8:00am: Breakfast

8:30-9:00 - Parking Lot

9:00-10:15am: Leadership Readings

GoGoMo **10:15-10:30** - BREAK

10:30-12:00: Leadership Case Studies with Invited Guests

12:00-1:00 - LUNCH & EdL Convening Planning

1:00 - 2:00 - Leadership Competency Self-Assessment and Personal

Learning Plans

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3. McDonald, J. et. al. (2007).	2:00 - 3:00 pm - Group Formation, Return to
<i>The basic ideas. The power of protocols: An educator's guide</i>	Shared Agreements
<i>to better practice</i> (pp. 1-14). New York: Teachers College	3:00-3:15 - Break
Press, Second Edition. (Chapter 1)	3:15-3:45 - Dance Practice with Brittney Quinones
4. Barth, R. S. (2006). <i>Improving relationships within the schoolhouse. Educational Leadership</i> , 63(6), 8-13.	3:45-4:30 - Course Final Products, Overview (final paper, POL for course)
5. King, R. (2018). Chapter 12: Compassion Practice. <i>Mindful of race: Transforming racism from the inside out</i> . Sounds True.	
<i>Continuous Learning</i>	

- **Work on your Personal Learning Plan:** Take the Leadership Competency Self Assessment, and begin answering the reflection questions on the PLP
- **Start an outline of your POL:**

DAY: FRIDAY, AUGUST 12

TOPIC	ALIGNED READINGS	AGENDA
<i>Looking Ahead</i>	n/a	8:30-9:30: Breakfast 9:00 - 10:30am: Program Orientation 10:30-10:45: Break 10:45-11:15: Dance Performance with Brittney Quinones 11:15-12:00: Closing Ceremony

CREDIT HOURS

This is a three-credit course. Each credit represents 45 hours of learning, for 135 total hours. There will be 49 hours of face-to-face instruction, six hours of out-of-class instructional time (via online forums and advising

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for the personal learning plan) and 80 hours of out of class work (e.g. readings, assignments, final product, digital portfolio).

EXPECTATIONS & ASSESSMENT

"If something is worth doing, it is worth doing well." - Proverb

Assessment in this course is discourse-based, combining reflection, peer critique, and instructor response. Final projects and overall course participation are assessed in a "student-led comment" format using the course rubric, where the participant presents a self-assessment and the instructor responds. Contributions to the forum are not assessed formally, but become a part of the ongoing dialogue with peers and the instructor. The instructors recognize that assessment is a two-way street and invite critique on the course content and process through exit cards following each session and in a course evaluation at the end.

The effectiveness of our learning community depends upon each person's consistent and thoughtful participation. GSE courses are pass/fail. Rather than focusing on grades, we will strive to create our best work. The learning process throughout will be supported through conversation, critique, and multiple opportunities for revision. We will create work that is worth doing and worth sharing, often discussing the idea of audience and how to make a broader impact on the educational community. Each student's participation in this course will be assessed in accordance with the following criteria:

Pass: In order to earn a passing grade, students must achieve the learning outcomes stated on the second page. Student's class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. The final product meets both the assignment parameters and the standards set by the class. Students attend every class session, providing advance notice in the event of unavoidable absence and making up for missed work in a timely manner, as approved by the instructor.

Fail: The student makes little to no progress toward completing course assignments, and fail to achieve the learning outcomes for the course. Assignments are missing, or class participation and/or outside

work are below average. The final product is missing, incomplete, or fails to meet the assignment parameters and/or the standards set by the class. As stated in the GSE catalog, if a candidate misses more than 20% of a course, she/he will be required to take the course the following year. In extreme cases, please talk to the instructors if you must miss class or need an extension.