

Higher Education Curriculum

HIED 66656

Spring 2011

Kent State University

Web-based • 3 semester hours

The syllabus is divided into 4 sections to help you better locate the information you will need: [Instructor information](#), [general course information](#), [course requirements and evaluations](#), and [schedule](#).

Instructor Information

Instructor: Alicia R. Crowe, Ph.D., Associate Professor

e-mail: acrowe@kent.edu (best way to reach me)

Phone: 330.672.0634 (but typically not the best way to get me)

Ways to contact me: **1)** Typically, the best avenue for contact is by posting a question to the *General Course Questions* section of the discussion option on our VISTA8 site for the course. You may use this for questions you think others might benefit from knowing the answer to. For most of your questions, this is likely the best place. **2)** At times, however, you may have a question that you feel requires a less public response, and so you may contact me via my university email (acrowe@kent.edu). Please use a subject line with the course name, HIED 66655, and a brief description. For example the subject line might read: HIED 66656 Question about an assignment.

During the first week or two of classes, the discussion board is usually the best way to contact me as others may have similar general class questions. E-mail is not the way to ask me about *general* course questions. Those should be posted to the discussion board “General Class Questions.”

Please note for all communications, that, although I will attempt to respond to all emails quickly, within a day, at times this may not happen. Tuesdays and Thursdays will be days on campus that I may not respond during the day. I will also make sure to let you know, in some fashion, if I will be at a conference and without email access.

Office hours: I teach on campus usually and do have office hours. You are invited to arrange individual appointments to meet if you would like. These can be made by email.

General Course Information

Graduate Catalog Course Description: Introduces perspectives on curriculum development, implementation and assessment in higher education and addresses theoretical, historical, political and contemporary perspectives on higher-education curriculum.

Learning Outcomes: By the end of this course, each of you should be able to:

1. Define “curriculum” for yourself and explain how others define curriculum;

2. Explain a wide variety of influences on curriculum in higher education (e.g. internal, external, macro, micro);
3. Explain debates about and critiques of college curriculum and develop your own position on some of these;
4. Describe and account for issues that may arise when conducting curricular change in a college or university;
5. Plan for curriculum change taking into account many stakeholders, influences, issues, learning theories, and a specific context;
6. Summarize and plan for systematic curriculum evaluation within a specific context (e.g., your program, your department/school, your college, your institution); and
7. Support and push the learning of yourself and others in positive and active ways.

Technology: This course is web-based and uses the VISTA8 platform used by Kent State University. Members of this course should acquire access to this to be able to participate in the course. There are several items on our VISTA site in the "Resources Related to the Online Nature of the Course" folder that might be needed by some of you.

Accommodations: University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

Required Texts:

Conrad, C. F., & Johnson, J. (Eds.). (2008). *College & university curriculum: Placing learning at the epicenter of courses, programs, and institutions* (2nd ed.). Boston, MA: Pearson Custom Publishing. (This is an ASHE reader and if you are a member you can get this book for less than buying straight from the publisher.)

Lattuca, L. R., & Stark, J. S. (2009). *Shaping the college curriculum: Academic plans in context* (2nd ed.). San Francisco, CA: Jossey-Bass.

Other Texts:

Margolis, E. (Ed.). (2001). *The hidden curriculum in higher education*. New York: Routledge.

Other Resources You May Find Helpful *If you are logged in through Kent's VPN, the links to these journals should take you to one of our databases of electronic versions of issues of these works.*

Journals

[Assessment & Evaluation in Higher Education](#)

[Review of Higher Education](#)

[Studies in Higher Education](#)

Higher Education Newspapers and Magazines *Although not typically the places to find traditional research articles. Some of you may find these higher education focused newspapers/magazines helpful for context.*

[Chronicle of Higher Education](#)

[Diverse Issues in Higher Education \(used to be Black Issues in Higher Education\)](#)

Monographs

[ASHE Higher Education Reports](#) –publication of monographs by ASHE on pressing issues/concerns to the field -- Two relevant ones are:

Holley, K. A. (2009). Understanding Interdisciplinary Challenges and Opportunities in Higher Education. *ASHE Higher Education Report*, 35(2), 1-129.

Glazer-Raymo, J. (2005) Professionalizing Graduate Education. *ASHE Higher Education Report*, 31(4), 1-126.

Case Studies (HIED 66655) Portfolio (for students matriculating in the Higher Education Administration and Student Personnel master's degree program):

As explained in Dr. Lara's syllabi as well: "In the final semester of the HIED program, students enroll in the capstone requirement, Case Studies in Higher Education (HIED 66655). A component of this course is to compile a graduate portfolio - a retrospective of one's experience in the program and thoughts regarding one's job search and future professional development. More specifically, one aspect of the portfolio is to prepare a course work summary. In order to best prepare, students are advised to retain copies of syllabi and course materials such as papers or projects."

Citations

Citations are an important aspect of academic work. You should cite when you use direct quotations and when summarizing an author's argument. You use block quotations or quotation marks along with the in-text citation when it is direct and just the in-text citation when it is the general idea from the author. Citations allow readers to follow your influences, to track down and read original sources, and to trust your arguments. Your citations are a way to help others understand your thinking and what influences you. Please use the *APA Publication Manual* (6th ed.) to guide your decisions about citation style.

Our library has created a helpful guide that you can access through this link:

<http://www.library.kent.edu/files/APACheatSheet.pdf> Others have found Purdue's Online Writing Lab ("OWL") to be helpful as well. You may access this <http://owl.english.purdue.edu/owl/resource/560/01/> .

Understanding the nature of how we will interact in this online class

Some of what is below has been adapted from Dr. Lara's syllabus. So, for some of you this will be familiar.

The Discussion Boards Please ***REPLY*** to posts when you are adding to the topic. Begin a ***NEW THREAD [Create Message]*** when you are introducing a new topic.

Actively engaging in deep thinking, being open to try on and understand new ideas, and supporting one another in thinking differently are all parts of what I hope to support in this course. Your active participation in discussion boards will help make this happen.

4 Types of Discussion Boards

Mixer. This board will allow us in the first week to provide introductions, to get to know one another a bit, and begin share conceptions of curriculum. You will post your *Biography & Thinking about where you are now* as an introduction and you will "**reach out**" to **at least three** classmates you do not know to get to know them.

As the term moves past the first week, I will no longer read this section and it will be a place you can continue informal conversations -- to talk about other topics besides class items. If you think about how a face-to-face class unfolds, there is always the personal wrapped up with the professional conversations (i.e., talk about kids, games, places to have dinner). We don't want to lose these aspects of class just because we are physically separated.

Kitchen Table. Dr. Lara includes the following in some of her syllabi and it is appropriate here (as well as familiar to many of you). "At the kitchen table, friends, family, and colleagues gather to talk about complicated, important, and novel issues and experiences while passing the bread or salt-and-pepper shakers. There may be arguments, questions, challenges, and even laughter, but more often than not people leave the table knowing more about themselves, others, and the world around them than when they came. In short, they gain knowledge in a way that feels personally relevant and socially significant." (as you saw in Dr. Lara's syllabus if you have had her course-- adapted from Dr. Kathi Miner-Rubino, Texas A & M)

Our discussion board will be the main place we have together to get to know one another, our ideas, to push each other, to learn from one another, and to grow. We will have readings and assignments but please bring other things into our world together. In a face-to-face class you would share an article you read, something you heard on the radio, or an interesting experience that connects. Please know I want this to be a part of our time together. Connecting what you read and what we talk about in higher education curriculum to your every day lives is important. This discussion board is for all of this as well as discussion of readings. I do not expect that every person will post an initial thread about every reading but I do expect that every person will interact each week. Come prepared to engage!

Group Boards. As you move into groups of the curriculum book reading, I will create individual boards for each group. Members of each group will be included and I will be able to see these. You will only be a member of one group so you will only see one group board. This will be a place for

your group to meet asynchronously to discuss the reading or plan for your presentation.

General Course Questions. This board will be a space for you to post questions relating to issues or details of the course that are technical in nature (not tied to content or concepts of the course but how the course is organized) that may be relevant to all members of our group. As mentioned earlier, if you have a more personal question please contact me personally. Please read the syllabus thoroughly as well and you may need to revisit the syllabus at other times in the course than just the beginning.

My role on discussion boards

As a member of this community and instructor I will participate in a variety of ways. I will not be able to respond to every post and it would hinder the conversations if I did so. I will read discussions (except for the Mixer board after the first week or two). When I do respond, it is not to correct or to show that someone's post was "right" but rather it seemed, from my reading that it was a good time to add something. I usually post because after reading many posts I think as the "teacher" I think there is something I can add, a question or comment, that helps us continue the conversation in some way. Sometimes I might post early to get us started, sometimes you will post first and I will add on.

Course Requirements & Evaluations

Summary of Evaluation Values

HIED 66656

Getting to know one another	10 points
Weekly Discussions	35 points
Articulating your own stance	15 points
Curriculum Reading and Discussions	35 points
Thinking about where you are now (revisited)	5 points

Total 100 points

Details of Assignments and Evaluations

Assignment 1: Getting to know one another

Due Week 1

This assignment has 3 parts: a biography, "thinking about where you are now," and mixers. The first two will be together as you post an introduction. The final piece is in response to others. Below you will see explanations of each part and then see a "how-to" portion to explain how to post.

Thinking about where you are now

Before our first readings, have considered your thinking on what curriculum is for the conversations for the first week of class. Please post these with your biography in your introductory post. This should be a *brief (one page if you think traditional paper length)* (any format, whatever works to convey your ideas) introduction to your thinking about curriculum in higher education at this point for conversation in class and for us to revisit at the end of the semester.

Questions you might ask yourself as you enter our time together include (but aren't limited to):

What is curriculum to me?

Who controls curriculum?

What is curriculum for?

Should curriculum change? If so, how often? Under what circumstances?

Who and/or what are the major influences on my view of curriculum?

At this point, how might you study curriculum?

5 points possible for this part

Areas that will be considered when evaluating this work:

- **Your definition and perspective** *Is it clear what your perspective is on curriculum? What your current definition is?*
- **General** *For example: Is your writing clear? Do you share enough to allow others to gain some insights into who you are at this point in terms of your curricular thinking?*

Biography

Write a brief but informative **biography** as a way to introduce yourself to us. Since we might not ever get to see one another in a face-to-face setting this is a chance to get to know one another. As you write your biographical piece, think about what others might want to know or might find a connection with (as well as what you are comfortable sharing). Some may share things like the program you are in, what work you engage in or were in if you are a full time graduate student, if you are a GA what you do, research interests, your purpose for taking this course and anything else you want to share. Please be yourself in the biography part, be creative and humorous if that is who you are.

- ***In the roster course tool, post a photo, and if you have one you may post a weblink from your personal website in Roster course tool.***

Mixer. Reach out to **at least three** peers to get to know one another better. For example, you might notice something similar or different in the way you think about curriculum or in a life experience and that might be a place to start a conversation.

5 points for the biography and mixer portion

The "How-To" of Assignment One

Posting an introduction: Use a NEW THREAD on the Mixer discussion board. In the Subject line, place your first and last name. In the text space, place your "biography" and your thinking on curriculum (the *Thinking about where you are now piece*).

Mixing: Use the REPLY function to connect with your three or more classmates.

Assignment 2: Weekly Discussions *Ongoing Week 2 – Exam Week*

Weekly discussions of readings and your curricular thinking will be a major part of this course and the "kitchen table" discussion board will be the main place we have together to get to know one another, our ideas, to push each other, to learn from one another, and to grow.

I do not expect that every person will post an initial thread about every reading every week but I do expect that every person will interact in a meaningful way on the discussion board each week. For example, one person might post a new post and the entire week we might find that we continue to talk about this one idea and bring all readings to bear. This can be as powerful as having five or six different threads going. So, please do not feel that you need to provide an initial post each week. As long as you are sharing, adding, supporting one another, asking good questions, bringing life experience and readings together, then you are participating. With this in mind, you will notice that we have readings and assignments to discuss but please bring other things into our world together. In a face-to-face class you would share an article you read, something you heard on the radio, or an interesting experience that connects. Please know I want this to be a part of our time together. Connecting what you read and what we talk about in higher education curriculum to your every day lives is important. This discussion board is for all of this as well as discussion of readings. Come prepared to engage!

Due: Each week, Week 2 – 16 (exam week)

15 weeks of discussions since the first week discussions are assignment 1 ☺

Discussions for weeks 2-13 are around the readings for that week

Discussions for weeks 14 & 15 are related to your colleagues' presentation and discussion lead related to Assignment 4

Discussions for week 16 are around Assignment 5

Value: 30 points

Criteria: To earn full credit, you will participate in discussions each week. Over the whole term, postings should show your thinking about readings (i.e. providing insights, posing questions,

making connections to your practice, making connections across readings) and helping engage others in conversations about the readings. A full credit score represents active, consistent, high quality contribution.

Assignment 3: Articulating your own stance and concrete implications of that stance
Due Week 11

In this essay, you will begin to articulate your beliefs on the purpose of curriculum more clearly.

1. Choose an area of focus to discuss the purpose. For example, some of you may choose to begin to articulate a more robust view of the purpose of the community college curriculum.
2. Explain, using literature we have been reading and other readings, your position on the purpose of this curriculum.
3. Explain the implications of this purpose for the academic plan that should be developed.
 - a. In concrete implications you might answer questions such as: What courses should students be taken? Who decides which courses? What type of teaching should be occurring in our institution if this is the purpose we see?
 - b. You could do this as a concrete plan of study that has annotations that show where the influences are from your purpose of readings.

4-7 pages without reference page

15 points of final grade

Due Week 11

Assignment 4: Deepening the conversation about curriculum Assignment
Varied Due Dates Beginning Week 3
Last "presentation" and discussion lead Due Week 14

Choose a curriculum book (from higher education curriculum or curriculum studies broadly) that will help us deepen our conversations and contemplation of curriculum in higher education. Find a group to work with. Read and discuss together – I will set up discussion boards for your small group to use to discuss the book as you are reading it. Create a presentation and questions for discussion. Lead class!

The "mixer" board would be a good place to post an idea and to see who might be interested in forming some groups. Your group should be 2-4 people. Any more than four and you may find it difficult to work together considering your varied schedules and even with four you may run into some of that; two is awfully small to get a good conversation going unless you have an already established strong critical friendship. I will let you decide but may provide guidance if the group gets too big.

I will provide a list of possible readings to choose from but another option is always possible, just ask.

Presentation and leading should include an overview of the book you chose and some questioning/activity that helps us all engage with the ideas within the book. You could create some scenarios or situations for us to discuss based on a few key ideas from the book. You could provide 2 key paragraph length readings that encapsulate a key idea and have us discuss it and the implications. Just think about how to engage our group in conversation around the ideas of the book. If you have an idea and wonder if it will work, just ask me. ☺

Due dates

Week 3	<i>Topic and groups (post on vista in General Course Questions)</i>
Weeks 4 – 8	<i>Discussions as you read (I will create an space for your group)</i>
Weeks 9 – 13	<i>Planning for "presentation" and discussion leads</i>
Weeks 14 – 15	<i>Presentations and leading</i>
Weeks 15 – 16	<i>Reflections on the process (due the week after you lead)</i>

Grading

<i>Discussions</i>	<i>10 points</i>
<i>Presentations and leading</i>	<i>20 points</i>
<i>Reflections on the overall experience</i>	<i>5 points</i>

Assignment 5: Thinking about where you are now (revisit)

Due May 3

Your final week of class, consider where you are now in your thinking about curriculum first. Then you can look back to what you had said at the beginning.

In your write-up include:

- 1) Your current definition of curriculum showing your own perspective on what curriculum is and who and what it is;
- 2) Specific reflections on your growth/learning this semester;
- 3) Curricular questions you still have that you want to continue to grapple with as a member of the higher education community; and
- 4) Ties to your readings as needed and relevant.

2-3 pages plus any needed references 5 points

Due before midnight Tuesday, May 3

Areas that will be considered when evaluating this work:

- **Your definition and perspective** *Is it clear what your perspective is on curriculum? Is your definition clear? Is it clear who or what theories or approaches influenced this perspective?*
- **Lessons learned** *Are your lessons clear and succinct? Do they show insight into the field and your own growth?*
- **Your questions** *Do they show insight into the field and your own growth?*
- **General** *For example: Are connections to the course, readings, and, if appropriate for your situation, your experiences present, clear, and appropriate? Is your writing clear?*

Grading Scale

The following scale will be used for calculating the letter grade from the points earned.

A = 93-100 points	A- = 90-92.9 points	B+ = 87-89.9 points
B = 83-86.9 points	B- = 80-82.9 points	C+ = 77-79.9 points
C = 73-76.9 points	C- = 70-72.9 points	D+ = 67-69.9 points
D = 63-66.9 points	D- = 60-62.9 points	F = below 60 points

Late work

All work should be submitted on the due date. Late work, in general is not accepted. I do understand that at times in life emergencies arise and there may be a need to turn a piece of work in on an alternative date but these circumstances should be discussed individually with me.

A Note About Timing of Classes

Since this class is asynchronous there is no one set time for when we meet. So that we have a shared sense of what a "class" is please note that I am considering each week to end on Friday at midnight. I am hopeful that conversations will build week to week and that readings from one week will be referred to in other weeks but for the purpose of staying focused each week and all being on a similar page, the focus for each week (including readings) will begin on Saturday at 12:01 am and end at midnight on Friday. For example, for week 1, required postings (introductions, mixers, etc.) will need to be completed by Friday, January 14 at midnight.

Tentative Schedule

This schedule is tentative and we may need to make changes as the course evolves based on where our discussions lead.

Week/Date	Focus for this week	Readings for this week	Assignments for this week
Week 1 Jan 10 – 14	Introductions to each other and our thinking of higher education curricula		Getting to know one another by Friday midnight
Week 2 Jan 15 – 21	What is curriculum? What can be hidden in our curricula?	Lattuca & Stark: Ch. 1 Fraser & Bosanquet (2006) "The curriculum?" Margolis et al "Peekabo" Gair & Mullins "Hiding in Plain Sight"	<i>Weekly discussions</i>
Week 3 Jan 22 – 28	Beginning to think about curriculum design and redesign	Lattuca & Stark: Ch. 5 & 10 Choose 1 reading from the ASHE reader section IV Curriculum Change	<i>Weekly discussions;</i> Topics and groups for Curriculum reading
Week 4 Jan 29 – Feb 4	Conversations about supporting change continue	Lattuca & Stark: Ch 9 Conrad's "Organizing Principles" from the ASHE reader Choose 1 other reading from the ASHE reader section III Curricular Design	<i>Weekly discussions;</i> <i>Be reading your book for your group</i>
Week 5 Feb 5 – 11	Conversations about supporting change continue	Choose 2 readings from the ASHE reader section III Curricular Design or IV Curriculum Change	<i>Weekly discussions</i>
Week 6 Feb 12 - 18	Considering Influences – Where do you stand? What do others think?	Lattuca & Stark: Ch. 2 – 4	<i>Weekly discussions</i>
Week 7 Feb 19 – 25	Conversations continue	Choose 3 readings from the ASHE reader section I Points of Departure	<i>Weekly discussions</i>
Week 8 Feb 26 – March 4	Conversations continue	Barnett (2009) "Knowing and becoming" Choose 2 readings from the ASHE reader section II Curricular Conversations	<i>Weekly discussions</i>

Week 9 March 5 –11	Considering learners and teaching in the curriculum	Lattuca & Stark: Ch. 6 & 7	<i>Weekly discussions;</i> <i>Start planning with your group for your curriculum reading presentation and discussion</i>
Week 10 March 12-18	Conversations continue	Choose 3 readings from the ASHE reader section V Teaching, Learning and the Curriculum	<i>Weekly discussions</i>
Week of March 19 - 27	Spring Break		
Week 11 March 28 – April 1	Conversations continue	Choose 3 readings from the ASHE reader section V Teaching, Learning and the Curriculum	Articulating your stance <i>Weekly discussions</i>
Week 12 April 2 -8	Considering the relationships among assessment, evaluation and curriculum	Lattuca & Stark: Ch. 8 Choose 1 readings from the ASHE reader section VI Evaluation, Assessment, and the Curriculum	<i>Weekly discussions</i>
Week 13 April 9 – 15	Conversations continue <i>Presentations may begin if we have more than 6 groups</i>	Choose 2 readings ASHE reader section VI Evaluation, Assessment, and the Curriculum	<i>Weekly discussions</i>
Week 14 April 16 - 22	<i>Presentations/ discussion leads</i> (2-3 groups)		Curriculum Reading Presentation & Discussions
Week 15 April 23 – 29	<i>Presentations completed</i> (3 groups)		Curriculum Reading Presentation & Discussions <i>Reflections on process due for week 14 presenters</i>
Exam Week April 30 – May 6	Discussions of what we have learned and where we are now	Each other's statements about where you are now	Thinking about where you are now (revisited) by

	<p><i>What lessons have we learned? In what ways have you reconsidered what curriculum is or how to facilitate curriculum change or rethinking in your current or a future institution? Where will you go from here?</i></p>		<p>Tuesday May 3</p> <p><i>Weekly conversations are around "where you are now" instead of readings (final postings by Friday midnight)</i></p> <p><i>Reflections on process due for week 15 presenters</i></p>
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