Syllabus for
GCSE 743—Curriculum Survey and Design for Higher Education
3 Credit Hours
Summer Institute 2013
June 18-21, 2013

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I.   COURSE DESCRIPTION

An examination of the design, management, and evaluation of curriculum for higher education, including Bible schools, institutes, and colleges. Emphasizes the relationship between the curriculum and the mission of the institution. (Offered in Summer Institute only.)

II.   COURSE GOALS

The purpose of this course is to enable the student to do the following:
A.   Examine the components of postsecondary curriculum and the philosophical and practical factors that shape it.

B.   Equip the administrator or faculty member to create an academic plan appropriate for a given institution.

C.   Equip the administrator or faculty member to evaluate each element of an academic plan and create mechanisms for ongoing assessment and change.

D.   Examine curriculum issues pertinent to Bible schools, institutes, and two-year and four-year colleges, including the transition to becoming a four-year institution.

III.   COURSE OBJECTIVES

As a result of successfully completing this course, the student will be able to do the following:
A.   Define curriculum, and identify the elements that make it up.

B.   Identify and apply the steps of a common model of instructional design to address an educational need.

C.   Carry out a needs analysis procedure to determine the educational needs of a specific group of learners.

D.   Identify, in a given institutional framework, the external, internal, and organizational influences upon curriculum design.

E.   Select curriculum content appropriate for the goals of a given institution and the learners served.

F.   Select instructional processes appropriate for the goals of a given course or institution.

G.   Implement evaluation procedures and establish mechanisms for using evaluation outcomes for curriculum improvement.

H.   Identify the roles of faculty and administrators in carrying out and revising an academic plan.

I.   Discuss the ongoing controversies regarding educational purposes, content, learner goals, instructional process, and evaluation procedures.

J.   Describe steps in the transition from a Bible school (or other training program) to a two-year college and from a two-year to a four-year program.

K.   Describe biblical principles applicable to the design of postsecondary curriculum.

IV.   TEXTBOOKS AND OTHER LEARNING RESOURCES

A.   Required Materials
        1.   Textbooks
                Diamond, R. M. (2008). *Designing and assessing courses and curriculum, 3rd edition*. San Francisco: Jossey-Bass. ISBN 9780470261347
        2.   Other—readings as described in the Pre-Assignment
                None

B.   Optional Materials
        1.   Textbooks
                None
        2.   Other
                None

V.   POLICIES AND PROCEDURES

A.   University Policies and Procedures
        1.   Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
        2.   Students taking a late exam because of an unauthorized absence are charged a late exam fee.
        3.   Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
        4.   Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

5. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.

    a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.

    b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. School and/or Department Policies and Procedures

    1. Independent Study, Dissertations, or Internships

        a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.

        b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.

        c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)

    2. In-Class Studies (or All Other Studies)

        a. Class attendance is an absolute **must** for the student to gain full benefit from his or her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.

        b. Students who miss class for University-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do makeup work nor complete an exam missed.

        c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.

        d. **Absolutely no** research involving human subjects may be performed until **full** approval for the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and

void and may carry a federal penalty.

C. Course Policies and Procedures
    1. Evaluation Procedures
        a. The grade is a composite of performance based on the following:

Preinstitute Assignment	10%
Class Participation	15%
Final Exam	35%
Project: Academic Plan	40%
Total	100%

        b. Grading scale:
          A=90-100%
          B=80-89%
          C=70-79%
          D=60-69%
          F=Below 60%
        c. All graduate students are expected to make an A or B. A grade of C will result in a student being placed on probation. Two or more grades of C or below will result in a student being suspended from graduate school.

    2. ePortfolio Requirements
Each student will prepare those artifacts necessary to indicate that the specific activities identified for this course have been completed in a satisfactory manner. The artifacts will be compiled in an ePortfolio format as prescribed by the School of Education.

    3. Other Policies and/or Procedures
        a. "Consistent with Section 504 of the Rehabilitation Act of 1972 and the Americans with Disabilities Act, ORU ensures that no **'qualified individual'** will be denied reasonable accommodation in the form of modifications of policies, practices, and/or procedures." Students with disabilities who wish to access services should contact their professor(s) and the Office of Disability Services at ext. 7355 to initiate the process.
        b. The student is responsible for:
          (1) Completing all reading assignments.
          (2) Attending all regular class meetings and examination periods.
          (3) Completing all special assignments and submitting them on due dates.
          (4) Making positive contributions during class discussions.

D. Preassignment
Learners should read the required text prior to the first class meeting and the readings as described in the Preinstitute Requirements. Complete the questions on the Preinstitute Requirements (page 6 of this syllabus). Preinstitute assignments are due on the first day of class.

E. Postinstitute Assignment
    1. Learners will create an annotated academic plan for an institution with which they are currently affiliated (alternately, for a model institution). Details of this assignment will be discussed in class sessions. Due date for the postassignment July 23, 2013. Postassignments must be emailed or postmarked on or before the scheduled due date. Projects must be emailed or mailed overnight delivery with

a tracking number or by certified mail to:

> Dr. Hallett Hullinger
> School of Education
> Oral Roberts University
> 7777 S. Lewis Avenue
> Tulsa, OK 74171
> hhullinger@oru.edu

2. If the project is postmarked one day late, there will be a 10% grade penalty.
3. If the project is postmarked two days late, there will be a 20% grade penalty.
4. If the project is postmarked three days late, the student will <u>FAIL THE COURSE</u>.
5. **Be sure you send your postassignment registered, certified, or with a tracking record. If your paper is not received in a reasonable time after these deadlines, you will be called and asked to overnight a copy of your postassignment along with a copy of a receipt showing the date mailed or shipped.**

VI. COURSE CALENDAR

SESSION   TOPIC/ASSIGNMENT

1   Introductions, overview of purpose, issues
       Establishing purpose and counting the cost
       Recurring debates, making initial decisions

2   Gathering information/needs assessment
       Instructional design

3   Determining content
       Field, learners, and influence of educational environment

4   Assess resources and parameters
       From ideal to possible, various factors

5   Creating goals and objectives
       Designing evaluation procedures

6   Selecting instructional processes

7   Implementing and administering the academic plan
       Evaluating and adjusting academic plans

Preinstitute Requirements
GCSE 743 Curriculum Survey and Design for Higher Education
Summer Institute 2013
Dr. Hallett Hullinger

Assignment #1
After reading through *Designing & Assessing Courses & Curriculum*, reflect upon your experiences as a university student. Using terms and categories discussed by Diamond, briefly describe (a) one course that you felt was particularly effective/successful—and why it was effective; (b) one course that you felt was <u>not</u> effective—why it failed. Your response should be 1-2 pages typed.

Assignment #2
Develop a list of at least three burning questions about this material—some things that you <u>really want to know</u> in order to be more effective in a current or future position. Questions should be specific and genuine.

Assignment #3
There is an online component to this course that begins in the Preinstitute phase and carries through Summer Institute into the Postinstitute assignment. As soon as you receive this syllabus, send an email to the instructor, <u>hhullinger@oru.edu</u>, with a subject line of "*Higher Education Curriculum Online*." The instructor will respond with instructions on how to access the Internet-based materials and assignment.

Course Inventory for ORU's Student Learning Outcomes
GCSE 743—Curriculum Survey and Design for Higher Education
Summer Institute 2013

This course contributes to the ORU student learning outcomes as indicated below:
Significant Contribution – Addresses the outcome directly and includes targeted assessment.
Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.
Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.
No Contribution – Does not address the outcome.

The Student Learning Glossary at http://ir.oru.edu/doc/glossary.pdf defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	**Outcome #1 – Spiritually Alive Proficiencies/Capacities**				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability		X		
1D	Ethical behavior	X			
2	**Outcome #2 – Intellectually Alert Proficiencies/Capacities**				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation			X	
2E	Intellectual creativity	X			
3	**Outcome #3 – Physically Disciplined Proficiencies/Capacities**				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	**Outcome #4 – Socially Adept Proficiencies/Capacities**				
4A	Communication skills	X			
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship	X			
4E	Leadership capacity	X			

GPED 743—Latest Revision: 03/04/13