

INDIANA UNIVERSITY OF
PENNSYLVANIA
Professional Studies in Education Department

ALS 805: CURRICULUM EVALUATION

Fall, 2013

SATURDAYS 9/14, 10/5, 10/19, 11/2, and 12/7

8:00 a.m. - 3:00 p.m.

138 Stouffer Hall

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Office Hours:
Monday 8:00 – 9:00
Tuesday 10:00 – 12:00
Wednesday – 10:00-12:00
And before or after class as needed

COURSE DESCRIPTION

Provides students with a framework for the systematic analysis of curriculum from the context of social, historical, and philosophical foundations. Emphasis is on curriculum evaluation in the context of theory and contemporary research in the field.

COURSE OBJECTIVES

Students completing this course will be able to:

1. Evaluate historical, philosophical, ethical, social, and economic influences on curriculum
2. Relate brain science and cognitive learning research to administering the educational organization
3. Analyze how faculty and administrators evaluate curricular structure in relationship to standards
4. Help faculty and administrators implement and evaluate curriculum change
5. Evaluate curricular demands of a digital age

COURSE PERSPECTIVE

In this course, specifically designed for candidates interested in working in higher education, we will define curriculum as everything that happens from the time a student applies to the college/university until that student graduates. We will be discussing the evaluation of all aspects of the higher education experience included in this broad definition of curriculum: evaluation of the general studies curriculum; evaluation of the co-curriculum and campus life; evaluation of distance education and blended courses and programs; institutional, program, faculty, and course evaluations; etc. You each bring to this course a wealth of information concerning evaluation in several of these important curricular areas. I look forward to having you share your expertise. No one institution will be the model for our discussion, but our individual experiences will be used to initiate discussion of each topic in the broader arena.

REQUIRED TEXTS:

Delbanco, A. (2012). *College: what it was, is and should be*. Princeton, NJ: Princeton University Press.

Diamond, Robert M. (2008). *Designing and assessing courses & curricula: A practical guide* (3rd ed.). San Francisco: Jossey-Bass.

Peddiwell, J. A. (2004). *The Saber-Tooth Curriculum*. NY: McGraw-Hill.

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

CLASS ASSIGNMENTS AND ACTIVITIES:

CLASS ONE FOCUS: The Higher Education Curriculum –What was, is and should be (*Course Objective 1*)

PREPARATION:

- A. Read Deblanco's book, *College: what it was, is and should be* and prepare a 3-5 page paper summarizing your college and university experiences in all your various roles as a student, an administrator, as an advisor or as an instructor. Reflect on your experiences over time and identify positive and negative changes. Be prepared to discuss this in a small group discussion.
- B. Read Chapters 1-5 of the Diamond text. Read Chapters 1 and 2 in Lattuca & Stark text. Prepare for discussion of the following questions:
(Notes only - no written paper required)
 1. *What is the mission statement of the higher education institution with which you are affiliated? Are the goals expressed in that mission statement evident and evaluated in your area? Explain.*
 2. *What would you define as the three main higher education goals for students in your area of expertise? What do you feel is most important for them to know and be able to do in your field? What are possible ways you could evaluate students' attainment of these three goals.*

CLASS TWO: The Co-Curriculum: Planning, Implementing and Evaluating the Education of the Whole Student (*Course Objectives 1, 2 & 5*)

PREPARATION

- A. Read *The Saber-Tooth Curriculum* by AJ. Peddiwell and be prepared to discuss.
- B. Answer the following two questions in a 2-4 page paper (12pt. font/Times New Roman/double-spaced).
 - a. Can you cite examples you have experienced (or are experiencing) of the "saber-tooth curriculum" at the higher education level in your area of expertise? Explain your response. If you answered "yes", cite specific example(s) and then give examples of what needs to happen to update the curriculum. If you answered "no", explain how it is that this curriculum has been able to meet changing societal needs.
 - b. Is what you described in your response to Question 1 typical of most higher education programs in this area or is your program unique? Explain your response, citing research (APA style) that supports your position.
- C. Read Chapter 21 and Resources I & J in Diamond text.
Read Chapters 5 and 6 in Lattuca and Stark
- D. Be prepared to discuss with cohort members your idea for the main course project involving curricular change.

CLASS THREE: Curriculum Change: Understanding and Evaluating the Process
(*Course Objectives 3 and 4*)

PREPARATION

- A. Read Chapters 7-15, Chapters 23 & 24, and Case Studies 6, 10, 11, 12, 13, & 15 in Diamond text.
Read Chapters 3, 4, 8 & 9 in Lattuca and Stark
- B. Come to class with an understanding of the "curriculum process" at your institution. What committees, faculty members and administrators review and approve proposal for changes in the curriculum? Suggestions for learning about the process are: look on the college/university website for information concerning proposals for changes in curriculum, find out who is on curriculum committees at the department, college and university levels and if they are elected committees, find out who gives the final approval for any curriculum change, observe a curriculum committee meeting and/or a University Senate meeting and interview a curriculum committee member (if possible, at various levels in the system). Bring your notes to class in

preparation for discussion of the following questions:

- Does the curriculum process appear to be stream-lined, user-friendly and designed to encourage positive and creative changes while maintaining quality and integrity in the college/university curriculum?
- What appears to be, from your investigation, the primary concern of the curriculum committees? Do committees at all levels (department, college, university) have the same primary concerns?
- In the curriculum process, what emphasis is placed on the evaluation component of the proposal for a course or program change?
- What was the most recent reform in your area of work? Briefly describe the "what went well" and "what didn't go so well" during this reform.
- What are the roles of the "leaders" in successful curriculum reform?

C. Write a one-two page paper outlining the process you need to follow at your college/university in order to make a change in an academic or curricular area. You may use an outline or mapping format. Begin from the point where you have a written proposal and end with the inclusion of the change into the curriculum.

CLASS FOUR: Leading Campus-Wide Curricular Change: A Case in Point (Course Objectives *1, 2, 3, 4 and 5*)

PREPARATION

- A. Read Chapters 18 & 19 and Case Studies 1,2, and 14 in Diamond text.
- B. Bring to class a copy of the General Studies curriculum at your current institution or the institution where you obtained your undergraduate degree. Find out when these course requirements were implemented, what changes have taken place over the years, what changes are proposed, and how the effectiveness of the general studies curriculum is evaluated at your institution.
- C. Write a 2-4 page paper explaining, and reflecting upon, what you learned in your investigation for "B" above. Cite at least two articles you read on liberal general studies curricula in higher education.

CLASS FIVE: The Critical Role of Evaluation in All Curricular Areas

(Course objectives 1, 2, 3, and 4)

PREPARATION

- A. Completed curriculum projects are due. Be prepared to share your project with the class. In your brief (10 minute) presentation address the following:
 1. Need for the project
 2. Overview of the steps required before implementation of the project
 3. Supporting research
 4. Planned evaluation of the project

- B. Read Chapters 16, 17, 20 & 22 and Case Studies 3 and 4 in Diamond text. Read Chapters 7 and 10 in Lattuca and Stark

ASSESSMENTS:

- In preparation for class discussions you are to complete all required readings, do the required research, formulate answers to the focus questions and, when required, write a 2-4 page paper. These short written papers are to meet the specific criteria outlined in the syllabus for each. The "topic paper" rubric (attached) will be used to determine the grade designation of Target, Acceptable or Unacceptable.

- Teams of two students will be organized on the first day of class to work on and present a Team Project.. Each team will prepare a presentation on one of the following topics as it relates to curriculum:
 - 1). Middle States accreditation
 - 2). evaluation of on-line courses and programs
 - 3). education law as it applies to higher education
 - 4). assessing career-relevant student dispositions
 - 5). faculty development (support, evaluation, promotion)
 - 6). evaluation of service learning
 - 7). articulation agreements between 2 and 4 year institutions
 - 8). use of portfolios for program assessment and/or student self-assessment
 - 9). evaluation of programs meeting the special needs of students in higher education (disability services and academic honors programs).
 - 10). Campus residence life for graduates or undergraduate students.

The presentations must be based on research (8-10 resources, at least). A one-page handout should be provided to each member of the class and a list of resources. The team will creatively combine class discussion with the presentation of relevant information. A rubric for scoring this 45 minute presentation is attached. To enrich and enliven class discussion, each student should carefully read, and then bring to class, one or two articles about each of the topic(s) to be discussed during the class period.

- The culminating project for this course is the Curriculum Evaluation Project. The project will be self-selected and dependent upon your position and the needs of your department and/or college. Each student will identify a curricular area that needs improvement (you may work with an administrator, department chair, dean, etc. to identify this need) and develop a plan

for improvement. The "curricular area" encompasses the broader co-curriculum so this project is not limited to academic courses and programs. This project could include rewriting curriculum to match current standards, addressing an area of student affairs, writing a curriculum proposal for a new course or program, revising a current course, designing an on-line course or course component, and/or any other curriculum-based project pre-approved by the instructor. The project must be based on sound educational research. A rubric listing the criteria for both the project proposal and the final project are attached to this syllabus. The final project is due at our last class session on December 7th .

GRADES

Each assignment will be graded using the following rubric: Specific criteria for most graded Assignments can be found in the attached syllabus

A= A majority of Target Ratings and no Unacceptable Ratings

B= A majority of Acceptable Ratings

C= A combination of Ratings not meeting the criteria for a grade of A or B

F= A majority of Unacceptable Ratings

There is no provision for a D grade for IUP graduate work

COURSE STRUCTURE

This course requires extensive out of class reading and research. It is expected that all sources referred to in your presentations and cited in your projects are high quality, reliable sources. Journal articles and research reports should be from refereed journals or a highly regarded publication in the field. It is critical that any information cited from a web source meets the same criteria. You need to know the author and the author's qualifications (or the organization's status) before sharing information from a source in this course.

Attendance: Each class requires discussion and participation. Personal involvement in this class is essential to your success. Effective leaders are confident, knowledgeable, and able to appropriately express their viewpoints and opinions to others. You will develop and practice this skill through your participation in large and small group discussions. Class activities often involve a team or group effort to accomplish, so your presence is especially important. Effective organizations require leaders skilled in collaboration and able to work well in teams. Your attendance is expected, required, and valued. This course is designed to help you achieve the skills and meet the standards of excellence for organizational leaders. Consequently, the concepts, activities, and content of each class period are an important part of your education. Any absences must be communicated to the instructor prior to the absence, as soon as it becomes known to the student, and be for reasons that are legitimate, unavoidable, and compelling in nature.

- Unexcused Absences, Lateness, Early Departure: No missed work can be made up in the case of an unexcused absence, lateness, or early departure. Missing over 10% of the course may result in lowering your grade by one letter.
- Excused Absences: Within one week of the missed class, students must submit a six to

eight-page paper outlining the activities, major concepts, and content covered in the missed class. Your paper should include connections between class work, research, and any assigned readings. While no class can be truly recreated, this assignment is a best attempt to ensure that you benefit fully from this course.

- Students missing class for any reason remain responsible for all information given during the missed class. Please contact a colleague for copies of handouts, notes, and descriptions of activities.

Policy on Late Submission of Assignments: All assignments must be submitted on time unless prior arrangements have been made with the instructor and lateness is unavoidable due to an emergency situation. If you are unable to attend class, make arrangements to get your assignment to the instructor on the due date. Late submission of assignments will result in a deduction of points.

Students with Disabilities: Disability Support Services (a unit of the Advising and Testing Center) is the primary agent for the provision of access for IUP students with documented physical, learning, or other disabilities. Faculty and staff within the office serve to ensure IUP's program access compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students with disabilities are urged to register with the office. Further information may be obtained in 216 Pratt Hall, by calling 724-357-4067, by e-mailing Advising-Testing@iup.edu, or on the website www.iup.edu/advisingtesting (use the Disability Support Services link).

Academic Integrity Policy: IUP is an academic community within the society at large. All members within this community are expected to accept the responsibility for academic integrity and honesty. Academic dishonesty seriously erodes the quality of educational pursuits and is unacceptable at IUP. The policies and procedures outlined in the Graduate School Catalog have been established to preserve the academic integrity of the university community, while also providing a process that protects the rights of students who allegedly violate these policies. (See Graduate Catalog)

Bibliography

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- Association of American Colleges and Universities (2007). *College for the new global century*. Washington, DC: Association of American Colleges and Universities.
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- Garrison, D. R. Vaughan, N. D. (2008). *Blended learning in higher education: Framework, principles, and guidelines*. San Francisco: Jossey-Bass.
- Grunert-O'Brien, T., Millis, B. 1., & Cohen, M. W. (2008). *The course syllabus: A learning centered approach (2nd ed.)*. San Francisco: Anker/Jossey-Bass.
- Henderson, J.G. & Gornik, R. (2007). *Transformative curriculum leadership*. Upper Saddle River, NJ: Pearson.
- Jackson, N., Oliver, M., Shaw, M., & Wisdom, J. (Eds.). (2006). *Developing creativity in higher education: An imaginative curriculum*. New York, NY: Routledge.
- Kreber, C. (2006). *Exploring research-based teaching*. San Francisco: Jossey-Bass.
- Lattuca, L.R., Haworth, T.G., & Conrad, C.F. (Eds.). (2005). *College and university curriculum: Developing and cultivating programs of study that enhance student learning*. Boston: Pearson.
- Levesque, C. S., Sell, G. R., & Zimmerman, J. A. (2006). A theory based integrative model for learning and motivation in higher education. In S. Chadwick-Blossey (ed.), *To Improve the Academy*. Bolton, MA: Anker.
- McKeachie, W. J. & Svinicki, M. (2006). *McKeachie 's teaching tips: Strategies, research, and theory for college and university teachers (12th ed.)*. Boston: Houghton Mifflin.
- Ornstein, A.C., Behar-Horenstein, L.S., & Pajak, E.F. (2007). *Contemporary issues in curriculum*. (4th Ed.) Boston: Allyn & Bacon.
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- Smith, B. L., Macgregor, J., Matthews, R., & Gabelnick, F. (2004). *Learning communities: Reforming undergraduate education*. San Francisco: Jossey-Bass.

Stensaker, B. & Harvey, L. (Eds.). (2011). *Accountability in higher education: Global perspectives on trust and power*. New York: Taylor and Francis.

Tierney, W. G. (2007). *Academic leadership and globalization. The Department Chair*: Bolton, MA: Anker

RUBRIC: TEAM PROJECT

NAME: _____

TARGET	ACCEPTABLE	UNACCEPTABLE
Presentation extends our knowledge of the topic and is focused on the evaluation component as is relevant to this course. Includes an explanation of the topic and how it relates to curricular issues.	Many, but not all, of the target criteria are met.	Few, if any, of the target criteria are met.
All information is based on current research and addresses the broader issue - with specific examples given to clarify points.	Many, but not all, of the target criteria are met.	Few, if any, of the target criteria are met.
Presentation is interesting, creatively presented, and keeps the audience engaged. Presenters used appropriate communication skills.	Many, but not all, of the target criteria are met.	Few, if any, of the target criteria are met.
Class discussion is well-managed and discourse is encouraged. Excellent discussion questions posed.	Many, but not all, of the target criteria are met.	Few, if any, of the target criteria are met.
Evidence is presented indicating all group members shared equally in both preparation and presentation.	Many, but not all, of the target criteria are met.	Few, if any, of the target criteria are met.
Handout adequately summarizes findings relevant to the topic and includes a list of resources. References are appropriate and cited in APA 6th. No spelling, mechanical, or grammatical errors. Presenters stayed within the 45 min. time limit and managed time well.	Many, but not all, of the target criteria are met.	Few, if any, of the target criteria are met.

OVERALL RATING :

ALS 805:Curriculum Evaluation

Culminating Project: Curriculum Revision

Name: _____

Curriculum Project Title: _____

CURRICULUM REVISION NARRATIVE AND FINAL PRODUCT:

- | | | | |
|--|---|---|---|
| 1. A rationale and explanation of the project is given.
Your work is research-based. | T | A | U |
| 2. A description of the process used to develop and
complete the project is included. | T | A | U |
| 3. Considerations given and problems encountered
are discussed. | T | A | U |
| 4. Applicability in your current or future educational
setting is included. Suggestions for additional work
or research are given if appropriate. | T | A | U |
| 5. Pertinent research and conceptual frameworks
Are discussed. | T | A | U |
| 6. Reflections regarding your collaboration,
class readings, activities, professional experience,
and overall learnings from this project are stated. | T | A | U |
| 7. A student-designed graphic organizer as described
in the syllabus is included. | T | A | U |
| 8. Your work is word-processed in 12-point Arial or
Times New Roman font and is free of spelling and
grammatical errors. APA (6 th) format is observed.
All parameters noted in the syllabus are met. | T | A | U |
| 9. The original curriculum and the revised/final
edition are provided and reflect the project as
described in the narrative. | T | A | U |
| 10. The synopsis given in class is concise, on point,
and polished in presentation. | T | A | U |

Comments: _____

ALS 805: Curriculum Evaluation Proposal

<p>Name:</p> <p>University or Organization:</p>	<p>Curriculum Used:</p> <p>Revisions Planned:</p> <ul style="list-style-type: none">• • • • <p>Timeframe:</p>
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