Educational Leadership and Policy Studies

ELPS 430

Curriculum Development in Higher Education

Instructor: Patrick M. Green, Ed.D.  
Office: Sullivan Center, Suite 295 (LSC)

Time: Tuesdays, 7:00 – 9:30 pm  
Class Location: Life Science Building, Room 212

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Office Hours: By appointment, Center for Experiential Learning (Sullivan Center, 295)

Phone: 773-508-3945

Course Introduction:

As higher education is challenged with questions of “what is the value a college degree?” the current models of higher education are being questioned. Employers suggest college graduates are not prepared in the workplace, and educational theorists suggest we need to “do higher education differently.” At the core of these conversations is curriculum – knowledge content, skills, and dispositions that construct “what students need to know.”

As the academy is a place where knowledge is created, it is also the place where knowledge is passed down – and determining which knowledge is most worth knowing makes curriculum a contentious subject for educators, impacting teaching and academic freedom. How do you understand the concept of curriculum? Is curriculum the knowledge on a subject based on what students read, rooted in lectures and exams? Is it a set of courses that a student completes to earn a degree in a specified field of study? Where does the “explicit” curriculum (or what professors and other authority figures say should be taught) and the “implicit” curriculum (what actually gets taught) intersect?

The assumption inherent in this course is that the goal of the higher education academy is learning. This curriculum course will focus on becoming designers of significant learning experiences, high-impact learning experiences, and experiential learning opportunities. Rooted in the historical and contemporary models of curriculum development, this course will equip participants to design significant learning experiences rooted in research on curriculum, teaching, learning, and assessment.

Special Focus: High-Impact Learning in Theory and Practice

In addition, this course will provide a foundation to professional pathways in various forms of experiential learning. Experiential learning is the pedagogical principle rooted in many higher education programs, and has become increasingly specialized and professionalized in many programs at institutions of higher education. Kuh (2008) refers to these teaching and learning practices as “high-impact” because they have been researched and demonstrated increased benefits for student learning. From study abroad to service-learning, from undergraduate research to leadership development programs, from community service to student organization work, and from living-learning communities to capstone courses and internships, institutions have developed programs to leverage student learning in and out of the classroom in so-called “third spaces.” Yet, as John Dewey, the early twentieth century educational philosopher famously stated, “We do not learn from experience; we learn from processing that experience,” critical reflection on experiential learning is essential to leveraging the learning. So how do we facilitate, integrate, and propagate high-impact learning experiences in higher education?
After rooting ourselves in experiential learning theory, this course will provide frameworks of experiential learning in higher education in order to foster the knowledge, skills, and aptitude for program development in the higher education professional field. This course will provide an overview of numerous forms of experiential learning, including service-learning, internships, undergraduate research, and ePortfolios, with the intention of establishing professional pathways for students in these areas. Participants will engage in the literature and research for the various sub-fields of experiential learning, as well as engage with the variety of professional associations related to the various fields. Students will gain a deeper understanding of high-impact learning and its many iterations in higher education institutions.

**Experiential Learning Project**

This course will be experiential in nature as students will work with professionals in the field of higher education institutions to participate in experiential learning programs. Activities and assignments will connect graduate students to professionals in the field, engaging students in developing a professional network in higher education.

This graduate course involves an experiential learning project in which you will be able to apply the principles of curriculum development, creating significant learning experiences, and facilitating meaningful teaching and learning opportunities by partnering with Marquette University’s Center for Teaching and Learning, specifically the Service Learning Program. Marquette’s Center for Teaching and Learning provides multiple opportunities for faculty development, including workshops, learning communities, speakers, resources and online modules. In an effort to enhance the quality of critical reflection in Service-Learning courses and increase the capacity of faculty to implement critical reflection in their curricula, Marquette’s Service Learning Program is seeking to add to their resources on critical reflection and online modules for faculty. In groups of 4, you will be developing online curriculum modules on specific topics/themes (different for each group) which will foster faculty development and faculty capacity to implement critical reflection in Service-Learning courses. You will be presenting your final online curriculum modules to the Marquette University Center for Teaching and Learning as your final project, and they will be able to utilize these online modules with their faculty development programs.

Groups will choose from the following list of potential thematic topics for the online curriculum modules:

A topic could be formulated from Marquette’s Co-Curricular Learning Outcomes of Service-Learning:

- Appreciate people from diverse backgrounds.
- Exhibit a commitment to social justice.
- Demonstrate a commitment to be an involved citizen in his or her community.
- Demonstrate an increased sense of vocation

Other topics generated from Marquette’s Center for Teaching and Learning team include:

- Ignatian Pedagogical Paradigm (IPP)
- STEM disciplines
- Teamwork
- Leadership
- Adaptability
- Working in a Global Marketplace
- Vocational development
- Cultural Competency
- Power and Privilege
- Transformative Learning / Barriers
Course objectives:
Upon completion of this course, students will have the capacity and skills to:

Foundational Knowledge Goals

- Identify and critically evaluate the factors influencing curricular, teaching and learning, and assessment decisions at an institution of higher education;
- Identify characteristics of Significant Learning Experiences and High Impact Learning pedagogies;
- Explain experiential learning philosophies (Dewey and Kolb’s Experiential Learning Cycle), approaches, models, and practitioner-based applications;
- Understand how post-secondary institutions employ experiential learning theory in their curricular and co-curricular programs;

Application Goal

- Find information on core curriculum frameworks and analyze curricular paradigms
- Create significant learning experiences that reflect multiple learning approaches connected to specific learning outcomes
- Identify various strategies for experiential learning program development connected to standards and criteria (Principles of Good Practice, CAS standards);

Integration Goal

- Develop curricula that reflect principles of experiential learning, significant learning experiences, and promising practices of curriculum development
- Design and translate significant learning experiences to student’s professional pathway preference

Human Dimension

- Identify their role as an educator who facilitates significant learning experiences regardless of role, title, and division in higher education structures
- Articulate their role as an educator through the lens of significant learning experiences and curriculum development

Caring

- Value various learning perspectives and strategies to build significant learning experiences

Learning How to Learn (Reflective Practitioner) Goals

- Document and reflect upon their findings about curriculum development and experiential learning programs in higher education
- Translate their critical reflections into a digital collection of their work through an electronic portfolio

Conceptual Framework (Loyola School of Education)
A conceptual framework that emphasizes “Professionalism in the Service of Social Justice” guides instructional, co-curricular, and professional activities at Loyola’s School of Education. The Loyola School of Education faculty are dedicated to promoting professionalism in service of social justice by developing students’ knowledge, skills, ethics, and service to improve educational opportunities for all members of society. This graduate course contributes to the realization of this framework by helping students to:

- Demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field related to high-impact learning (CF1)
- Demonstrate knowledge and skills related to experiential learning in a variety of school and professional settings (CF2)
- Demonstrate an understanding of issues of social justice and inequity (CF3)
- Demonstrate professional decision-making skills and behaviors in advancing social justice and service (CF6)
- Advance a professional culture of service to students, society, colleagues, and classroom peers.

In addition, Loyola’s School of Education is committed to the value of diversity and to the development of information technology skills and knowledge. This course presents and encourages diverse perspectives on experiential learning in higher education, as well as scholarship about to engaging in high-impact learning to serve diverse groups of stakeholders. The course addresses technology by using instructional technology in the classroom and encouraging the use of information technology in the learning process, including blogs, oral presentation materials, on-line review synthesis, and electronic portfolios.

**Academic Honesty**
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility**
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/)

**EthicsLine Reporting Hotline**
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)
The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

**Technology**

This course will utilize Sakai as the course management system and Taskstream as the ePortfolio system (digital portfolio collection and dissemination system). It is a web-enhanced course, as multi-media, written reflection will be highly encouraged. The use of electronic communication devices during class meetings is prohibited. Students found to be disruptive to class will be asked to leave the class for the remainder of the meeting.

**Electronic Communication Policies and Guidelines**

The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: [http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)

**Diversity**

This course will engage participants in dialogue around three major themes related to diversity: 1) diversity in learning perspectives, styles, and approaches related to constructing significant learning experiences; 2) the tension presented by constructing high impact learning and encouraging diverse groups to engage with them; 3) developing welcoming educational spaces for individuals from diverse backgrounds.

**Dispositions**

*The School of Education has explicit dispositions that it expects all students to develop and demonstrate.* These dispositions, *Professionalism, Fairness, and the Belief that all students can learn,* are indicators of growth for different levels in the program. Full transparency is critical to ensure that candidates are able to meet the expectations of the developmental disposition standards. The rubric with the clearly stated dispositions and criteria are below.

### Dispositions

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
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<td>Student meets all deadlines</td>
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<td>Student attends class and is punctual for all professional obligations</td>
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<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2</td>
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<td><strong>business days)</strong></td>
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<tr>
<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
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<td>Student is able to work effectively with peers on assignments</td>
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<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
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<td>Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)</td>
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<tr>
<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
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<td><strong>Fairness</strong></td>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student fails to consider the situation of others in making professional decisions and acts inequitably</td>
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<td>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</td>
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<td>Student exhibits active listening skills</td>
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<td>Student is able to accept constructive feedback</td>
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<td><strong>All students can learn</strong></td>
<td>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
<td>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
<td>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</td>
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<td>Student is sensitive to cultural differences</td>
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<td>Student respects the diversity of learning styles</td>
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<td>Student uses the framework of social justice in decision making</td>
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Course Framework and Pedagogy

This graduate course will be taught through many modes of experiential learning. Not only will you develop the knowledge foundation for implementing high-quality experiential learning, you will have the opportunity to apply that knowledge in a real-life situations at a higher education institution. The course exercises your knowledge acquisition and application, as well as increases your professional network by connecting you with higher education professionals and an institution. *We cannot talk about experiential learning without you actually experiencing it, can we?*

You will be stretched in this course to apply your new knowledge of experiential learning programs to a project within the professional higher education community, which will become part of your final project. In the spring 2015 semester, you will be working with the Center for Teaching and Learning at Marquette University in Milwaukee, WI. You will contribute to their faculty development program based on “high-impact learning.” You will engage in project-based experiential learning by developing a resource reference list and on-line resources for various high-impact learning topics, to be featured on the Marquette University Center for Teaching and Learning website. Based on research, you will develop a list of these resources and include it within your electronic portfolio. Your ultimate final project will be creating course portfolios via electronic portfolios (in the TaskStream system), collecting your work from the entire course semester and demonstrating your final project.

Pedagogically, I approach my role as instructor of this graduate course as a *facilitator* of a learning community – we are co-teachers and co-learners in this community. I am simply serving to facilitate and guide you through readings, exercises, and development of understanding of curriculum and high-impact learning programs. Ultimately your educational experience in this course hinges upon your participation, your reading of the texts and supplemental readings, your engagement in discussions, your engagement in higher education settings, and your reflection on your learning and development throughout the semester – in other words, it revolves around YOU. You are the author of your education, the authority in your own learning process. My role as facilitator of this learning community and the learning process is to create exercises for you to achieve our learning objectives. I approach this learning community as a community of engaged scholars, seeking to apply knowledge (and new knowledge) to real world settings for enhanced practice and professional development.
**Course Themes**
The course will be organized around the following themes and structured accordingly:

**Unit I:**  
*Understanding Curriculum Development in Higher Education*

**Unit II:**  
*Application of Knowledge through On-line Analysis of Programs and Structures, Case Studies, and Group Presentations*

**Unit III:**  
*Understanding High Impact Learning*  
Service-Learning  
Internships  
Undergraduate Research  
ePortfolios

**Unit IV:**  
*Development of Curriculum Module in Higher Education Setting*

**Course Requirements:**

1) **Attendance is essential.** If you do not attend class, you will miss essential aspects of this course, and your performance will suffer as a result.

2) **Assigned readings:** There will be required texts and supplemental readings for this course throughout the semester. Readings will be assigned according to the class syllabus, and I will not always have time to cover material in your readings. You will be responsible for the material assigned, as well as any additional material (packets, handouts, supplemental articles) that may be assigned. We will be discussing the material assigned on the days indicated. It is essential that the material be read **BEFORE** class for effective class discussions, assignments, group work, and coverage of material.

**Required Course texts:**


3) Supplemental Readings-

*Please note there will be supplemental readings, web links, handouts, and resources provided throughout the semester. This list is by no means exhaustive, but many you will find as PDFs or web links on Blackboard in the “Course Documents” or “External Links” sections from the following resources:


This is not an exhaustive list as other readings may be added during the semester. There are other scholarly articles and texts that are highly recommended for reading to further your knowledge base in this course, and are included in the literature review provided by Finley (2011).

4) Your **final site evaluation** will be completed by the point of contact at your higher education setting. Your site supervisor’s evaluation of your experiential learning project will contribute to your grade in this course, and I will be working closely with your site supervisor at the institution.

5) **The Final Electronic Portfolio** will be due at the end of the semester, and will include your course work from all semester, including your reflections along with your final reflection of the experiential learning project, your final product based on the development of the experiential learning project at your site.
6) All students will be communicated with via their Loyola University email. All students will be expected to connect with the class documents via Loyola’s Sakai site and submit course materials via Loyola’s Taskstream system.

Grade Distribution:
Participation (attendance, course discussion, timely assignments) 10%
Case Study #1 - Core Curriculum 10%
Case Study #2 - Syllabi 10%
Case Study #3 - Service-Learning Programs 10%
Syllabus and Reflective Analysis 20%
Site Evaluation/Development of Experiential Learning Group Project 10%
Electronic Portfolio of Course and Experiential Learning Project and Final Reflection 30%

GRADING SCALE for ELPS 431
94-100 = A
93 - 90 = A-
88 - 89 = B+
84- 87 = B
80-83 = B-
78-79 = C+
74 - 77 = C
70-73 = C-

Course Outline: (You are responsible for all material listed below.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Themes &amp; KEY Teaching &amp; Learning Activities</th>
<th>Readings (Due on This Date)</th>
<th>Assignments (Due on This Date) and In-class activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, Jan. 20, 2015</td>
<td>Understanding How People Learn</td>
<td>Complete reading of Bransford (1999), <em>How People Learn: Brain, Mind, Experience, and School</em></td>
<td>Case Study #1 due: Analysis of core curriculum in higher education, intersected</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Notes</td>
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<tr>
<td>January 27, 2015</td>
<td>Outcomes-Centered Course</td>
<td>Fink (2003) <em>Creating Significant Learning Experiences</em> pp. 1 – 65 (Ch. 1-2) Nilson, L.B. (2010). <em>Teaching at Its Best: A Research-Based Resource for College Instructors</em> (Ch. 1 Understanding Your Students and How They Learn)</td>
<td>Case Study #2: Analysis of 5 course syllabi from a specific discipline</td>
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<td></td>
<td>Design</td>
<td>Nilson, L.B. (2010). <em>Teaching at Its Best: A Research-Based Resource for College Instructors</em> (Ch. 2 Outcomes-Centered Course Design)</td>
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<td></td>
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<td>Nilson, L.B. (2010). <em>Teaching at Its Best: A Research-Based Resource for College Instructors</em> (Ch. 3 The Complete Syllabus)</td>
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<td></td>
<td>Course Work</td>
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February 17, 2015
Introducing Service-Learning and the critical pedagogy of reflection


Readings from Patti Clayton (DEAL Model of Reflection)

Case Study #3 DUE: Analysis of 5 Service-Learning programs in higher education intersected with readings

In-Class Activity: Practicing exercises in reflection

In-Class Discussion Focus: What are the stages of reflection? What cognitive and affective processes do individuals experience in reflection? Why is reflection essential?

February 24, 2015
Marquette University Site Visit


In-Class Discussion Focus: How are service-learning and civic engagement related?

March 3, 2015
SPRING BREAK

March 10, 2015
Introduction to internships as a form of experiential learning


In-Class Activity: Review of professional organization standards

In-Class Activity: Group Project workshop time

March 17, 2015
Introduction to Review Council for Undergraduate

In-Class Discussion Focus:
undergraduate research as high-impact learning | Research (CUR) articles | How do undergraduate research programs demonstrate the principles of strong experiential learning programs?

**In-Class Activity:**
Group Project workshop time

<table>
<thead>
<tr>
<th>March 31, 2015 (Easter Week)</th>
<th>On-line class meeting</th>
<th>Group Project workshop time</th>
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</thead>
</table>
| **April 7, 2015**             | Introduction to ePortfolios as high impact. | Readings from *ePortfolio and Integrative Learning*

**In-Class Activity:**
ePortfolio workshop time

| April 14, 2015                | Workshop projects and ePortfolios | Group Project workshop time

**ePortfolio workshop time**

<table>
<thead>
<tr>
<th>April 21, 2015</th>
<th>Oral presentations to class of group projects</th>
<th>Group Project oral presentations and peer feedback</th>
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</thead>
<tbody>
<tr>
<td>April 28, 2015</td>
<td>Final group project presentations and presentation of portfolios</td>
<td>Final Research ePortfolio with Final Reflection due April 28, 2015</td>
</tr>
</tbody>
</table>

Course assignments, such as case studies and syllabus with reflective analysis will be explained further in class (see specific instructions provided in class).
Final Reflection Electronic Portfolio

You will be submitting your assignments to Taskstream all semester. This will contribute to your Final Electronic Portfolio (ePortfolio), which is a collection of all your course documents in electronic format (Taskstream), including case studies, syllabus with reflective analysis, final reflection and analysis of your group project experience. This will be a portfolio of your learning throughout the semester!

Your portfolio project will have the following components, which you will be building all semester through Taskstream:

Part I: Reflection on Case Studies
   a) Case Study #1
   b) Case Study #2
   c) Case Study #3

Part II: Creating Significant Learning Experiences and Experiential Learning Project
   a) Syllabus and Reflective Analysis
   b) Final Group Project developing a curriculum module in a Higher Education setting

Part III: Final Reflection
   a) Final Reflection on your overall experience, synthesizing the readings and providing a self-assessment of your understanding of curriculum development since the beginning of this course (5 pages, typed, double-spaced)

DUE: LAST CLASS
** You will submit your link in Taskstream

Goal: The goal of this assignment is to SYNTHESIZE: for you to reflect on your engagement through the experience and the course readings and class discussion. This will provide an opportunity for you to discover, in more detail, your role as an educator in high-impact learning and to build a professional portfolio.

Sources to be used: You will need to incorporate the course readings, your research experiences, and synthesize what you have learned throughout the course. The readings will help inform your experiences and allow you to connect theory to practice.

Style: Good composition techniques are expected, including proper grammar, punctuation, and spelling. Proofread, proofread, and proofread!

Grading: This final electronic portfolio will constitute 30% of your grade in this class. If you do not provide copies of your assignments from all semester or demonstrate research and critical thought synthesized from course readings, then your grade will be affected. As always, contact me if you have any questions regarding this assignment. You may meet with me by appointment. Remember to have fun with this portfolio and the learning you experience. I hope you find it not only challenging but enriching!