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:

• identify and evaluate the varied assumptions that have shaped American postsecondary curricula in the past and present;
• recognize and understand the philosophical and epistemological underpinnings of various perspectives on curricula;
• critically review historical and contemporary commentary on the curriculum;
• understand curricular components such as general education and the major and their historical evolution;
• understand the roles of faculty and administrators in developing curricula and how these vary by type of position (e.g., lecturer, associate professor, chairperson) and in different types of institutions;
• understand disciplinary influences on curricular planning and instruction;
• develop 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;
• examine assumptions, processes, and implications of various kinds of assessment and evaluation processes at the course, program, and institutional level;
• understand the scope, processes, and complexity of decision-making about postsecondary curricula; and
• analyze and evaluate curricula at the course, program, and college level.

TEXTS AND REQUIRED READINGS:

Required Text:

Additional Readings:
• CTools course site and Internet websites

Recommended Text:
NB: We will use several chapters from this book; these will be on CTools but used copies of the book are available from online booksellers. Please do not purchase the 1997 Edition; it is significantly different than the 2009 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.

Part of your participation grade will be based on leadership of course discussions by small groups of students. One of these sessions will occur on February 3 and March 20 (where you can choose the topic you wish for which you want to lead discussion).

Class participation will contribute 15 percent of your final grade. A rubric explaining the grading criteria is posted on CTools (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 Monday, February 1)**
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 January 27. This paper may not exceed 8 pages in length and is due on Monday, February 1 at 4 pm. It will contribute 20% to your course grade. Consult the Assessment Rubric on CTools before you write to understand the evaluation criteria I will use in grading.

**Assignments 2 - 5: Course Paper Components**
Your course paper will focus on a specific instructional practice or learning theory. You are not writing a literature review although you will be systematically reviewing a small set of articles that you identify on the topic of your choice. Instead, your paper will examine a set of readings
through the curricular and learning perspectives that we will be discussing throughout this course. This conceptual review will 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 2: Proposal for Course Paper (Due Wednesday, February 17)**

Each student will submit a proposal for a course paper that focuses on a specific instructional practice or learning theory. In this two-page proposal you will describe the instructional practice or theory that you wish to study and list five (or more) sources directly related to the practice or theory that you have identified to date. You must identify an instructional practice or learning theory for which there is a focused and significant empirical or theoretical literature base. Examples of potential topics include: design learning in engineering, field experiences in teacher education, cultural-historical activity theory, civic learning, teaching for transfer in science courses. Your proposal is due on Wednesday, February 17 at class time. It will not be graded. Instead, I will provide feedback on your choice of topic.

**Assignment 3: Annotated Bibliography for Course Paper (Due Friday, March 25)**

To help you prepare your course paper, you have two interim assignments. The first is an annotated bibliography consisting of 6 - 10 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. If each of your annotations sounds the same, you haven’t been specific enough in your discussion of the key ideas in the article or chapter and how they will contribute to your final paper.

Your annotations are due on Friday, March 25 at 3 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 annotation because your next paper is due in a week.

**Assignment 4: Critical Review (Due Friday, April 1)**

You will select two or three resources included in your annotated bibliography for a critical review. Your goal in this paper is to identify a specific tension or issue that you or others have identified regarding your chosen topic and explore it. Be sure to make clear the reasons why you think this particular issue or tension is important as you work toward your final paper.

This paper should include a) a statement of the specific issue or tension identified or the review, and why it deserves your attention; b) a brief but substantive summary of the arguments related to this issue/tension that are made in the articles and/or chapters you selected for your review; and c) your critical assessment of key ideas and/or claims. Your review must provide a balanced discussion of the strengths and weaknesses of these ideas and should make good use of the readings from the course in supporting your review.

This paper (6 -10 pages) is due on Friday, April 1 at 3 pm and will constitute 20% of your final grade. Consult the Assessment Rubric for the assignment before you write.

**Assignment 5: Final Course Paper (Due Monday, April 18)**
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 learning in a set of readings on a type of instruction or learning. 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 25 pages in length, excluding the title page, references, and any figures or appendices. This completed assignment will contribute 35% of your final grade and is due on Monday, April 18 at 4 pm. Consult the Assessment Rubric on CTools 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. 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>
</thead>
<tbody>
<tr>
<td>Participation, including informal class presentation</td>
<td>ongoing</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 1: Response Paper – Purposes</td>
<td>Mon. 2/1 (3 pm)</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 2: Proposal for Course Paper</td>
<td>Wed. 2/17 (1 pm)</td>
<td>credit</td>
</tr>
<tr>
<td>Assignment 3: Course Paper Component: Annotated Bibliog.</td>
<td>Friday, 3/25 (3 pm)</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 4: Course Paper Component: Critical Review</td>
<td>Friday, 4/1 (3 pm)</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 5: Course paper: Final Paper</td>
<td>Mon., 4/18 (3 pm)</td>
<td>35%</td>
</tr>
</tbody>
</table>

**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 CTools 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>Minimum</th>
<th>Maximum</th>
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<tbody>
<tr>
<td>A</td>
<td>3.7 - 4.0</td>
<td>C+</td>
</tr>
<tr>
<td>A-</td>
<td>3.4 - 3.69</td>
<td>C</td>
</tr>
<tr>
<td>B+</td>
<td>3.1 - 3.39</td>
<td>D</td>
</tr>
<tr>
<td>B</td>
<td>2.8 - 3.09</td>
<td>F</td>
</tr>
<tr>
<td>B-</td>
<td>2.5 - 2.79</td>
<td></td>
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</tbody>
</table>

**Rewrite Policy:** Students who receive grades of less than a B on the Assignment 1 (Purpose 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 Tuesday, March 1. Please inform me if plan to do a rewrite.** We should set up a time to discuss my comments before begin your rewrite.

**Academic Integrity:**
Students are expected to comply with the Rackham Policy on Academic Integrity (http://www.rackham.umich.edu/policies/academic_and_professional_integrity/statement_on_academic_integrit y/). 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.

**Accommodation for Students with Disabilities:**
If you need an accommodation for a disability, 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/ for more information about services for students with disabilities.
RELIGIOUS OBSERVATIONS:
This class observes University defined holidays (such as Labor Day, Thanksgiving Day, Fall break). Because other days may be of more significance 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 important to you. I will work with you to accommodate your needs.

TOPICS AND READING ASSIGNMENTS BY CLASS SESSION

CLASS 1  January 6  Introduction to Curricula in Higher Education

On CTools:

Course-Level Plan:

Program-Level Plan:

College-Level Plan:
• Hampshire Program Overview
• Hampshire College Curriculum Roadmap

CLASS 2  January 13  Sociocultural Influences: Changing Views of Knowledge

CTools:


Continued on next page


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**CLASS 3 January 20**

**Curricular Purposes and Content: Diversification, Part I**

**CTools:**


Dewey, J. (1938). Traditional vs. progressive education (pp. 17-23); 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*)


**Curriculum Example:**
- To come

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**CLASS 4 January 27**

**Curricular Purposes and Content: Diversification, Part II**

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**DUE - Assignment 1 is due on Monday, February 1 at 3 pm (hard copy and upload to CTools)**

**CTools:**

**Continued on next page**


**Curriculum Examples:**

- Also Terry et al. from Week 1 readings

**Recommended for those interested in how social movements influence postsecondary curricula:**

**Recommended for those interested in further exploration of the conservative viewpoint:**


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**CLASS 5  February 3  Accountability and Accreditation**

**CTools:**

**Topic 1: Accountability – Preparation for Work**


**Continued on next page**
**Curriculum Examples:**

**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/](http://www.clarku.edu/leep/)

**University of Wisconsin-Whitewater:**

**Topic 2: Accountability – Quality Assurance**


**Recommended for those interested in accreditation of for-profit institutions:**

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**CLASS 6  February 10  Organizational Contexts**

**CTools:**
Lattuca & Stark (2009): Chapter 3, Internal Influences: College and University Contexts
(NOTE: CSHPE students may find this chapter useful as a review; others will find it useful as a primer on how colleges and universities are structured and how they work.)


**Continued on next page**


*If you are unfamiliar with the concept of academic freedom, please read this brief explanation:*


*Recommended for those interested in online education:*


**CLASS 7  February 17  Faculty Work, Disciplinary Contexts and Integrative Learning**

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

**CTools:**

Lattuca & Stark (2009), Chapter 4, Internal Influences: Academic Fields


**Curriculum Example:**

CLASS 8  February 24  Creating Academic Plans: Instructors’ Planning and Decision-Making

CTools:
Lattuca & Stark: (2009), Chapter 5, Creating Academic Plans


Ferrare, J. & Hora, M. (2014). Cultural models of teaching and learning in math and science: Exploring the intersections of culture, cognition and pedagogical situations. Journal of Higher Education, 85(6), 792-825.  (If you took Jan Lawrence’s Academic Affair and Student Development gateway course, you read this. Please review it again with course design in mind.)

Curriculum Design Examples


February 29 to March 6 – Break Week

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

Required Text:


Continued on next page


**CTools:**

**Curriculum Example:**

### CLASS 10 March 16 Learning, Part II: The Learner in Context

**Text:**

**CTools:**


**Recommended for a critique of claims made regarding situated learning, see:**
Due on Friday, March 25 - Assignment 4: Course Paper Component: Annotated Bibliography

CTools:


Choose TWO SETS of articles to read: 1) Decoding the disciplines, 2) SCALE-UP, 3) Universal Design

**Decoding the Disciplines:**

**SCALE-UP:**

**Universal Design for Inclusion:**

**Recommended Reading to expand understanding of instructional approaches:**
Class 12  March 30  Pedagogical and Curricular Change

Students will choose to present – informally, but substantively – on one of three topics this week.

CTools:

**TOPIC 1: Teaching Practices: Developing and Evaluating Teaching Practice**


**TOPIC 2: Improving Curriculum and Instruction in STEM fields**


**TOPIC 3: The Use of Technology**


Institutional Improvement: Assessment and Program Review

CTools:

- Case Study: Assessment of student learning at Olin College of Engineering
- Case Study: The Core Council at The Pennsylvania State University


Curriculum Example:


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

Present and Future Faculty: Instructional Development

CTools:


Continued on next page


**Recommended reading:**