**Overview of the Course:**

The course is designed for individuals who wish to plan, design, evaluate, and/or study learning experiences in higher education. To enhance your work as an instructor, researcher, or administrator, we will explore practices, theory, and research related to course and program planning, development, and implementation; teaching and assessment; student learning; faculty and administrators’ educational roles and responsibilities; curricular innovation and curricular change; and quality assurance.

During the term we will consider key questions facing higher education institutions and educators in the United States, focusing primarily, but not exclusively, on undergraduate curricula in two- and four-year colleges. Our discussions of curricula will be multidimensional, following the definition of curriculum as an *academic plan* that requires deliberate decisions about educational goals, content, instructional materials and methods, and assessment. Accordingly, we will examine various ideas about the purpose of higher education and the implications of those beliefs for curricular content, teaching, and student outcomes. We’ll also read and discuss theories about how people learn and think about how these theories shape -- or should shape -- curricular decisions. As we analyze processes of curricular decision-making, innovation, and change, we will consider the influences of institutional missions, instructors’ beliefs about education, their affiliation with academic fields, and the impact of diverse learners on instructional decisions. Throughout the term, we will reflect on how social, cultural, economic and political influences affect higher education curricula in the U.S.

**Course Objectives:**

The primary goal of this course is to enhance your understanding of effective curricular decision making. This course will also help you:

- Recognize and understand the values and educational philosophies that have shaped American postsecondary curricula in the past and present;
• understand how various influences external and internal to higher education institutions can affect postsecondary curricula (i.e., societal forces, market trends, disciplinary affiliations of faculty);

• understand the evolution of curricular components such as general education and the major;

• understand the roles of faculty and administrators, in different types of institutions, in developing and overseeing academic programs;

• develop a basic understanding of prominent theories of learning and their main assumptions;

• understand the potential impacts of instruction and instructional environments on students and their learning;

• understand the scope, processes, and complexity of decision-making about postsecondary curricula; and

• understand and evaluate assessment and accountability approaches to ensure educational quality.

TEXTS AND REQUIRED READINGS:

Required Text:

Additional Readings:
  • Canvas course site and Internet websites

Recommended Text:
  NB: We will use several chapters from the follow book. I will post these on Canvas but you can also find used copies. Please do not purchase the 1997 first edition because it is significantly different than the second edition.


EXPECTATIONS AND REQUIREMENTS:

Class Participation: This is a discussion-based course. Our class discussions are an opportunity to raise questions, clarify understandings, challenge ideas and opinions constructively, consider how ideas can be translated into practice in different higher education settings, and learn about others’ perspectives. Effective discussions are marked by attentive listening to and thoughtful consideration of ideas that are circulating – and a willingness to think out loud with one another. Good discussions ensue when we critically assess the arguments, practices, or ideas in the assigned texts and that we ourselves bring to the conversation. Noting key points, posing questions, and connecting ideas and concepts as you read enable us to actively participate in
class. Your comments, whether fully developed or still under construction, are welcome as we work together to understand the strengths and limitations of specific ideas and their utility for guiding higher education practice and scholarship.

Please review the schedule of readings in advance so that you will have time to fully prepare for each class meeting. The quality of our discussions relies on your ability to talk and think about the ideas we encounter.

Class participation will contribute 20 percent of your final grade. A rubric explaining the grading criteria is posted on Canvas (Rubric Folder: Class Participation Rubric).

**Written Assignments:** The written assignments for this course are described below. Please note that all written assignments should conform to – and include – APA (American Psychological Association) style for citations and references. Assignment 1 asks you to consider the readings in the first section of the course. Assignments 2 through 4 are related to the development of the course paper that will contribute 65% of your course grade.

**Assignment 1: Purposes of Higher Education (Due Friday, February 9)**
The readings and discussions in the first few weeks of this course introduce and critique different perspectives regarding the purposes of higher education, the assumptions that underlie various purposes, and the content and pedagogy viewed as suitable for achieving those purposes. **Your first assignment is to write a paper that presents, explains, and defends your personal view of the purpose(s) of higher education.** How do your ideas reflect, challenge, or extend the ideas about the purposes of higher education – and how they should be achieved – that we have read to date. What do your personal commitments suggest to you about the types of educational settings that you might choose as a faculty member, administrator, or professional working in government, policy or advocacy organizations?

**Details:** Your paper should reflect your understandings of the course readings assigned up to and including the readings assigned for February 6. This paper may not exceed 6 pages in length (excluding references) and is due on Friday, February 9. It will contribute 20% to your course grade. Please review the Assessment Rubric on Canvas before you write to understand the evaluation criteria I will use in grading.

**Assignment 2: Research or Practice Review**
Throughout the term, pairs of students will lead the discussion of specific readings focused on educational practices or research related to the day’s topic. These readings will be identified once I know more about the students in the course. To prepare to co-lead your session, you (and your partner) will individually submit a short paper of 2-3 pages that identifies key issues that you want to raise in your session. This paper must be submitted to me 7 - 10 days before the session. These short papers will become the basis for a conversation with your discussion session partner, and will also help me guide you in preparing your presentation and discussion.

I will ask you to rank the topics you wish to led and try to assign students to their first-choice topic. Master’s students have the option of choosing an “educational research” or “educational
practice” discussion session; those who choose a research discussion must pair with a doctoral student. Doctoral students must choose a research review. I encourage you to choose a topic that you are interested in and use the opportunity to work with someone with whom you share interests!

Your pre-session paper and class discussion will collectively contribute 20% to your course grade. Students on a team will be graded individually; nonetheless I expect the discussion to be well-planned, well-integrated, and effective in engaging your classmates.

**Assignments 3 - 5: Course Paper Components**

Your course paper will focus on a specific instructional practice or learning theory. This is not a comprehensive literature review but rather a thoughtful review of a small set of articles that will allow you to understand a particular topic in depth. Your goal is not only to review what others have said, but to provide some evaluation and analysis of what you find using the readings from the course. Your paper should thus identify, examine, and evaluate the assumptions and implicit understandings of curriculum, teaching, and learning that authors who write on this topic espouse explicitly or implicitly, and identify directions for future research and/or practice.

**Assignment 3: Proposal for Course Paper (Due Tuesday, February 20)**

As noted above, your proposal for a course paper should focus on a specific instructional practice or theory. In this two-page proposal you will briefly describe the instructional practice or theory that you wish to study and why understanding this practice or theory is important for higher education educators, scholars, or policy makers. You must also provide an initial reading list of at least five sources directly related to the practice or theory that you have chosen. You will add to this list of references as you develop your topic.

Master’s students may write a practice-focused paper that focuses both on the implementation and practical issues, and that also includes some empirical studies of the effectiveness of the focal practice. Doctoral students must identify an instructional practice or learning theory for which there is a focused and significant empirical literature base. Examples of potential topics include: design learning in engineering, culturally responsive teaching, transformational learning, approaches to teaching civic learning, the use or study of flipped classrooms, teaching for transfer in science courses. I’ll be happy to talk with you about options. Your proposal is due on Tuesday, February 20. It will not be graded. Instead, I will provide feedback on your topic and sources.

**Assignment 4: Annotated Bibliography for Course Paper (Due Friday, March 16)**

To help you prepare your course paper, you have an interim assignment. By March 16, you must develop an annotated bibliography consisting of no fewer than 6 and no more than 8 key resources that will inform your paper. You will add to this list of references as you develop and complete your course paper. Your annotations should briefly but carefully describe each article and why you selected it – what will this article or chapter contribute to your learning and your paper? If each of your annotations sounds the same, you haven’t been specific enough in your
discussion of the key ideas in your sources and how they will individually contribute to your final paper.

Your annotations are due on Friday, March 16 at 5 pm; this effort is worth 10% of your course grade. Please note that you will save time if you engage in serious reading as you do your annotations because your next paper is due in a week.

Assignment 5: Final Course Paper (Due Friday, April 20)
Review the description of this paper in the section that introduces the Course Paper. Remember, your final paper is not a literature review; rather it explores the implicit and explicit ideas about curriculum, teaching, and/or learning in a set of readings on a type of instruction or learning theory. Thus, your paper should reflect not only your understanding of the articles you have identified, but also your knowledge and understanding of the ideas, theories, concepts, and research literature we have read, discussed, and analyzed throughout the course.

Be judicious in your choice of topics to explore as you write your paper, selecting those aspects of the topic that are most relevant to this course. You do not have to use everything you learned; you will gain most if you explore particular connections in depth and detail. For example, you might consider how “learners” are conceptualized in the literature you have reviewed. What assumptions about learners are embedded in the different articles you read? How do these assumptions influence the research design or interpretation of the findings? Are there patterns across studies or do different researchers espouse different views? What implications do you see for research or practice? In addition to this kind of analysis, you will want to evaluate what you have read and learned and, consider the implications of what you have learned for future research and practice.

Your final paper must be double-spaced, 12-point Times Roman, with one-inch margins. It may be no longer than 18 pages in length, excluding the title page, references, and any figures or appendices. This completed assignment will contribute 30% of your final grade and is due on Friday, April 20 at 5 pm. Consult the Assessment Rubric on Canvas for guidance as you write.

Due Dates:
All assignments for the course are due on the dates posted in this syllabus. If you have a pressing commitment, you must negotiate an alternative date with me in advance of the due date. Late papers that have not been cleared with me 24 hours before the due date will be penalized ½ grade. Deferred grades for the course (incompletes) will be awarded under extraordinary circumstances; you must discuss the need for a deferred grade, and the due date for completion of the course, with me in advance.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Due Dates</th>
<th>% of Grade</th>
</tr>
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<tbody>
<tr>
<td>Participation, including informal class presentation</td>
<td>ongoing</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 1: Research or Practice Review Session</td>
<td>TBD</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 1: Purpose of Higher Ed</td>
<td>Friday, 2/9 (5 pm)</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 2: Proposal for Course Paper</td>
<td>Tuesday, 2/20 (5 pm)</td>
<td>credit</td>
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</tbody>
</table>
Assignment 3: Course Paper Component: Annotated Bibliog.  Friday, 3/16 (5 pm)  10%
Assignment 5: Course paper: Final Paper  Friday, 4/20 (5 pm)  30%

**EVALUATION CRITERIA:**
In general, written assignments will be evaluated using the following criteria:

- demonstration of complex understanding of subject, indicated by quality of research, analysis, argumentation, and elaboration of important ideas;
- knowledgeable and effective use of relevant literature to support claims;
- organization (logical progression of ideas and arguments);
- clear and engaging writing;
- balanced and critical discussion of ideas or arguments; and
- Compelling conclusions supported by strong rationales.

An assessment rubric that explains the evaluation criteria for each assignment will be posted on the Canvas course website in advance of the assignment due date.

**Grading Scale:** The scale used for determining final course grades will be:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>3.7 - 4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.4 - 3.69</td>
</tr>
<tr>
<td>B+</td>
<td>3.1 - 3.39</td>
</tr>
<tr>
<td>B</td>
<td>2.8 - 3.09</td>
</tr>
<tr>
<td>B-</td>
<td>2.5 - 2.79</td>
</tr>
<tr>
<td>C+</td>
<td>2.2 - 2.49</td>
</tr>
<tr>
<td>C</td>
<td>2.0 - 2.19</td>
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<tr>
<td>D</td>
<td>1.1 - 1.99</td>
</tr>
<tr>
<td>F</td>
<td>0 - 1.0</td>
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</tbody>
</table>

**REWRITE POLICY:** Students who receive grades of less than a B on the Assignment 1 (Purposes of Higher Education) have the option to rewrite this paper. (Credit lost due to lateness cannot be regained through rewriting.) There is no grade limit for a voluntary rewrite. A *rewrite does not guarantee an increase in your grade*. To improve your grade, you must demonstrate significant improvement by addressing my comments. Rewriting typically requires attention to the conceptualization, content, and organization of a paper. It may also require attention to synthesis, evaluation, and/or analysis.

Please submit the original copy of your paper with your rewrite. **Rewrites will be accepted until Friday, March 2. Please inform me if plan to do a rewrite.** We should set up a time to discuss my comments before begin your rewrite.

**ATTENDANCE:**
Engagement in class activities and discussions is a fundamental component of this course and critical to your learning. For that reason, class attendance is expected. Of course, some circumstances may prevent you from attending a class session (e.g., religious observances, medical reasons). When you know in advance that you will be absent from a class session, I will appreciate knowing that beforehand so I may plan the activities for the accordingly. If you are ill, please send me an email (if possible). A single absence during the term will not be a cause for concern; two absences (or other than religious observances or significant illness) may affect your participation grade. Absence from three or more courses is strongly discouraged; I will contact you for a meeting if this occurs and we can discuss options.
**ACADEMIC INTEGRITY:**
You are expected to comply with the Rackham Policy on Academic Integrity ([http://www.rackham.umich.edu/policies/academic_and_professional_integrity/statement_on_academic_integrity/](http://www.rackham.umich.edu/policies/academic_and_professional_integrity/statement_on_academic_integrity/)). Academic dishonesty includes, but is not limited to, falsifying or fabricating information, plagiarizing the work of others, facilitating or failing to report acts of academic dishonesty by others, submitting work done by another as your own, submitting work done for another purpose to fulfill the requirements of a course, or tampering with the academic work of other students. If you are unsure what constitutes a violation of academic integrity, please come talk with me.

**ACCOMMODATIONS FOR STUDENTS WITH DOCUMENTED NEEDS:**
If you need an accommodation for a documented need, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way I teach may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the office of Services for Students with Disabilities to help us determine appropriate accommodations. I will treat any information you provide as private and confidential. See [http://www.umich.edu/~sswd/](http://www.umich.edu/~sswd/) for more information about services for students with disabilities.

**RELIGIOUS OBSERVATION:**
This class observes University defined holidays (such as Labor Day, Thanksgiving Day, Fall Break). Because other days may be of more significance to you than a University-designated holiday, please inform me as soon as possible if a class day or due date for a class assignment conflicts with your observance of a holiday that is important to you. I will work with you to accommodate your needs.

**TOPICS AND READING ASSIGNMENTS BY CLASS SESSION**

**CLASS 1  January 9  Introduction to Curricula in Higher Education**

**On Canvas:**


Class 2 January 16  Sociocultural Influences: Changing Views of Education

**Canvas:**


**Curriculum Examples:**

St. Johns College, Program overview video: https://www.youtube.com/watch?v=ZAQ4X2BYFnA&t=20s

St. Johns College Fall and Spring 2017-2018 Reading Lists


- Hampshire Program Overview
- Hampshire College Curriculum Roadmap

CLASS 3 January 23  Changing Views of Higher Education

**Canvas:**

Dewey, J. (1938). Traditional vs. progressive education (pp. 17-23), and The need of a theory of experience (pp.25-31); Criteria of experience (pp. 33-50); The meaning of purpose (app. 67-72). In *Experience and Education*. New York: Simon and Schuster. *(NOTE: divided into 2 pdfs)*


**DUE - Assignment 1 is due on Friday, February 9 at 5 pm**

**Canvas:**


**CLASS 5  February 6  Contemporary Conversations**

**Canvas:**

NOTE: Chapter begins on page 49 of this pdf.

**The “new” and the “old” civic education:**


**Today's liberal and professional education:**


*Clark University*
• Interview with David Angel, President of Clark University, with Dan Berrett, Chronicle of Higher Education.
• Liberal Education Amplified, retrieved January 1, 2016 from http://www.clarku.edu/leep/


### CLASS 6  February 13  Organizational Contexts

**Canvas:**

Association of American Universities (n.d.) Aligning Practice to Policies Changing the Culture to Recognize and Reward Teaching at Research Universities.


### CLASS 7  February 20  Disciplinary Contexts

**DUE TODAY - Assignment 2: Proposal for Course Paper**

**Canvas:**


**February 26 to March 2 – Break Week**

**CLASS 8  March 6  Creating Academic Plans: Instructors’ Planning and Decision-Making**

**Canvas:**


**Curriculum Design Strategies**


**CLASS 9  March 13  Learning, Part I: Learner as Individual**

**Due: Friday March 16 – Annotated Bibliography**

**Required Text:**


Continued on next page


Canvas:


CLASS 10  March 20  Learning, Part II: The Learner in Context

Text:

Canvas:


CLASS 11  March 27  Instructional Processes, Part 1

Canvas:

EDUC 762 Curriculum /Winter 2018


*Continued on next page*

**SCALE-UP:**

<table>
<thead>
<tr>
<th>Class 12</th>
<th>April 3</th>
<th>Instructional Process, Part 2</th>
</tr>
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</table>

**Canvas:**

*Getting a good start: Decoding the Disciplines:*


*Pulling it together at the end: Assessing integrative learning*

## Class 13  April 10  Preparing to Teach and Supporting Instructional Development

**Canvas:**  


O’Meara, K., Rivera, M., Kuvaeva, A., & Corrigan, K. (2017). Faculty learning matters: Organizational conditions and contexts that shape faculty learning. Innovative Higher Education. Published online: DOI 10.1007/s10755-017-9389-8

## CLASS 13  April 17  Improvement

**DUE: Friday, April 20 Course Paper**

**Canvas:**  


**Recommended if you want to expand your understanding of evaluation of academic plans:**  
Lattuca & Stark (2009) Chapter 8, Evaluating and Adjusting Academic Plans