

Curriculum Development in Higher Education

Fall 2009

EDH 7225 Section Number 901 Reference Number 85947

Course Syllabus and Learning Guide

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Class Location: EDU 161

Class Sessions: Our class will meet on Wednesday evenings from 5:15 – 8:00 pm. Class sessions will begin and end as scheduled; please allocate sufficient time for both traveling to campus and for finding parking so that you will arrive in class on time.

Office Hours: It is my sincere hope that despite our busy schedules we will be able to have considerable time to interact both in-class and out-of-class. To help provide an opportunity for us to become better acquainted, I have found that scheduled appointments or phone conversations generally work better for most graduate students than my simply hoping students will drop in to visit. I have scheduled office hours on the USF Tampa Campus on Mondays from 10:00 – 11:30 am and from 1:30 – 4:30 pm as well as on Wednesdays from 10:00 – 11:30 am and from 1:30 – 4:30 pm. Also, I'd be genuinely pleased to schedule individual appointments for phone conversations or office visits at other mutually convenient times. *My office location is EDU 151i*, located within the Department of Adult, Career and Higher Education's office area. My office email address and phone number appear above. In emergencies I can also be called at home (before 8:00 p.m.)

Course Overview: As the course title suggests, in this class we will explore contemporary course and curriculum development perspectives, principles, and practices in higher education. In particular, we will focus on a wide range of timely topics. Some of these have been selected by me and are reflected in the assigned course readings. Others will be chosen by members of our class and will be addressed through your written Research Briefing papers as well as your in-class Research Briefing presentations.

Learning Goals: I hope that after completing this graduate-level course in Curriculum Development in Higher Education you will have enhanced your skills in the following areas:

Foundational Knowledge

Describing the general aims of and common structures within a college curriculum
Identifying key issues and controversies in, and major contributors to, the curriculum development literature in higher education

Application Goals

Analyzing, evaluating, and synthesizing research findings on curriculum-related issues
Applying Fink's (2004) model of course design for significant learning to an actual undergraduate or graduate level course

Communicating clearly and persuasively to colleagues through one's writing and presentations

Integration Goals

Describing why and how the key components of "integrated course design" (learning goals; teaching & learning activities; and feedback & assessment) should be connected when creating courses, formulating program curricula, and assessing institutional learning outcomes

Articulating the importance and impact of current curriculum concerns to faculty colleagues, department chairs or program directors, student affairs professionals, academic affairs administrators, board members, etc.

Human Dimension Goals

Developing greater self-awareness and self-confidence as both a doctoral student and as an emerging scholar

Enhancing understanding of and appreciation for the alternative perspectives on higher education curriculum, students, teaching, assessment, shared by members of our class

Caring Goals

Formulating curriculum-related questions of personal interest and pursuing them through self-directed inquiry

"Learning-How-to-Learn" Goals

Using advanced information literacy skills to locate current resources in higher education

Conducting a systematic and deep review of current research on a self-selected curriculum-related topic

Developing the practice of reflective self-assessment of one's own work products

Attendance and Participation: Much of the learning that will occur in this course will be the result of shared class experiences examining issues and ideas that go beyond those explored in the assigned readings. Attendance at each of our class sessions along with active participation in class discussions by all students is essential to accomplishing course goals. Thus, the first of the primary course requirements is simply this -- you are expected to attend class sessions in their entirety and participate actively in each.

I understand that an unforeseen circumstance may arise or a competing professional activity (e.g., a conference) is scheduled that prevents attendance at every class session. As a courtesy to all, please notify me in advance of class if you will have to miss a class.

In addition, colleges and universities across the nation are now recognizing the potential impact of widespread public health problems such as H1N1 flu. In an email to the faculty dated August 10, 2009, USF's Student Health Service's Medical Director Eglida Terenzi, MD, noted that faculty who see students who appear ill should advise them to: "(a) Visit the campus health center, and (b) Urge them not to attend class until well . . ." In addition, Dr. Terenzi noted that "Those with H1N1 can infect others for seven days after the onset of symptoms. During that time, they would expose other students to the virus if they attended class." Thus, to help minimize the potential spread of the H1N1 flu to fellow members of our class, please do not come to class if you experience flu-like symptoms or have had the flu within the past week and might still be contagious.

In general, I do consider missing all or part of three or more of our once-per-week class sessions to be excessive; should this occur, we would need to discuss your unique circumstances individually via phone or email (i.e., not during a class session). Out-of-class make-up work addressing topics examined in the missed sessions may be assigned to allow a student to satisfactorily complete the course.

In addition to attending classes, important course information and resources will be shared via email and/or through Blackboard. At a minimum, please plan to check your email daily.

USF's Official Academic Continuity Policy: In an email dated August 15, 2009 faculty were instructed to include the following statement in their course syllabi. "In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information."

Reading Assignments: To help us achieve the primary learning goals of this 7000 level graduate course, I have identified (a) one text, (b) assembled a set of readings drawn from current scholarly writing and research in higher education into a course packet, and (c) identified a few additional "classic" documents that will be made available to you in MS Word or in PDF format through Blackboard. Together these constitute the required readings for this class. Together, these resources provide a variety of reading possibilities to stimulate personal thought and reflection as well as to guide and inform your current or future work.

Our text is *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* by L. Dee Fink (2003). This influential text, published by Jossey-Bass (ISBN 978-0-7879-6055-1; list price \$40.) should be available at the USF Bookstore as well as from such online sources as Amazon.com.

The collection of article readings available as a course packet, or Custom Notes, can be readily purchased from Pro-Copy, 5219 East Fowler Ave (on the corner of 53rd and Fowler in the Publix shopping plaza). Their phone is 813-988-5900 and their fax is 813-980-6532. They stay open 24 hours seven days per week. You can order online at <http://www.procopycoursematerial.com> and receive your material via Priority Mail within 48 hours. A listing of the articles contained in this volume appears on pages 17-18.

In addition, it will be helpful to have access to a copy of the Publication Manual of the American Psychological Association 6th Ed. (2009). Washington, DC: American Psychological Association. Alternatively, occasional users might find the information available online at <http://www.apastyle.org/> sufficient for their purposes; this is a website well worth checking out. There are other free APA Style Documentation Resources that can be found online; for example, <http://owl.english.purdue.edu/owl/resource/560/01/>

Course Activities and Assignments: This course will hopefully encourage and promote your active engagement with course content through both individual reflection and group interaction. Class sessions will employ instructional approaches such as interactive lectures, large & small group discussions, in-class & out-of-class writings, student presentations, etc.

To overview course topics and activities, a detailed calendar describing topics, readings, and assignment due dates is included in this syllabus. Based upon (a) the availability of guest speakers, (b) the total number of in-class presentations and (c) other unforeseen considerations, the instructor may modify this calendar during the semester. Given the importance we will place on thoughtful class discussions, it is important that readings and written assignments be completed on schedule.

In lieu of traditional in-class or take-home examinations, course assignments have been prepared to provide alternative ways of enabling you to demonstrate your understanding of and engagement with course content. These assignments are briefly described on the pages that follow; where needed, additional information about each assignment will be provided either in class or by email.

I anticipate that you will do all of your course assignments on a home or office computer; horror stories from previous semesters remind me to urge you to backup each of your work products on a thumb drive in addition to the backup save on your hard drive.

All assigned work should be submitted in paper format to your instructor. While I recognize that this may be less convenient for you than to submit your work electronically, this course policy exists for two primary reasons. First, reading paper copies places considerably less strain upon my eyes and can be done at times and in places when I am not near my desktop machine. In addition, the cost of printing a semester's worth of work produced by all the students enrolled in each class that I teach would be clearly excessive in both time and printing related expenses especially in light of the current budget crisis. While electronic submissions will be accepted in atypical situations, *I expect that the very vast majority of students' work products will be submitted in class, on schedule, and in paper format.*

Workload: I have thoughtfully tried to ensure that the workload for Curriculum Development in Higher Education is appropriate to a three-credit graduate-level course that serves a diverse audience of doctoral students. I also understand and acknowledge that in addition to your responsibilities for this class, you are all incredibly busy and productive in a multitude of other life roles. Thus, it is my sincere hope that you will read this syllabus carefully and ensure that you are willing and able to devote the time and energy needed to have a successful and enjoyable experience this semester.

USF Library Use: It will be necessary for you to be able to access the many valuable USF Library resources and services from your home or office. Instruction on strategies for planning and conducting your search of the research literature will be provided by Susan Ariew, University Librarian, as a part of our regular class sessions in September 9 and 16.

Blackboard: This semester we will use Blackboard, USF's web-based course management system, primarily for (a) sending periodic announcements, (b) posting PDF files of assigned readings not currently contained in the course packet, and (c) sharing copies of written work with everyone in our class (e.g., your "Course Design for Significant Learning Project" and your "Research Brief Paper")

To ensure that you receive all important messages and announcements ASAP, please make certain to set up your Blackboard account to forward emails to the specific email address you check most frequently.

If you are having difficulty using or trouble shooting problems involving the Blackboard Course Management System, please be advised that the Academic Computing Help Desk offers help services accessible via phone, the Internet, e-mail or in person. The Help Desk provides technical support for: myUSF (Blackboard); Student e-mail accounts; Connecting from home to the USF Libraries

Academic Computing's Help Desk can be reached by phone at 974-1222. Alternatively, for in person support, visit them at the Tampa Campus Library, LIB 117, Information Commons. Their hours of operation include: Sunday 12:00 pm - 9:45 pm; Monday through Thursday 7:30 am - 9:45 pm; Friday 7:30 am - 5:45 pm; and Saturday 10:00 am - 5:45 pm

Academic Computing also offers FREE classes for students and faculty. All classes are held on the Main Campus Library in room LIB618A. To attend any workshop, arrive 5 minutes early with your USFID Card. If you have any questions, please email ac trainers@acom p.usf.edu or visit their website at www.acomp.usf.edu.

Grades: Over time, instructor-assigned course grades have come to play an increasingly prominent role in American higher education. Unfortunately, there is research based evidence (e.g., Janzow & Eison, 1990; Kohn, 2002) that seriously challenges the degree to which current grading practices exerts a positive influence upon the primary instructional goal of enhancing deep and lasting learning. In the context of this graduate-level class, it is my genuine hope that we can focus more of our time, attention and energies on promoting learning than on the pursuit of course grades. [Citations: Janzow, F., & Eison, J. (1990). Grades: Their influence on students and faculty. In M. Svinicki (Ed.), *The changing face of college teaching*. New Directions in Teaching and Learning, No. 42, (pp. 93-102). San Francisco: Jossey-Bass. Kohn, A. (2002, November 8). The dangerous myth of grade inflation. *The Chronicle of Higher Education*, 49(11), B-7. Available online at <http://www.alfiekohn.org/teaching/gi.htm>.]

Further, it is my sincere hope and genuine expectation that each of you will make a sincere personal commitment to submitting only Excellent work products

Course assignments will have the following approximate weightings in the computation of final course grades.

- Active Class Participation (20%)
- Self Assessment of Three Written Work Products due with each assignment (10%)
- Course Design for Significant Learning Project: due November 18 (15%)
- Reflection Journal due October 21 (up to 15%)
- Research Brief FINAL Paper: due December 3 (20%)
- Research Brief Class Presentation: due as scheduled (20%)

Course letter grades (i.e., A, B, C, and F) will be assigned holistically based upon the above noted assignments; pluses and minuses will not be used.

As of fall 2008 a new policy for Incomplete ("I") Grades went into effect. An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. Please familiarize yourself with this policy by both reading the material online at http://www.grad.usf.edu/inc/linked-files/I_Grade_Policy_and_Procedure.pdf and by completing the online form at http://www.grad.usf.edu/inc/linked-files/Incomplete_Grade_Contract.pdf

Other Important Course Policy Issues

Classroom Conduct: As part of our course curriculum we will examine instructional strategies that help form positive faculty-student relationships and establish a positive classroom climate; more significantly, it is an explicit expectation of this class that we will each demonstrate mutual respect for one another in both word and action.

Assignment Deadlines: To help you successfully complete all required course work, assignment due dates have been spaced carefully across our class sessions. Please come to class prepared both by having completed assigned readings and by turning in all assigned work as noted on the course calendar. One assignment deadline that is absolutely crucial is making your conference presentation on its designated date since our schedule, when finalized, will not have any unassigned time slots.

Expectation of Originality: Please ensure that you are the creator of all course work that you submit in this course. This requirement involves making certain that you do not plagiarize; proper citation format (i.e., according to APA guidelines) must be employed when using the ideas or words of others. In addition, please be advised that assignments turned in for this course must be original and unique writing; please do not reuse coursework that you have previously prepared for another course.

Religious Holidays: According to official USF policy, students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor by the second class meeting.

Special Accommodations: Please notify the instructor within the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Student Disability Services Office must accompany the request. The Student Disability Services Office is located in the Student Services Building, Room 1133 on the Tampa campus; the telephone number is (813) 974-4309.

Academic Misconduct: My clear and explicit expectation is that academic integrity will be practiced by all enrolled in this class. Procedures for addressing issues of academic misconduct have been set by the University of South Florida; please familiarize yourself with the relevant institutional policies (e.g., cheating, plagiarism, improper classroom conduct) and ensure that I will not have any cause to address academic misconduct issues in our class.

A Final Note About This Course Syllabus and Learning Guide: While I have tried to be both clear and comprehensive in preparing this syllabus, I fully anticipate that you will have questions to ask and that some minor modifications will need to be made. I urge you to ask your questions in class and through phone call or emails.

Welcome: Last but certainly not least, I want to tell you that I am especially pleased that I have been asked to offer this course. In addition, I am looking forward to working with and learning from each of you. I hope that you share my excitement.

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Primary Course Components

1. Active Class Participation:

Participants are expected to complete reading assignments and to actively use these readings to help stimulate and inform class discussions.

2. Reflection Journal:

Edmund Burke once observed, "Reading without reflecting is like eating without digesting." I have found that one of many productive ways to stimulate and support the process of intellectual digestion about course readings is through the use of a reflective journal.

Boud and colleagues have (1985) have described reflection as "a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciation" (p. 3). [Source: Boud, D., Keogh, R., & Walker, D. (1985). *Reflection: Turning experience into learning*. London: Routledge & Kegan Paul.]. And Boud & Knights (1996) have suggested that the following six features of any learning activity can be used to help promote student reflection:

Learners are actively engaged with a task which they accept is for learning (they are not simply following a prescription or set of rules, but are contributing to their own thinking to the task)

The task is constructed to allow significant elements of choice by the learners so that they can begin to own it and make it meaningful and worthwhile for them — it thus becomes a task which is not undertaken simply to satisfy the needs of the teacher.

The event is not totally predictable to the participants and learners are prompted to notice what they did not expect.

Learners experience is challenged or confronted in some way which allows them to reassess their experience and the assumptions on which they are operating.

Learners are obliged to intervene in some way in their own learning process; they have to make choices and follow the consequences of their choices.

Learners are required to link what is new to them to their existing frameworks of understanding or confront the need to modify these frameworks.

[Source: Boud, D. & Knights, S. (1996). Course design for reflective practice. In N. Gould & I. Taylor, (Eds.). *Reflective learning for social work: Research, theory and practice*. Aldershot, Hants: Arena, 23-34. Retrieved August 25, 2007 from http://www.education.uts.edu.au/ostaff/staff/publications/db_11_boudknights96.pdf].

With these principles as a guide, let me propose that your Reflection Journal should consist of your reflective reactions to five topic areas contained in our course and/or the Custom Notes Course Packet. Each entry should be a well-written typed paper of approximately 500 words (i.e., approximately 2 pages double-spaced pages in length). Your personal interests as well as your own course-specific goals (i.e., the things you most hope to take away from this course) should guide and inform your reflective reading and writing of these journal entries.

An Excellent Reflection Journal will contain five entries in which you make thoughtful and explicit connections between information and ideas contained in the readings and your

- personal experiences (possibly as a student, a faculty member, a trainer, etc)
- assumptions, beliefs and values about course and curriculum design
- strategies for applying/using your new insights in future instructional endeavors
- plans for researching important lingering questions stimulated by the readings.

The DUE Date for your Reflection Journal is October 21.

3. Course Design for Significant Learning Project

One valuable way to apply and demonstrate your understanding of “Course Design for Significant Learning” involves the direct application of your conceptual understanding to concrete and specific course design project of potential use by you in the future.

Thus, for this assignment you will first identify (a) an actual discipline-based undergraduate course or adult education training program that you have taught previously, or (b) an actual discipline-based undergraduate course or adult education training program that you currently teach or (c) either a graduate-level higher/adult education course or a discipline-based graduate course that you have recently completed as a doctoral student. The course or training program you identify will provide your specific and unique context for this project. The current syllabus from this course should be attached to the document you submit.

Then, using Fink’s (2003; 2005) model for promoting significant learning as a general guide, in a 10-12 page paper, you will

- Describe two or more specific and significant situational factors that should be considered when redesigning this course to maximize significant learning
- Formulate a comprehensive set of learning goals to promote significant learning, understanding, and wisdom in the redesign of this course by integrating and applying the writings of Fink (2003), Wiggins & McTighe (2008) and Sternberg (2004)
- Create an “Educative Assessment Plan” for the redesign of this course that addresses two or more of the four elements of Feedback and Assessment discussed by Fink (i.e., forward-looking assessment; criteria and standards; self-assessment; and FIDeLity Feedback)
- Identify and describe two or more alternative active learning instructional strategies that are ideally suited for helping students master the learning goals you identified above to promote significant learning, understanding, and wisdom in the redesign of this course

An Excellent Course Design for Significant Learning presents a clear, well-reasoned and articulated response to each of the above identified elements. Since each student will be selecting his/her own personally relevant course to provide the specific and authentic context for addressing these important issues, there are no “one size fits all” correct responses to these questions. I anticipate, therefore, that this be a challenging assignment to complete; please allow ample time to do so.

The Due Date for this “Course Design for Significant Learning Project” is November 18.

4. Research Brief (Paper)

This semester, in addition to completing assigned course readings, you will have the opportunity to investigate current scholarly writing and research on a self-selected and well-defined topic related to a contemporary issue involving college and university curriculum. The results of your investigation will be shared with the class through both a fifteen-minute in-class presentation as well as through a well-written academic paper that will be posted on our BlackBoard course site.

This project will engage you in (a) identifying a researchable topic of genuine personal interest (i.e., before our third class meeting on September 9, 2009), (b) formulating a comprehensive research plan to locate relevant print and electronic resources A written project update, describing your search strategy and initial bibliographic listing is due September 30, 2009, (c) articulating why your chosen topic is of educational significance, (d) synthesizing the best of what is currently known about the topic, (e) analyzing the collective strengths and limitations of this literature, and (f) proposing a series of research questions that might guide and inform future investigations.

To help you identify and select a topic area, let me suggest perusing thoughtfully the topics addressed in the assigned readings; for some students this process can help identify a course-related topic of personal interest. In addition, the following list of topic areas can also help stimulate your brainstorming and reflection. This list is by no means exhaustive and I encourage you to consider other topics of genuine interest to you.

- Enhancing Students Across the Curriculum
 - Writing Skills
 - Speaking Skills
 - Informational Literacy
 - Learning to Learn
 - Quantitative Reasoning
 - Civic Engagement
- Integrating Into the Curriculum
 - Global Perspectives
 - Sustainability Issues
 - Peace Studies
 - Ethics
 - Spirituality
 - Gay, Lesbian, Bisexual and Transgender Issues
- Designing Courses
 - Freshman Year Experience
 - Senior Year Experience
 - Survey/Introductory
 - Honors
 - Capstone
 - Undergraduate Research

Please remember that your topic must clearly be related to the focus of our EDH 7225 course – Curriculum Development in Higher Education.

While time constraints will necessarily limit subject matter coverage examined in your 15 minute in-class presentation, that are described on the next page, your Research Brief paper should be notable for its breadth, depth, currency and comprehensiveness of analysis of the topic you have selected. That is to say, your paper should be thorough and thoughtful (e.g., your search for relevant scholarly writing and research should not be limited to a shallow and surface level “Googling” of the topic). Depending upon the topic you select, anticipate using between 15-25 references

An Excellent Research Brief paper presents a comprehensive, cogent, well-reasoned and articulated analysis of the chosen topic. Five essential characteristics of an excellent paper include:

- a solid theoretical and practical understanding of the topic by identifying and discussing the relevant major issues, theories, and alternative perspectives
- significant understanding of relevant scholarship on the topic by referencing and properly interpreting the major authors & literature (especially widely cited, refereed, or empirical sources)
- clear and critical thinking on the topic by identifying the salient arguments (pro & con), thoughtfully analyzing & evaluating alternative perspectives, accurately interpreting evidence, justifying key results, explaining reasons offered & assumptions made, synthesizing information from a variety of sources, and showing fair-mindedness in evaluating evidence.
- clarity of organization by presenting a clear thesis statement and introductory paragraph, building an argument or articulating a position in a logically appropriate sequence, spelling out the significance of the literature cited, and offering a clear conclusion.
- clarity and conciseness of expression by writing precisely, using an appropriate style for professional writing (e.g., consistently demonstrating appropriate word choice), and demonstrating command of the conventions of standard written English

The Research Brief paper will be completed in three stages. First, each of you will submit a detailed Project Update for initial review and feedback (Due: September 30). Second, you will submit a DRAFT report including the bibliographic resources you have used (Due: November 4). Third, you will prepare a completed and polished version of your paper (Due: December 3); a printed copy should be delivered to me and an electronic copy of this version should also be posted on Blackboard for each member of our class.

5. Research Brief (Presentation)

The fifth course component will provide an opportunity for you to share the expertise acquired while preparing your Research Brief with your colleagues in our class. Each of you will have 15 minutes to make an informative presentation based upon your Research Brief Paper. Though I anticipate that we will discuss more about these in-class presentations during class, I will also provide an illustrative demonstration of a Research Brief presentation.

An Excellent Research Brief Presentation is one that:

- selectively presents a coherent synthesis the best classic and current research
- discusses the relative strengths and limitations of research cited
- identifies important areas in need of additional research
- provides an interesting and engaging 15-minute learning experience
- uses supportive resources skillfully (e.g., technology tools, handouts)
- makes full use of available time while staying within time constraints

Depending upon the final number of students enrolled in our class this semester, these presentations will be made on November 18, 24 & December 3.

6. Self-Assessment of Work Products:

The practice of thoughtful reflection and honest self-assessment of the quality of one's academic work prior to sharing it with others can be extremely beneficial to both students and faculty. For students, thinking systematically about the relative strengths and limitations of their work in progress often stimulates revision and subsequent improvement prior to submission. Such efforts similarly benefit faculty members who then get to review and critique better quality student work. For these reasons, you will prepare and submit a written self-assessment of the three major written work products along with each assignment: your (a) reflection journal; (b) course design for significant learning project, and (c) your research brief paper. We will talk more about this expectation in class.

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Course Calendar

This Calendar is Subject to Change based upon
the Availability of our Guest Presenters and/or Other Unforeseen Circumstances

August 26: Session 1

Topics to be Explored: Introduction to the Course and to Our Group

Assigned Readings Due: None due today but please bring an enthusiastic attitude

September 2: Session 2

Topics to be Explored: Curriculum Development: Brief Overview of History, Theory
and Current Issues

Assigned Readings Due: Posner (1995). (Available on Blackboard)
Custom Notes Course Packet Section 1
Allen & Tanner (2007) (Available on Blackboard)

September 9: Session 3

Topics to be Explored: (a) Course Design for Significant Learning: Part One
(b) "Conducting Literature Searches: Part One" with Susan
Ariew (Academic Services Librarian for Education & Library
Science, USF Tampa Campus Library)

Assigned Readings Due: Make Certain to Start Reading Fink (2004)

Written Work Due: Identification of a Topic for your Research Brief Paper Due
Today

September 16: Session 4

Topics to be Explored: **Important: We will meet in LIB 209 at 5:15 pm** "Conducting
Literature Searches: Part Two" with Susan Ariew

Written Work Due: Bring Your Completed Worksheet from Susan Ariew

September 23: Session 5

Topics to be Explored: **Library Research Day** (No Class Meeting)

Assigned Readings Due: Make Certain to Finish Reading Fink (2004) Prior to Oct. 7

September 30: Session 6

Topics to be Explored: (a) General Education
(b) Developmental Education

Assigned Readings Due: Custom Notes Course Packet Sections 2 & 3
Awbrey (2005). (Available on Blackboard)
Bailey (2009). (Available on Blackboard)
Boyer Commission on Educating Undergraduates in the
Research University (1998). (Available on Blackboard)
Boyer Commission on Educating Undergraduates in the
Research University. (2002). (Available on Blackboard)

Written Work Due: Research Brief Paper Project Update Due Today

October 7: Session 7

Topics to be Explored: (a) A Conversation with Dee Fink
(b) Curriculum Development in the Major

Assigned Readings Due: Custom Notes Course Packet Section 4
Lee, V. S., Hyman, M. R., & Luginbuhl, G. (2007). (Available
on Blackboard)

October 14: Session 8

Topics to be Explored: (a) Curriculum Development Within an Academic Department
(b) To Be Determined

Assigned Readings Due: Custom Notes Course Packet Section 5
Stark, Briggs, & Rowland-Poplowski (2002). (Available on
Blackboard)

October 21: Session 9

Topics to be Explored: (a) "State and National Perspectives on Curriculum" with
Dr. Kathleen M. Moore (USF Associate Vice President for
Academic Affairs)
(b) To Be Determined

Written Work Due: Reflection Journal Due Today

October 28: Session 10

Topics to be Explored: **Presentation Preparation Day (No Class Meeting)**

November 4: Session 11

Topics to be Explored: (a) "Curriculum Development and Essential Assessment Issues" with Dr. Steve RiCharde (USF Assistant Vice President of Assessment)
(b) Other Aspects of Assessing Learning Outcomes

Assigned Readings Due: Custom Notes Course Packet Section 6
Boud & Falchikov (2005). (Available on Blackboard)

Written Work Due: Research Brief Paper DRAFT Report Due Today

November 11: NO CLASS MEETING (Veterans Day Holiday)

November 18: Session 12

Topics to be Explored: Presentations 1 –7(Titles & Presenters to be Announced)

Written Work Due: None due today

November 24: Session 13

Topics to be Explored: Presentations 8 – 14 (Titles & Presenters to be Announced)

Written Work Due: Course Design for Significant Learning Project Due Today

December 3: Session 14 (Final Class Meeting)

Topics to be Explored: Presentations 15–18 (Titles & Presenters to be Announced)
Student Assessment of Instruction
Course Closing

Written Work Due: Research Brief Paper FINAL Report Due Today
All Other Written Work Not Previously Submitted (Including All Self-Assessments of Work Products)

Curriculum Development in Higher Education Fall 2009: Schedule of Class Presentations

November 4:

5:15 – 6:15 Panel Presentation Group One

5:15 – 5:30 Presenter 1

5:30 – 5:45 Presenter 2

5:45 – 6:00 Presenter 3

6:00 – 6:15 Presenter 4

6:15 – 6:30 Group Discussion

6:30 – 6:50 BREAK (20 minutes)

6:50 – 7:40 Panel Presentation Group Two

6:50 – 7:05 Presenter 5

7:05 – 7:20 Presenter 6

7:20 – 7:35 Presenter 7

7:35 – 7:50 Group Discussion

November 18:

5:15 – 6:15 Panel Presentation Group Three

5:15 – 5:30 Presenter 8

5:30 – 5:45 Presenter 9

5:45 – 6:00 Presenter 10

6:00 – 6:15 Presenter 11

6:15 – 6:30 Group Discussion

6:30 – 6:50 BREAK (20 minutes)

Curriculum Development in Higher Education Fall 2009: Schedule of Class Presentations

November 18: Continued

6:50 – 7:40 Panel Presentation Group Four

6:50 – 7:05 Presenter 12

7:05 – 7:20 Presenter 13

7:20 – 7:35 Presenter 14

7:35 – 7:50 Group Discussion

December 3:

5:15 – 6:15 Panel Presentation Group Three

5:15 – 5:30 Presenter 15

5:30 – 5:45 Presenter 16

5:45 – 6:00 Presenter 17

6:00 – 6:15 Presenter 18

6:15 – 6:30 Group Discussion

6:30 – 6:50 BREAK (20 minutes)

6:50 – 7:05 Student Assessment of Instruction

7:05 - 7:50 Course Closing

Curriculum Development in Higher Education Fall 2009

Course Packet Articles List & Additional Online Readings

Section One: Course Design for Significant Learning

- Fink, L. D. (2005). *Integrated course design*. IDEA Paper # 42. Manhattan, KS: IDEA Center. Retrieved July 20, 2009 from http://www.theideacenter.org/sites/default/files/Idea_Paper_42.pdf
- Levine, L., Fallahi, C. R., Nicoll-Senft, J. M., Tessier, J. T., Watson, C. L., & Wood, R. M. (2008, Fall). Creating significant learning experiences across disciplines. *College Teaching*, 56(4), 247-254.
- Wiggins, G., & McTighe, J. (2008, May). Putting understanding first. *Educational Leadership*, 65(8), 36-41.
- Sternberg, R. J. (2004, January). What is wisdom and how can we develop it. *Annals of the American Academy of Political and Social Science*, 591(1) 164-174.

Section Two: Curriculum Development for General Education Programs

- Gaff, J. G. (2004, Fall). What is a generally educated person? *Peer Review*, 7(1), 4-7.
- Johnson, D. K., Ratcliff, J. L., & Gaff, J. G. (2004, Spring). A decade of change in general education. In J. L. Ratcliff, D. K. Johnson, & J. G. Gaff (Eds.). *Changing General Education Curriculum* (pp. 9-28), New Directions in Higher Education, No. 125, San Francisco: Jossey-Bass.
- Boning, K. (2007). Coherence in general education: A historical look. *Journal of General Education*, 56(1), 1-16.
- Benander, R. & Lightner, R. (2005). Promoting transfer of learning: Connecting general education courses. *Journal of General Education*, 54(3), 199-208.

Section Three: Curriculum Development and Developmental Education

- Merisotis, J. P., & Phipps, R. A. (2000). Remedial education in colleges and universities: What's really going on? *The Review of Higher Education*, 24(1), 67-85.
- Bueschel, A. C. (2009, Spring). The landscape of policies and practices that support student preparation and success. In A. C. Bueschel & A. Venezia (Eds.), *Policies and Practices to Improve Student Preparation and Success* (pps. 1-10), New Directions for Community Colleges, No 145. San Francisco: Jossey-Bass.

Section Four: Curriculum Development in the Major

- Cheesman, K., French, D., Cheesman, I., Swails, N., & Thomas, J. (2007, June). Is there any common curriculum for undergraduate biology majors in the 21st century? *BioScience*, 57(6), 516-522.
- Berheide, C. (2005, January). Searching for structure: Creating coherence in the sociology curriculum. *Teaching Sociology*, 33(1), 1-15.
- Colander, D., & McGoldrick, K. (2009, Spring). The economics major and liberal education. *Liberal Education*, 95(2), 22-29.

Section Five: Curriculum Development within an Academic Department

- Kramer, N. A. (2005, March/April). Capturing the curriculum: A curriculum maturation and transformation process. *Nurse Educator*, 30(2), 80-84.
- Wolf, P. (2007, Winter). A model for facilitating curriculum development in higher education: A faculty-driven, data-informed, and educational developer-supported approach. In P. Wolf & J. C.

Hughes (Eds.) *Curriculum development in higher education: Faculty-driven processes and practices* (pp. 15-20), New Directions for Teaching and Learning, No 112, San Francisco: Jossey-Bass.

Section Six: Assessing Learning Outcomes

- Angelo, T. A. (1999, May). Doing assessment as if learning matters most. *AAHE Bulletin*, 51(9), 3-6. Retrieved July 20, 2009 from <http://www.physics.ohio-state.edu/~jossem/REF/38.pdf>
- Eder, D. J. (2004). General education assessment within the disciplines. *Journal of general Education*, 53(2), 135-157.
- Reeves, T. C. (2006). How do you know they are learning? The importance of alignment in higher education. *International Journal of Learning Technologies*, 2(4), 294-309.

Additional Online Readings (in alphabetical order)

- Allen, D., & Tanner, K. (2007, Summer). Putting the horse back in front of the cart: Using visions and decisions about high-quality learning experiences to drive course content. *Cell Biology Education – Life Sciences Education*, 6, 85-89. **(Available on Blackboard)**
- Awbrey, S. M. (2005). General educational reform as organizational change: Integrating cultural and structural change. *The Journal of Higher Education*, 54(1), 1-21. **(Available on Blackboard)**
- Bailey, T. (2009, Spring). Challenge and opportunity: Rethinking the role and function of developmental education in community college. In A. C. Bueschel & A. Venezia (Eds.), *Policies and Practices to Improve Student Preparation and Success* (pps. 11-30), New Directions for Community Colleges, No 145. San Francisco: Jossey-Bass. **(Available on Blackboard)**
- Boud, D. & Falchikov, N. (2005). Redesigning assessment for learning beyond higher education. In A. Brew & C. Asmar, (Eds.), *Research and Development in Higher Education*, 28, Sydney: HERDSA, 34-41. Retrieved July 20, 2009 from http://conference.herdsa.org.au/2005/pdf/refereed/paper_398.pdf **(Available on Blackboard)**
- Boyer Commission on Educating Undergraduates in the Research University (1998). *Reinventing undergraduate education: A blueprint for America's research universities*. NY: State University of New York at Stony Brook. Retrieved July 20, 2009 from [http://naples.cc.sunysb.edu/pres/boyer.nsf/673918d46fbf653e852565ec0056ff3e/d955b61ffddd590a852565ec005717ae/\\$FILE/boyer.pdf](http://naples.cc.sunysb.edu/pres/boyer.nsf/673918d46fbf653e852565ec0056ff3e/d955b61ffddd590a852565ec005717ae/$FILE/boyer.pdf) **(Available on Blackboard)**
- Boyer Commission on Educating Undergraduates in the Research University. (2002). *Reinventing undergraduate education: Three years after the Boyer report*. NY: State University of New York at Stony Brook. Retrieved July 20, 2009 from [https://dspace.sunyconnect.suny.edu/bitstream/1951/26013/1/Reinventing%20Undergraduate%20Education%20\(Boyer%20Report%20II\).pdf](https://dspace.sunyconnect.suny.edu/bitstream/1951/26013/1/Reinventing%20Undergraduate%20Education%20(Boyer%20Report%20II).pdf) **(Available on Blackboard)**
- Lee, V. S., Hyman, M. R., & Luginbuhl, G. (2007). The concept of readiness in the academic department: A case study of undergraduate educational reform. *Innovative Higher Education*, 32(1), 3-18. **(Available on Blackboard)**
- Posner, G. J. (1995). Theoretical Perspectives on Curriculum. Reprinted from L. R. Lattuca, J. G. Haworth, & C. F. Conrad (Eds.). *College and University Curriculum: ASHE Reader* (2002). Boston, MA: Pearson Custom Publishing. **(Available on Blackboard)**
- Stark, J. S., Briggs, C. L., & Rowland-Poplowski, J. (2002, June). Curriculum leadership roles of chairpersons in continuously planning departments. *Research in Higher Education*, 43(3), 329-356. **(Available on Blackboard)**

Curriculum Development in Higher Education

Fall 2009

EDH 7225 Section Number 901 Reference Number 85947

Student Data Sheet - Please PRINT Legibly

Name: _____

Mailing Address _____

Office Email Address (Required) _____

Do you check your email daily at work? _____

Home Email Address (Optional) _____

Do you check your email daily at home? _____

Do you want emails sent to one or both addresses? _____

Phone Number (Optional) _____

Where do you teach or work? _____

What is your full-time position? _____

What is your primary discipline or field? _____

Towards what graduate degree are you currently working? _____

Is there anything else that you would like me to know?