

## **EDL 542 – CURRICULUM IN HIGHER EDUCATION (2 CREDITS)**

### **THE PLAN, THE DESIGN, THE PROCESS, & THE LEADERSHIP**

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**OFFICE HOURS:** 30 minutes before each class meeting and following the end of each class meeting as well as by appointment

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#### **COURSE DESCRIPTION**

“A study of processes for planning, implementing, and evaluating curriculum within institutions of higher education. Topics will include historical perspectives on curriculum in higher education, governance systems related to curriculum development and adoption, and issues of current interest and concern.”

#### **PRIMARY COURSE OBJECTIVES/IDENTIFIABLE OUTCOMES**

- (1) To identify several definitions of higher education curriculum;
- (2) To articulate the historical and philosophical roots of college curricula;
- (3) To contrast the differences between approaches by rationalists and pragmatists;
- (4) To list and differentiate the various curricular models (8 curricular models will be emphasized);
- (5) To compare and contrast several curricular movements (e.g., Yale Report, Harvard Redbook);
- (6) To identify and discuss several curriculum reform agenda;
- (7) To evaluate the national reports on curricular reform;
- (8) To identify the approaches to general education curricula;
- (9) To argue and analyze the pros/cons of the Western Traditions and other curriculum wars;
- (10) To explain the roles of social institutions and structures onto curricular developments;
- (11) To illustrate and discuss sources of “hidden” curricula on and off the college campus;
- (12) To articulate and apply perspectives of structural-functionalists, critical theorists, and symbolic interactionists interpretations to knowledge and the role of curriculum;
- (13) To describe and apply the cognitive and behavioral approaches to student learning and development;
- (14) To define and apply the Contextual Filters Model by Stark, Lowther, & Bentley;
- (15) To identify and classify various considerations (e.g., cost) and constituents (e.g., accrediting bodies) to curriculum planning and development;

- (16) To explain the curriculum development process as suggested by Stark & Lattuca.
- (17) To discuss and apply Conrad and Pratt's Framework for Curricular Decisions as well as identifying new elements, which are omitted from the model;
- (18) To suggest areas in which there is a gap in the curriculum literature;
- (19) To connect the K12 curriculum experiences with those in higher education;
- (20) To appreciate the complexities and challenges of curriculum planning and leadership in higher education.

### **COURSE EXPECTATIONS AND CLASSROOM ETIQUETTE**

- *Attendance and Engagement:* Your contributions to class discussions, and your absorption and reflection during the interactive components of the course add to your overall learning as well as to others in the class. Thus, attendance and engagement are mandatory.
- *Preparation:* Your level of preparedness directly impacts the course dynamics; therefore, readings and other assignments should be completed prior to the course meeting. In addition, absent a valid excuse or prearranged agreement, late assignments will not be accepted.
- *Opportunity and Openness:* The classroom should be a safe place to express ideas, opinions, and beliefs. Indeed, academic criticisms and discussions are critical elements of the course; however, behavior that obstructs traditional norms of academic freedom and mutual respect are not acceptable. Similarly, class participation is encouraged; at the same time, consideration of others such as providing others time to speak and learn should be respected. In other words, please provide opportunities for others to join the discussion.
- *Devices and Disruptions:* Please silence cell phones, beepers, and similar gadgets during class meetings. If you are on-call or an emergency signal is given, please quietly step outside of the classroom to address the matter.
- *Food and Physical Environs:* The class meetings are quite long. Although there will be periodic breaks, there may be times when you need to use the restroom, eat a snack in-class, or stretch a bit more. These are understandable needs. I only ask that you move quietly, keep the room clean, and avoid disrupting others. In addition, please feel free to provide me suggestions on how to make the physical environment and experience more comfortable.
- *Academic Integrity:* Adherence to academic norms and ethical standards is expected of graduate students. Your work must conform to University, College, and Department policies. Moreover, I wish to note that academic integrity consists of authenticity and proper attribution. Thus, fabrication of content and plagiarism will not be condoned. Violators of the academic integrity policy will automatically receive a failing grade for the assignment and will be brought before a committee to review the academic violation, which may result into dismissal from the program. Emphasizing this point further, I wish to remind everyone to please properly attribute works (see also, Code of Student Life, Rule 3-3; Graduate Academic Catalog section on Academic Standards).

### **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

The University will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Disability Support Services. At the Grand Forks campus, you may reach the staff at 190 McCannel Hall or (701) 777-3425 v/tty. Services are available to students who are registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well.

**COURSE EVALUATION/GRADING**

20% Class Participation & Preparedness

30% Group Activities

50% Final Project

(see Final Project handout)

A 90-100      B 80-89      C 70-79

*Class Participation:* Class participation includes contributions to class discussions, analysis and synthesis of the readings, application of theories and concepts, and short, individually-based, in-class assignments.

*Group Activities:* Group activities refer to your individual participation and role in group discussions and problem-solving activities during class time. Oftentimes, these activities will be in response to the assigned readings.

*Final Project:* A handout describing the final project requirements and expectations will be issued on the course CD. Briefly stated, three pods will be formed prior to the first day of the class. Each of the pods will be required to research on one of the following areas ...

- (a) **Curriculum Innovation:** The curriculum innovation pod is responsible for constructing an annotated bibliography and a literature review on theoretical, conceptual, and practical components related to innovative curricula design and execution.
- (b) **Market Responses:** The market responses to curriculum design pod is responsible for constructing an annotated bibliography and a literature review on theoretical, conceptual, and practical components related to higher education's market responses to curricula design and execution.
- (c) **Curriculum Consultants:** The curriculum consultants pod is responsible for constructing an annotated bibliography and a literature review on theoretical, conceptual, and practical components related to the work that curriculum consultants engage in.

**REQUIRED TEXTS & MATERIALS**

Stark, J. S., & Lattuca, L. R. (1996). Shaping the college curriculum: Academic plans in action.

Boston, MA: Allyn and Bacon.

Chronicle of Higher Education (access to weekly paper)

Username: 22144765      Password: 2cflib65

Articles and Other Readings (see CD).

**OPTIONAL: SOME GREAT RESOURCES FOR HIGHER EDUCATION CURRICULUM LEADERSHIP**

Apple, M. W. (1996). Cultural politics & education. New York, NY: Teachers College Press.

Bergquist, W. H., Gould, R. A., & Greenberg, E. M. (1981). Designing undergraduate education.

San Francisco, CA: Jossey-Bass, Inc.

Carnegie Foundation for the Advancement of Teaching (1977). Missions of the college curriculum.

San Francisco, CA: Jossey-Bass, Inc.

Conrad, C. F. (1978). The undergraduate curriculum: A guide to innovation and reform. Boulder,

CO: Westview.

Gaff, J. G., Ratcliff, J. L., & Associates (Eds.) (1996). Handbook of the undergraduate curriculum :

A comprehensive guide to purposes, structures, practices, and change. San Francisco, CA: Jossey-Bass, Inc.

Haworth, J. G., & Conrad, C. F. (1997). Emblems of quality: Developing and sustaining high-quality programs. Needham Heights, MA: Allyn and Bacon.

- Lattuca, L. R., Haworth, J. G., & Conrad, C. F. (Eds.) (2005). College and university curriculum: Developing and cultivating programs of study that enhance student learning. Needham Heights, MA : Pearson Custom Publishing.
- Levine, A. (1978). Handbook on undergraduate curriculum. San Francisco, CA: Jossey-Bass, Inc.
- Margolis, E. (Ed.) (2001). The hidden curriculum in higher education. New York, NY: Routledge.
- Mestenhauser, J. A., & Ellingboe, B. J. (1998). Reforming the higher education curriculum: Internationlizing the campus. Phoenix, AZ: Oryx Press.
- Nussbaum, M. C. (1997). Cultivating humanity: A classical defense of reform in liberal education. Cambridge, MA: Harvard University Press.
- Rudolph, F. (1977). Curriculum: A history of the American undergraduate course of study since 1636. San Francisco, CA: Jossey-Bass, Inc.
- Weingartner, R. H. (1992). Undergraduate education: Goals and means. Phoenix, AZ: Oryx Press.

## WEEKEND 1

### EPISTEMOLOGY AND CURRICULUM DEFINITION

*"The college is meaningless without a curriculum, but it is more so when it has one that is meaningless."*

*Mark Van Doren, 1943<sup>1</sup>*

- BOOK: Stark, J. S., & Lattuca, L. R. (1996). Shaping the college curriculum: Academic plans in action. Boston, MA: Allyn and Bacon. [Read Chapters 1-3, pp. 1-41]
- 1.A.i Gumport, P. J., & Snyderman, S. K. (2002). The formal organization of knowledge: An analysis of academic structure. Journal of Higher Education, 73(3), 375-408.
- 1.A.ii Brown, R. H., & Schubert, J. D. (2002). The contested academy. American Behavioral Scientist, 45(7), 1051-1060.
- 1.A.iii Gregorian, V. (2004, June 4). Colleges must reconstruct the unity of knowledge. Chronicle of Higher Education, 50(39) B12.
- 1.A.iv Walsh, S., & Fogg, P. (2002). Editing the mission. Chronicle of Higher Education, 48(48) A10.
- 1.A.v Conrad, C. F. (1978). The undergraduate curriculum: A guide to innovation and reform. Boulder, CO: Westview Press. [SKIM]

<sup>1</sup> Most of the quotes are from Birbaum, R. (2004). Speaking of higher education: The academic's book of quotations. Westport, CT: Greenwood Publishing Group, Inc.

## NATIONAL IMPERATIVE?: PLAYERS AND INTERESTED PARTIES IN EDUCATION

*"They teach you anything in American universities. You can major in mud pies."*

*Orson Welles, n.d.*

- 1.B.i Wingspread Group on Higher Education. (1993). An American imperative: Higher expectations for higher education, an open letter to those concerned about the American future. Racine, WI: The Johnson Foundation, Inc. [SKIM]
- 1.B.ii U.S. Department of Labor (1991). What work requires of schools: A SCANS report for America 2000. Washington, DC: Author. ("SCANS Report") [SKIM]
- 1.B.iii Caboni, T. C., & Adisu, M. (2004). A Nation at Risk after 20 years: Continuing implications for higher education. Peabody Journal of Education, 79(1), 164-176.
- 1.B.iv Levine, M. (2005, Feb. 18). College graduates aren't ready for the real world. Chronicle of Higher Education, 51(24), B11.
- 1.B.v Miller, M. A. (2003). The meaning of the baccalaureate. About Campus 8(4), 2-8 [OPTIONAL]
- 1.B.vi Goldberg, M., & Traiman, S. L. (2001). Why business backs education standards. Brookings Papers on Education Policy. [SKIM]
- 1.B.vii Center for Educational Policy Research (2003). Understanding university success. Eugene, OR: Center for Educational Policy Research, University of Oregon. [SKIM]
- 1.B.viii American Council on Education (2004). Public accountability for student learning in higher education: Issues and options. Washington, DC: Author. [SKIM]
- 1.B.ix Magner, D. K. (1996, Mar. 29). Standards in a free-fall?. Chronicle of Higher Education, 42(29), A17-A19. [SKIM]

## AMERICAN HISTORY & HIGHER EDUCATION CURRICULUM (BRIEF DISCUSSION)

- 1.C.i Cremin, L. A. (1970). American education: The colonial experience, 1607-1783. New York, NY: Harper & Row. (Chapter on "College") [OPTIONAL]
- 1.C.ii Sloan, D. (1971). The Scottish Enlightenment and the American college ideal. New York, NY: Teachers College Press. (Read section on "Science, Society, and the Curriculum: Conclusions") [OPTIONAL]
- 1.C.iii Wright, B. (1988). For the children of the infidels?: American Indian education in the colonial colleges. American Indian Culture and Research Journal, 12(3), 1-14. [SKIM]
- 1.C.iv Sun, J. C., & Associates (1999). History of higher education timeline (Unpublished document). New York, NY: Teachers College at Columbia University. [SKIM]

- 1.C.v Rudolph, F. (1977). Curriculum: A history of the American undergraduate course of study since 1636. San Francisco, CA: Jossey-Bass, Inc. (Chapter 3, The New American Curriculum, pp. 54-98) [OPTIONAL]

## GENERAL EDUCATION

*“The integrated core concerns itself with the universal experience that are common to all people, with those shared activities without human relationships are diminished and the quality of life reduced.”*

Ernest L. Boyer

- BOOK: Stark, J. S., & Lattuca, L. R. (1996). Shaping the college curriculum: Academic plans in action. Boston, MA: Allyn and Bacon. [Read Chapters 4-5, pp. 42-112]
- 2.A.i Newton, R. R. (2000). Tensions and models in general education planning. Journal of General Education, 49(3), 165-181.
- 2.A.op.i Dekle, D. (2004). The metacurriculum: Guarding the golden apples of university culture. Phi Kappa Phi Forum, 84(4), 45-46. [OPTIONAL]
- 2.A.op.ii Juric, L. P. (2004). Is general education higher education?. Phi Kappa Phi Forum, 84(4), 46. [OPTIONAL]
- 2.A.ii Hutchins, R. M. (1936). The higher learning in America. New Haven, CT: Yale University Press. (Chapter 3, *General education*, pp. 59-87). [GROUP A]
- 2.A.iii Stevens, A. H. (2001). The philosophy of general education and its contradictions: The influence of Hutchins. Journal of General Education, 50(3), 165-191. [GROUP A]
- 2.A.iv Bennett, W. J. (1984). To reclaim a legacy: A report on the humanities in higher education. Washington, DC: National Endowment for the Humanities. [GROUP B]
- 2.A.v Banks, J. A. (1993). The canon debate, knowledge construction, and multicultural education. Educational Researcher, 22(5), 4-14. [GROUP B]
- 2.A.vi Cheney, L. V. (2005). 50 hours: A core curriculum for college students. In L. R. Lattuca, J. G. Haworth, & C. F. Conrad (Eds.). College and university curriculum: Developing and cultivating programs of study that enhance student learning (pp. 195-199). Needham Heights, MA : Pearson Custom Publishing. [GROUP C]
- 2.A.vii Rosovsky, H. (1990). The university: An owner’s manual. New York, NY: W. W. Norton & Company. [Chapter 7, *One version of core*, pp. 113-130] [GROUP C]
- 2.A.viii Chang, M. J. (2002). The impact of an undergraduate diversity course requirement of students’ racial views and attitudes. Journal of General Education, 51(1), 21-42. [GROUP Gen-X]

- 2.A.ix Ratcliff, J. L. (2004). Re-envisioning the change process in general education. In J. L. Ratcliff, D. K. Johnson, & J. G. Gaff (Eds.), Changing General Education (New Directions for Higher Education, No. 125) (pp. 97-118). San Francisco, CA: Wiley Periodicals, Inc. [GROUP Millennials]
- 2.A.op.iii Meacham, J., & Ludwig, J. (1997). Faculty and students at the center: Faculty development for general education courses. Journal of General Education, 50(4), 169-183. [OPTIONAL]
- 2.A.op.iv Miller, G. E. (2001). General education and distance education: Two channels in the new mainstream. Journal of General Education, 50(4), 314-322. [OPTIONAL]
- 2.A.op.v Bers, T. (2000). Assessing the achievement of general education objectives: A college-wide approach. Journal of General Education, 49(3), 182-210. [OPTIONAL]

### LIBERAL EDUCATION & DEMOCRACY IN A GLOBAL SOCIETY

*“Citizens who cultivate their humanity need, further, an ability to see themselves not simply as citizens of some local region or group but also, and above all, as human beings bound to all other human beings by ties of recognition and concern”*

*Martha C. Nussbaum, 1997, p. 10*

- 2.B.i Bloom, A. (1987). Closing of the American mind. New York: Simon & Schuster. (Introduction: *Our virtue*, pp. 25-43)
- 2.B.ii Levine, L. W. (1996). The opening of the American mind: Canons, culture, and history. Boston, MA: Beacon Press. (Chapter 1, *Through the looking glass*, pp. 3-33).
- 2.B.op.i Knepfelpamp, L., & Schneider, C. (1997). Education for a world-lived in common with others. In R. Orrill (Ed.), Education and democracy: Re-imagining liberal learning in America (pp. 327-344). New York, NY: College Entrance Examination Board. [OPTIONAL]
- 2.B.op.ii Duster, T. (1997). The stratification of cultures as the barrier to democratic pluralism. In R. Orrill (Ed.), Education and democracy: Re-imagining liberal learning in America (pp. 263-286). New York, NY: College Entrance Examination Board. [OPTIONAL]
- 2.B.op.iii Young, J. (2003, Apr. 11). Persuading students to care. Chronicle of Higher Education, 49(31), A47. [OPTIONAL]
- 2.B.op.iv Schultz, D. L. (1993). To reclaim a legacy of diversity: Analyzing the “political correctness” debates in higher education. New York, NY: National Council for Research on Women. [OPTIONAL]
- 2.B.op.v Institute for Higher Education Policy (2000). Educating the emerging majority: The role of minority-serving colleges and universities in confronting America’s teacher crisis. Washington, DC: Author. [OPTIONAL]

- 2.B.op.vi Swail, W. S., Redd, K. E., & Perna, L. W. (2003). Retaining minority students in higher education: A framework for success (ASHE-ERIC Higher Education Report, 30(2)). San Francisco, CA: Wiley Periodicals, Inc. [Suggested optional reading – read pp. 103-107 and skim 43-127] [OPTIONAL]
- 2.B.op.vii American Indian Higher Education Consortium & The Institute for Higher Education Policy (2001). Building strong communities: Tribal colleges as engaged institutions. Alexandria, VA: American Indian Higher Education Consortium. [OPTIONAL]
- 2.B.op.viii Green, M., & Barblan, A. (2004). Higher education in a pluralist world: A transatlantic view. Washington, D.C.: American Council on Education. [OPTIONAL]

### PERSONALIZED and GRADUATE EDUCATION

*“I want to argue an unpopular cause: the cause of the old, free elective system in the academic world, or the untrammelled right of the undergraduate to make his own mistakes.”*

*Howard Mumford Jones, 1955*

- 3.A.op.i Smallwood, S. (2002). Me and my professor. Chronicle of Higher Education, 48(23), A16. [OPTIONAL]
- 3.A.op.ii Gaff, J. G., Pruitt-Logan, A. S., Sims, L., & Denecke, D. D. (2003). Preparing future faculty in the humanities and social sciences. Washington, DC: Council of Graduate Schools. [OPTIONAL]
- 3.A.op.iii Pruitt-Logan, A. S., Gaff, J. G., & Jentoft, J. E. (2002). Preparing future faculty in the sciences and mathematics. Washington, DC: Council of Graduate Schools. [OPTIONAL]
- 3.A.op.iv Zhang, L. (2004). Advance to graduate education: The effect of college quality and undergraduate majors. Ithaca, NY: Cornell University. [OPTIONAL]

### WORKFORCE DEVELOPMENT & PROFESSIONAL EDUCATION

*“I was planning to go into architecture. But when I arrived, architecture was filled up. Acting was right next to it, so I signed-up for acting instead.”*

*Tom Selleck*

- 3.B.i McPhee, S. (2004). Hot programs at community colleges. Washington, DC: American Association of Community Colleges. [SKIM]
- 3.B.ii Karoly, L. A., & Panis, C. W. A. (2004). The 21<sup>st</sup> century at work: Forces shaping the future workforce and workplace in the United States. Santa Monica, CA: Rand Corporation. [Read Summary only, pp. xiii-xxxix]

- 3.B.iii Kamal, M. (2005). Information technology workforce: Planning for the future. Journal of American Academy of Business, 7(2), 23-26. [SKIM]
- 3.B.iv Bragg, D. D. (2001). Opportunities and challenges for the new vocationalism in American community colleges. In D. D. Bragg, The new vocationalism in American community colleges (New Directions for Community Colleges, no. 115) (pp. 5-15). San Francisco, CA: Wiley Periodicals, Inc. [SKIM]
- 3.B.op.i Orr, M. T. (2001). Community colleges and their communities: Collaboration for workforce development. In D. D. Bragg, The new vocationalism in American community colleges (New Directions for Community Colleges, no. 115) (pp. 39-49). San Francisco, CA: Wiley Periodicals, Inc. [OPTIONAL]
- 3.B.v Sharpe, N. R., & Prichett, G. D. (2004). Business curricula should integrate liberal-arts and vocational skills. Chronicle of Higher Education, 50(30), B19. [GROUP Gen-X]
- 3.B.vi Bennis, W. G., & O'Toole, J. (2005). How business schools lost their way. Harvard Business Review, 83(5), 96-104. [GROUP Millennials]
- 3.B.op.ii Sun, J. C. (2005). Professional schools: Research and assessment involving multiple constituencies. In J. E. Lane & M. C. Brown (Eds.), Examining unique campus settings: Insights for research and assessment (New Directions in Institutional Research No. 124) (pp. 5-29). San Francisco, CA: Jossey Bass, Inc. [OPTIONAL]
- 3.B.op.iii Jones, E. A. (2002). Transforming the curriculum: Preparing students for a changing world (ASHE-ERIC Higher Education Report, 29(3)). San Francisco, CA: Wiley Periodicals, Inc. [OPTIONAL]
- 3.B.op.iv Diamant, M. (2005, May 6). Diversifying their crops. Chronicle of Higher Education, 51(35), A32. [OPTIONAL]
- 3.B.op.v Arnone, M. (2004, Jan. 9). A new engineering curriculum tries to make magic. Chronicle of Higher Education, 50(18), A8. [OPTIONAL]
- 3.B.op.vi Medley, C. F., & Horne, C. (2005). Using simulation technology for undergraduate nursing education. Journal of Nursing Education, 44(1), 31-35. [OPTIONAL]
- 3.B.op.vii Goldin, C., & Katz, L. (2001). The legacy of U.S. educational leadership: Notes on distribution and economic growth in the 20<sup>th</sup> century. American Economic Review, 91(2), 18-27. [OPTIONAL]
- 3.B.op.viii Athey, T. R., & Orth, M. S. (1999). Emerging competency methods for the future. Human Resource Management, 38(3), 215-225. [OPTIONAL]
- BOOK: Stark, J. S., & Lattuca, L. R. (1996). Shaping the college curriculum: Academic plans in action. Boston, MA: Allyn and Bacon. [Read Chapter 7, pp. 141-178]

## WEEKEND 2

### CURRICULUM AND THE PRACTICE IN HIGHER EDUCATION

*“As Oscar Wilde should have said, when bad ideas have nowhere else to go, they emigrate to America and become university courses.”*

*- Frederick Raphael*

#### Hidden Curricula

- 4.A.i Margolis, E., Soldatenko, M., Acker, S., & Gair, M. (2001). Peekaboo: Hiding and outing the curriculum. In E. Margolis (Ed.). The hidden curriculum in higher education (pp. 1-19). New York, NY: Routledge.
- 4.A.ii Gair, M., & Mullins, G. (2001). Hiding in plain sight. In E. Margolis (Ed.). The hidden curriculum in higher education (pp. 21-41). New York, NY: Routledge. [GROUP Gen-X]
- 4.A.iii Costello, C. Y. (2001). Schooled by the classroom: The (re)production of social stratification in professional school settings. In E. Margolis (Ed.). The hidden curriculum in higher education (pp. 43-59). New York, NY: Routledge. [GROUP Millennials]

#### College Environments

- 4.B.op.i Brown, S. C. (2004). Learning across the campus: How college facilitates the development of wisdom. Journal of College Student Development, 45(2), 134-148. [OPTIONAL]
- 4.B.op.ii Centra, J. A., & Rock, D. (1971). College environments and student academic achievement. American Educational Research Journal, 8(4), 623-634. [OPTIONAL]
- 4.B.op.iii Inkelas, K. K., & Weisman, J. L. (2003). Different by design: An examination of student outcomes among participants in three types of living-learning programs. Journal of College Student Development, 44(3), 335-368. [OPTIONAL]

#### Getting “Credit”

- 4.C.i Swail, W. S., & Kampits, E. (2004). Work-based learning & higher education: A research perspective. Washington, DC: Educational Policy Institute, Inc. [SKIM]
- 4.C.ii Sharon, A. T. (1976). A model for awarding college credit for work experience. Journal of Higher Education, 47(6), 701-710. [GROUP Gen-X]
- 4.C.iii Ehrlich, T. (2003). The credit hour as a potential barrier to innovation: Lessons from innovative institutions. In J. V. Wellman, & T. Ehrlich, How the student credit hour shapes higher education: The tie that binds (New Directions for Higher Education,

no. 122) (pp. 31-43). San Francisco, CA: Wiley Periodicals, Inc. [GROUP Millennials]

### The Problem with “Majors” and “Minors”

4.D.op.i Weingartner, R. H. (1993). Undergraduate education: Goals and means. Phoenix, AZ: Oryx Press. (Chapter 5, *Competency: The major*, pp. 68-82) [OPTIONAL]

### Students with Disabilities

4.E.i Wolanin, T. R., & Steele, P. E. (2004). Higher education opportunities for students with disabilities: A primer for policymakers. Washington, DC: Institute for Higher Education Policy. [SKIM]

### Comments for Faculty

4.F.op.i Metzger, W. P. (1996). Critics of college teaching. In National Education Association (NEA). The NEA 1996 almanac. Washington, DC: NEA. [OPTIONAL]

4.F.op.ii Tsui, L. (2001). Faculty attitudes and the development of students’ critical thinking. Journal of General Education, 50(1), 1-28. [OPTIONAL]

### Ideology

4.G.op.i McMurtrie, B. (2003). Catholic colleges fail to impart Church’s teachings, study’s author says. Chronicle of Higher Education, 49(28), A38.

### Planning Process

4.H.i Johnson, D. K., & Ratcliff, J. L. (2004). Creating coherence: The unfinished agenda. In J. L. Ratcliff, D. K. Johnson, & J. G. Gaff (Eds.), Changing General Education (New Directions for Higher Education, No. 125) (pp. 85-95). San Francisco, CA: Wiley Periodicals, Inc. [SKIM]

4.H.ii University of Memphis (2001). Curriculum planning handbook. [SKIM]

4.H.iii University of California Academic Senate and Office of the President (1999). University review processes for academic programs, academic units, and research units. [SKIM]

4.H.iv Farrell, E. (2003, Feb. 14). Phoenix’s unusual way of crafting courses. Chronicle of Higher Education, 49(23), A10.

BOOK [OP]: Stark, J. S., & Lattuca, L. R. (1996). Shaping the college curriculum: Academic plans in action. Boston, MA: Allyn and Bacon. [Read Chapter 6, pp. 113-140] [OPTIONAL]

4.H.op.i Unwin, D. J. (1997). Unit 159: Curriculum design for GIS. [OPTIONAL]

### Case Studies (Harvard, Arizona, and Rice) & Academic “Change” Processes

4.I.i Bartlett, T. (2004, May 7). What’s wrong with Harvard. Chronicle of Higher Education, 50(35), A14.

- 4.I.ii Harvard University (2004). A report on the Harvard College curricular review. Cambridge, MA: Author.
- 4.I.iii Arizona Association of Scholars (2000). The dissolution of general education: A review of Arizona's three state universities' programs of study and degree requirements. Princeton, NJ: National Association of Scholars. [SKIM]
- 4.I.iv Rice University (1997). Curriculum summary. Houston, TX: Author. [SKIM]
- 4.I.v Arnold, G. B. (2004). Symbolic politics and institutional boundaries in curricular reform: The case of national sectarian university. Journal of Higher Education, 75(5), 572-593.
- BOOK: Stark, J. S., & Lattuca, L. R. (1996). Shaping the college curriculum: Academic plans in action. Boston, MA: Allyn and Bacon. [Read Chapters 11-12, pp. 310-373] [SKIM]

### Joint Ventures

- 4.J.i Eckel, P., Affolter-Caine, B., & Green, M. (2003). New times, new strategies: Curricular joint ventures. Washington, DC: American Council on Education. [SKIM]
- 4.J.ii Stein, R. B., & Short, P. M. (2001). Collaboration in delivering higher education programs: Barriers and challenges. Review of Higher Education, 24(4), 417-435.

### OTHER CURRICULAR TRENDS

*"Academic education is the act of memorizing things read in books, and things told by college professors who got their education mostly by memorizing things read in books and told by college professors."*

*Elbert Hubbard, 1911*

### Technology

- 5.A.op.i Mangan, K. S. (2005, July 1). Packing up the books. Chronicle of Higher Education, 51(43), A27. [OPTIONAL]
- 5.A.op.ii Guri-Rosenblit, S. (2003). Paradoxes and dilemmas in managing e-learning in higher education. Berkeley, CA: Center for Studies in Higher Education, University of California, Berkeley. [OPTIONAL]
- 5.A.op.iii View website for Active Learning Practice for Schools (ALPS), <http://learnweb.harvard.edu/alps/home/index.cfm> [OPTIONAL]
- 5.A.op.iv Sherman, R. C., End, C., Kraan, E., Cole, A., Campbell, J., Birchmeier, Z., & Klausner, J. (2000). The internet gender gap among college students: Forgotten but not gone?. CyberPsychology & Behavior, 3(5), 885-894. [OPTIONAL]

### Other New Approaches or Just Revitalized?

- 5.B.op.i King, J. M., & Anderson, D. M. (2004). A practitioner's guide to a learning-centered co-curricular activities program. College Student Affairs Journal, 24(1), 91-100. [OPTIONAL]
- 5.B.op.ii Eberly, M. B., Newton, S. E., & Wiggins, R. A. (2001). The syllabus as a tool for student-centered learning. Journal of General Education, 50(1), 56-74. [OPTIONAL]
- 5.B.op.iii Einarson, M. K., & Clarkberg, M. E. (2004). Understanding faculty out-of-classroom interaction with undergraduate students at a research university. (Paper presented at the annual meeting of the Association for the Study of Higher Education in Kansas City, MO, November 5, 2004). [OPTIONAL]

### DICTATING THE PRACTICES AND POLICES

*"Changing a college curriculum is like moving a graveyard – you never know how many friends the dead have until you try to move them!"*

Woodrow Wilson

#### State Policies

- 6.A.op.i Colbeck, C. L. (2002). State policies to improve undergraduate teaching. Journal of Higher Education, 73(1), 3-25. [OPTIONAL]
- 6.A.op.ii Rossides, D. W. (2004). Knee-jerk formalism: Reforming American education. Journal of Higher Education, 75(6), 667-703. [OPTIONAL]
- 6.A.op.iii Voorhees, R. A., & Lingenfelter, P. E. (2003). Adult learners and state policy. Denver, CO: State Higher Education Executive Officers. [OPTIONAL]
- 6.A.op.iv Graff, G. (2000). Scholars and sound bites: The myth of academic difficulty. PMLA, 115(5), 1041-1052. [OPTIONAL]

#### Shifting Responsibilities?: Special Issues

- 6.B.op.i Merisotis, J. P., & Phipps, R. A. (2000). Remedial education in colleges and universities: What's really going on?. Review of Higher Education, 24(1), 67-85. [OPTIONAL]
- 6.B.op.ii Bettinger, E. P., & Long, B. T. (2005). Addressing the needs of under-prepared students in higher education: Does college remediation work? (NBER Working Paper No. 11325). Cambridge, MA: National Bureau of Economic Research. [OPTIONAL]
- 6.B.op.iii Shults, C. (2002). Remedial education: Practices and policies in community colleges. Washington, DC: American Association of Community Colleges. [OPTIONAL]
- 6.B.op.iv Perin, D. (2005). Institutional decision making for increasing academic preparedness in community colleges. In C. A. Kozeracki., Responding to the challenges of

developmental education (New Directions for Community Colleges, no. 129) (pp. 27-38). San Francisco, CA: Wiley Periodicals, Inc. [OPTIONAL]

## LEARNING

*"[T]he athletic field, like the gymnasium, is one of the University's laboratories and by no means the least important one."*

*William Rainey Harper, 1896*

- BOOK: Stark, J. S., & Lattuca, L. R. (1996). Shaping the college curriculum: Academic plans in action. Boston, MA: Allyn and Bacon. [Read Chapters 8-9, pp. 179-265] [SKIM]
- 7.A.i Morrill, P. H., & Spees, E. R. (1982). The academic profession: Teaching in higher education. New York, NY: Human Sciences Press, Inc. (Chapter 3, *Basic concepts*, pp. 31-48; Chapter 4, *Learning theories*, pp. 49-70). [SKIM]
- 7.A.ii Slaughter, S. (1997). Class, race and gender and the construction of postsecondary curricula in the United States: Social movement, professionalization and political economic theories of curricular change. Journal of Curriculum Studies, 29(1), 1-30. [OPTIONAL]
- 7.A.op.i Gellin, A. (2003). The effect of undergraduate student involvement on critical thinking: A meta-analysis of the literature 1991-2000. Journal of College Student Development, 44(6), 746-762. [OPTIONAL]

## ASSESSMENT & EVALUATION: BEGINNING COMMENTS<sup>2</sup>

*"There is only one subject-matter for education, and that is Life in all its manifestations."*

*Alfred North Whitehead*

- BOOK: Stark, J. S., & Lattuca, L. R. (1996). Shaping the college curriculum: Academic plans in action. Boston, MA: Allyn and Bacon. [Read Chapter 10, pp. 266-309] [OPTIONAL]
- 8.A.op.i Michael, S. O. (1998). Restructuring U.S. higher education: Analyzing models for academic program review and discontinuation. Review of Higher Education, 21(4), 377-404. [OPTIONAL]
- 8.A.op.ii Bartlett, T. (2002). Students become curricular guinea pigs. Chronicle of Higher Education, 48(35), A12. [OPTIONAL]

<sup>2</sup> We will spend very little time on this topic because Professor Healy will address program evaluation methods in EDL 532. Also, we will dedicate a significant portion of the second weekend on case studies and practical applications to curriculum planning, design, and implementation. Activities will be designed so you get a glimpse (through practical application) of curriculum committee work, higher education consulting experience with curriculum issues, and exposure to the accreditation process.

- 8.A.op.iii Astin, A. W., Keup, J. R., & Lindholm, J. A. (2002). A decade of changes in undergraduate education: A national study of system “transformation,” Review of Higher Education, 25(2), 141-162. [OPTIONAL]
- 8.A.op.iv Voorhees, R. A. (2001). Competency-based learning models: A necessary future. In R. A. Voorhees (Ed.), Measuring what matters: Competency-based learning models in higher education (New Directions for Institutional Research, no. 110) (pp. 5-13). San Francisco, CA: Wiley Publications, Inc. [OPTIONAL]
- 8.A.op.v Bers, T. H. (2001). Measuring and reporting competencies. In R. A. Voorhees (Ed.), Measuring what matters: Competency-based learning models in higher education (New Directions for Institutional Research, no. 110) (pp. 29-40). San Francisco, CA: Wiley Publications, Inc. [OPTIONAL]
- 8.A.op.vi Voorhees, A. B. (2001). Creating and implementing competency-based learning models. In R. A. Voorhees (Ed.), Measuring what matters: Competency-based learning models in higher education (New Directions for Institutional Research, no. 110) (pp. 83-95). San Francisco, CA: Wiley Publications, Inc. [OPTIONAL]
- 8.A.op.vii Widrick, S. M., Mergen, E., Grant, D. (2002). Measuring the dimensions of quality in higher education. Total Quality Management, 13(1), 123-131. [OPTIONAL]