

**This form should be used to add a new course or update an existing course.
This information will be used to update the course catalog.**

Name of person completing form: Peter Taylor		Date: 2/21/14	College File # (to be added after Dean's approval):	
SECTION A – COURSE INFORMATION				
Please complete the following:				
<input type="checkbox"/> Course Addition	<input type="checkbox"/> Distribution	*Course Credits 3		
<input type="checkbox"/> Course Change	<input type="checkbox"/> Diversity / Int'l Mgmt	If changing, previous credits:		
<input checked="" type="checkbox"/> Reactivate Course**	<input type="checkbox"/> Seminar (FYS / IS)	UC Non-Credit Course? <input type="checkbox"/>		
	<input type="checkbox"/> Quantitative Reasoning			
UC Program: _____		UC CEUs/PDPs: #CEUs	#PDPs	
*Department	Critical & Creative Thinking	*Variable Course Credit:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
*Course Number:	615	*Minimum Credits:		
If changing, previous number:	_____	*Term in which this will take effect:	Fall 2014	*Maximum Credits:
*Short Course Title: (Max 30 characters)	HolisticTransformtvTeaching			
*Long Course Title: (Max 100 characters)	Holistic and Transformative Teaching			
If changing, previous title:	Holistic and Integrative Teaching			
Course Description:	This course explores approaches to realize teachers' and students' potential for learning, thinking, and creativity. Its primary focus is on holistic strategies to engage students in the creative arts and design. Participants are actively involved in preparing practical applications and demonstrations of concepts emerging from the class.			
If changing, previous description:	This course explores approaches which tap both teachers' and students' potential for learning, thinking, and creativity. Its primary focus is on integrative, holistic strategies to engage students creatively in literature, writing and the arts. Participants are actively involved in preparing practical applications and demonstrations of concepts emerging from the class.			
Requisites (Please List All):	If changes are being requested to co/prerequisites, please explain:			
	Course Number		Course Number	
<input type="checkbox"/> Pre <input type="checkbox"/> Co	_____	AND	<input type="checkbox"/> Pre <input type="checkbox"/> Co	_____ AND
<input type="checkbox"/> Pre <input type="checkbox"/> Co	_____	AND	<input type="checkbox"/> Pre <input type="checkbox"/> Co	_____ AND
<input type="checkbox"/> Pre <input type="checkbox"/> Co	_____	OR	<input type="checkbox"/> Pre <input type="checkbox"/> Co	_____
Rationale for the Proposal:	Integrative is omitted from the title because Holistic conveys more or less the same idea. Transformative is added so as to capture realizing potential and creativity viewed from the place of teaching as well as learning.			
Other Information:	Reactivating course that has not been taught in recent years			



** "Reactivate Course" is intended to be used for courses that already exist but have been inactivated because they were not scheduled for five years or more. Departments wishing to reactivate such existing courses should send this form (including any minor changes in course description or title) and an updated syllabus to the Dean of their College. If the course is changing substantially, it should be submitted as a Course Change instead, following the normal governance process.



Course Addition/Course Change Form

Form Legend
Asterisks indicate PeopleSoft Required Fields

Course Offering Details (Please complete all of the following):

*Course College (Academic Group): University College
 *Course Department/Program (Subject) _____
 *Academic Career UGRD GRAD NON-CREDIT
 Is Course Cross Listed? Yes No

If Course is Cross Listed, Complete the following:

*Course College (Academic Group): No Cross-Listing Please note: cross listed courses should carry the same number in each cross listing department if at all possible.
 *Course Department (Subject) _____
 *Course Number (Catalog Number) _____
 *Cross Listed Career UGRD GRAD NON-CREDIT

If course is cross-listed in more than two departments, please list additional departments and course numbers here:

SECTION B – COURSE REQUIREMENTS

Course Requirements (Undergraduate Courses):

*Does this course fulfill a General Education Requirement? Yes No **Note! If this is a NEW course, a separate request must be submitted for entry into Diversity, Quantitative Reasoning, or Distribution categories.**
 If Yes, please indicate the specific General Education Requirement. None
 If this course is being submitted for Distribution, choose an area. None
 If this course is being submitted for Diversity, choose an area. None
 *Is this course a College of Management International Mgmt course? Yes No
 *Does this course fulfill a Major Requirement? Yes No
 If Yes, in what Major? _____

Course Requirements (Graduate Courses):

Is this course a Requirement? Elective?
 Is this course for a Doctoral program? Master's program? Graduate Certificate? CAGS?
 What student population will be served by this course?
 % Undergrad % Master's 90 % Certificate 5 % Doctoral 5

Other Course Information (Undergraduate and Graduate Courses):

Is this course intended to be offered on-line? Yes No **If yes, please consider the relevant Supplementary Information (see addendum)**
 Has this course been offered as a Special Topics course? Yes No **If yes, when?**



SECTION C – OTHER COURSE INFORMATION

Course Components (Please Check all that Apply):	Hours/Week?	Indicate the grading status of each component:				Default Grading Basis (Please Check ONE ONLY):
Component	Primary?	Graded?	Yes	No	Grading Basis	
<input type="checkbox"/> Lecture	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Graded	
<input type="checkbox"/> Laboratory	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Pass/Fail Only	
<input checked="" type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Non Graded	
<input type="checkbox"/> Indep Study	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Audit	
<input checked="" type="checkbox"/> Field Studies	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Multi-Term ("Y")	
<input type="checkbox"/> Grad Research	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Sat/UnSat	
<input type="checkbox"/> Clinical	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Competency	
<input type="checkbox"/> Practicum	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Credit/No Credit	
<input type="checkbox"/> Seminar	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Student Option	
<input type="checkbox"/> Special Topics	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Other _____	
<input type="checkbox"/> Studio	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Course Repeat Details

Is Course Repeatable for Credit? Yes No

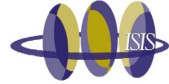
Is a student allowed to enroll multiple times in a single term? Yes No

Total Units Allowed (If Course can be Repeated for Credit) _____

Total Completions Allowed (If Course can be Repeated for Credit) _____

Please Note: If a course is repeatable for credit, it cannot have Distribution status.

For Registrar's Use Only Course ID: _____ Course Entered By: _____



SECTION D - SIGNATURES		
Department:	Number:	Course Title:
Approval Signature GPD	_____	Printed Name Approval Date
Approval Signature Department Chair	_____	Printed Name Approval Date
Approval Signature Collegiate Committee	_____	Printed Name Approval Date
Approval Signature Collegiate Committee	_____	Printed Name Approval Date
Approval Signature College Senate Chair	_____	Printed Name Approval Date
Approval Signature College Dean	_____	Printed Name Approval Date
Approval Signature PECC (if relevant)	_____	Printed Name Approval Date
Approval Signature FC Subcommittee	_____	Printed Name Approval Date
Approval Signature FC Committee	_____	Printed Name Approval Date
Approval Signature AVP Undergrad. Studies	_____	Printed Name Approval Date
Approval Signature Graduate Dean	_____	Printed Name Approval Date
Approval Signature Chair, Faculty Council	_____	Printed Name Approval Date
Approval Signature Provost	_____	Printed Name Approval Date

Syllabus

CRCRTH 615: Holistic and Integrative Teaching (Proposed revision: Holistic and Transformative Teaching)

Spring 2015, hybrid section (Class #????); Start Date – End Date

[Course and Contact Information]

Course Format

Instructor-led, hybrid course, with weekly meetings on campus and through Google+ Hangout for those at a distance.

Catalog Description

This course explores approaches which tap both teachers' and students' potential for learning, thinking, and creativity. Its primary focus is on integrative, holistic strategies to engage students creatively in literature, writing and the arts. Participants are actively involved in preparing practical applications and demonstrations of concepts emerging from the class.

Proposed revision: This course explores approaches to realize teachers' and students' potential for learning, thinking, and creativity. Its primary focus is on holistic strategies to engage students in the creative arts and design. Participants are actively involved in preparing practical applications and demonstrations of concepts emerging from the class.

Notes about Preparation Assumed for this Course

This course has no formal prerequisites. Students may enter the course with some interest in developing your own teaching/learning forums by applying tools and practices of holistic and integrative education.

Additional Overview

One question addressed by this course is, “What does it mean to experience learning and teaching that involves the whole self, where our experience is flexible enough to allow multiple points of engagement, to acknowledge the broader context and complex identities of the participants, and to evolve in real-time in response to the developing needs and perspectives of the participants?” Various descriptions of holistic and integrative education have sometimes positioned this field as a response to the fragmentation of subjects often attributed to traditional school and other

environments and to the disconnections between what is learned and an individual's need to relate their learning to the realities of who they are and how they are positioned in the world. In this course, we seek to clarify a vision for holistic and integrative teaching and learning and also experience, examine, and develop practices to be implemented beyond the course. The main project of the course, a curriculum design, is based on the idea of students identifying a topic of primary relevance to them personally and then developing a curriculum/teaching plan for a course, workshop, community training, or other educational experience through the lens of holistic and integrative education. Students will experience the practices of holistic and integrative education through models provided in the course with the expectation that these practices can be integrated into one's lifelong journey as a teacher-learner as well as be applied through one's formal or informal roles as an educator across various settings. The course description refers to literature and the arts, and while these areas may provide unique insight into certain creative processes, students interested in applying holistic and integrative methods of education to any fields are welcome.

Texts and Materials

Selections from:

- Miller, J. P., & Ontario Institute for Studies in Education. (2007). *The holistic curriculum*. Toronto: OISE Press.
- Dickinson, D. (1991). *Creating the future: Perspectives on educational change*. Aston Clinton, Bucks (U.K.: Accelerated Learning Systems).
- Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, Calif: Jossey-Bass.
- Clark, E. T. (1997). *Designing and implementing an integrated curriculum: A student-centered approach*. Brandon, VT: Holistic Education Press.
- Jardine, D. W. (2000). "Under the tough old stars": *Ecopedagogical essays*. Brandon, VT: Foundation for Educational Renewal, Inc.
- *Encounter: Education for Meaning and Social Justice* (journal)

You also need:

- a workbook/journal/system to use for ongoing journal writing
- technology setup for online meetings (microphone and speakers/headphone, and webcam)

Key Links

Course wiki:

<http://crcrth615.wikispaces.umb.edu>

Learning Objectives

By the end of the semester, you will have:

1. Examined and evaluated your own educational experience and practices with respect to holistic/integrative teaching, through an understanding of the range of perspectives from key theories and case studies across the field
2. Practiced using tools for supporting holistic and integrative teaching and learning through class exercises, reflective writings, and peer interactions
3. Designed a curriculum based on holistic/integrative practice that can be applied to a personal setting (either the creation of an original curriculum or a transformation of an existing one)
4. Developed a plan for practice and resource toolkit as a foundation for direct implementation in ongoing learning and teaching

General logistical plan for class sessions (except first and last session):

1. Self-report
2. Notes on previous week's CIQ and reflection-in-action discussion
3. Reading/topic discussion (varying formats)
4. Instructor or student-led workshop/activities
5. Peer consultations, "studio" time for working on curriculum projects, teaching pilot mini-lessons related to individual curriculum projects
6. Critical Incident Questionnaire

Weekly Schedule

Week	Topic/Themes	Activities and Assignments
1	Introductions	Activities: Autobiographical Introductions, reflection exercises, course goal statements Assignments Due: none
2	History and Philosophical Foundations of Holistic and Integrative Education	Activities: think-pair-share on readings, drafting of first self-evaluation Assignments Due: first journal entry, establish consultation schedule, first self-evaluation
3	Key Theories of Holistic and Integrative Education (continued)	Activities: reading discussions Assignments Due: first general principle blog post
4	Ecopedagogy and Critical Theory Perspectives	Activities: reading discussions, case study guided discussions Assignments Due: first instructor conference
5	Learning Styles and Addressing Individual Differences	Activities: case study guided discussions Assignments Due: second general principle blog post
6	Managing and Responding within Holistic Learning Environments	Activities: case study guided discussions Assignments Due: reflection journal submitted

Week	Topic/Themes	Activities and Assignments
7	Holistic Approaches to the Teaching, Learning, and Development of Creativity	Activities: Work-in-progress presentations, Plus-Delta feedback, case study guided discussions as time allows Assignments Due: Work-in-progress presentation, third general principle blog post
8	Integration of the Arts in Learning and Teaching	Activities: case study guided discussions Assignments Due: second self-evaluation
9	Emotion, Conscience, Spirituality, and Values in Learning	Activities: forum theater activity, case study guided discussions Assignments Due: case study contribution (completed any time between weeks 4 and 9), fourth general principle blog post
10	Applications of Cognitive Research	Activities: case study guided discussions Assignments Due: second facilitated activity, second instructor conference
11	Additional Perspectives: Politics, Culture, Controversies, Assessment in Holistic Teaching and Learning	Activities: case study guided discussions Assignments Due: prototype/concept map of curriculum design, fifth general principle blog post
12	Extending Holistic Education to Schools and Wider Communities, and Perspectives on Reform	Activities: case study guided discussions Assignments Due: third self-evaluation
13	Holistic Learning and Teaching as a Lifelong Endeavor	Activities: case study guided discussions Assignments Due: reflection journal submitted, sixth general principle blog post
14	Evaluations, Taking Stock, and Moving Beyond the Course	Activities: taking stock activity Assignments Due: final curriculum design/process essay
	(One week after class 14)	Assignments Due: annotated toolkit, Plan for Practice statement, final peer commentaries

Assessment and Requirements

GRADED REQUIREMENTS:

Written assignments and presentations:

- **W1(a, b, c):** Teaching and learning overview statement and self-evaluation (3 items, 1 point each)
- **W2:** Work-in-progress presentation (1 item, 1 point)
- **W3(a, b):** Reflection journal with weekly entries (2 items, 2 points each) (includes personal reflections/observations related to weekly topics, and process notes about ongoing inquiry/progress for curriculum project)

- **W4:** Prototype/concept map of curriculum design (1 item, 1 point)
- **W5(a):** Final curriculum design (1 item, 3 points)
- + **W5(b):** annotated toolkit (1 item, 2 points)
- + **W5(c):** Plan for Practice statement (1 item, 1 point)

Total possible: 15 points

Certain written items may require revisions based on instructor feedback to be considered complete.

Participation Items:

- **P1:** Prepared class attendance, including participation in weekly peer consultations, and completion of weekly CIQ (13 items, 2 points each)
- **P2:** Case study contribution and guided discussion relative to course topics, plus briefing (1 item, 2 points)
- **P3:** Design and facilitation of holistic education activity (individually, in pairs, or small groups), plus briefing (individually) (1 item, 2 points)
- **P4(a,b,c,d,e,f):** General principles blog post (6 items, 1 point each)
- **P5(a,b,c,d,e):** Peer commentary/feedback on selected assignments (presentation, case study, facilitated activity, prototype, curriculum design) (5 items, 1 point each)
- **P6(a,b):** Instructor conferences (2 items, 1 point each)
- **P7:** Feedback Responses (see below) (8 items, 1 point each)
- **OPTIONAL P8:** permission to share pieces of your work as examples for future generations of the course (2 points)

Total possible: 51 points (+ 2 optional for P8)

Note on Feedback Responses:

- For several Written assignments/presentations and some Participation Items, feedback will be provided by the instructor and by others in class as well for certain assignments (sometimes in the form of Plus-Delta comments, and other times with longer comments). For items involving feedback, submit a brief written response addressing your thought process related to understanding the feedback as a whole, and addressing any specific points referring to needed clarifications or questions and your plans for building these in to later work.
- [Relevant items: first and second self-evaluation, Work-in-progress presentation, first submission of reflection journal, prototype/concept map, curriculum design, case study contribution, facilitated activity]

GRADING

Students should complete:

- All written assignments and presentations initially submitted by the due date.
- 4 Feedback responses submitted within 1 week of receiving the feedback (out of 8 possible opportunities)
- 42 participation items (out of a total 51 possible) fulfilled.
- If you reach or exceed this amount, you get 80 points (which gives you an automatic B+) and the following rubric is used to add further points:

Quality Statement	0	1	2
1. A sequence of assignments submitted by the due date (where the total days late summed over all submitted assignments is ≤ 10)			
2. Submissions are well thought-out, thorough, and reflect an extended process of building upon class materials and interactions.			
3. Feedback responses show an understanding of the comments provided to you, and you account for comments in the way that you approach future assignments.			
4. Self-evaluations draw out connections between your past, current, and future experiences and show reflection on and awareness of your own thinking.			
5. Initiative taken in keeping up with the course, making up for missed sessions, and seeking out clarification around the course process and expectations early, as needed.			
6. Initiative taken in supporting others in the class and making use of support from others, both in class sessions, and between sessions, when appropriate; includes contributing to the class as a community of learners.			
7. Conscientious peer commentary on other student's assignments; comments that question and stimulate thinking beyond superficial praise or suggestions.			
8. Reflective journal shows a progression of the development of your thinking over the course of the semester (including evolution of the journal in relationship to mid-semester comments).			
9. Final overall curriculum project (all parts of W5) is well-structured, organized, and serves as a foundation for practical extensions beyond the course term.			
10. Written work is mostly free from mechanical, grammatical, formatting, and spelling errors and is presented professionally.			
11. Contributions and feedback around the course are given in a constructive spirit toward helping the understanding of how to improve the running of a hybrid course, and participation includes some willingness to experiment with, and patience for, new or imperfect technologies as we engage in-person and virtually.			
12. Annotated toolkit part of the curriculum project (W5b) includes well-chosen, exemplary resources and tools that you might realistically use beyond the course as you continue to apply what you have learned.			
13. The Plan for Practice statement part of the curriculum project (W5c) makes an explicit connection between theory and practice by laying your vision of holistic and integrative education with respect to the theory and connecting this to planned short-term and long-term actions and engagement in your future work, teaching, and life.			

If you don't fulfill enough of each of the requirements listed above to reach the automatic B+ level, your points = 3 for each writing assignment submitted and complete by the initial due date + 1.5 for each participation item or feedback response fulfilled, up to a maximum of 80 points.

Overall points are converted to letter grades as follows: The minimum grade for A is 95 points, for A- is 87.5, for B+ is 80, for B is 72.5; for B- is 65; for C+ is 57.5; and for C is 50 points.

Reflective Practice Portfolio

This only applies to students in the Critical and Creative Thinking MA Program: The Reflection Journal, and/or the curriculum project (or selections from them), are appropriate and recommended for inclusion in the program's required Reflective Practice Portfolio. Other options might also be acceptable based on directions taken to fulfill your project.

Course Evaluation

At the end of the course, you will be asked to complete an anonymous, online course evaluation (<http://bit.ly/CCTEval>) as required by the Critical and Creative Thinking program. Note that the question in the evaluation referring to a statement of synthesis about the course as a whole may be shared widely, so that the instructor, the program, and other parties may appreciate the course's strengths and weaknesses and contribute more effectively to continued development.

Accommodation Statement

Sections 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (617-287-7430). The student must present these recommendations to each professor within a reasonable period, preferably by the end of the Drop/Add period.

Syllabus Version

February 2014; This syllabus is subject to change and updated versions may be distributed after the course begins, but the workload expectations will not be increased after the semester starts.

Extended Bibliography

- Adams, M., Bell, L. A., & Griffin, P. (2007). *Teaching for diversity and social justice*. New York: Routledge.
- Allan, G., Evans, M. D., & ebrary, Inc. (2006). *A Different Three Rs for Education: Reason, Relationality, Rhythm*. Kenilworth: Rodopi.
- Bateson, M. C. (1994). *Peripheral visions: Learning along the way*. New York: HarperCollins Publishers.
- Brookfield, S. (2005). *The power of critical theory: Liberating adult learning and teaching*. San Francisco, CA: Jossey-Bass.
- Bucciarelli, D., & Pirtle, S. (2001). *Partnership education in action*. Tucson, AZ: Center for Partnership Studies.

- Clark, B. (1986). *Optimizing learning: The integrative education model in the classroom*. Columbus: Merrill.
- Cranton, P. (1994). *Understanding and promoting transformative learning: A guide for educators of adults*. San Francisco: Jossey-Bass.
- Fisher-Yoshida, B., Geller, K. D., & Schapiro, S. A. (2009). *Innovations in transformative learning: Space, culture, & the arts*. New York: Peter Lang.
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- Gallegos, N. R., & Foundation for Educational Renewal. (2001). *Holistic education: Pedagogy of universal love*. Brandon, VT: Foundation for Educational Renewal.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
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- Kennedy, M. (2001). *Lessons from the hawk*. Brandon, VT: Holistic Education Press.
- Mezirow, J., & Taylor, E. W. (2010). *Transformative learning in practice: Insights from community, workplace, and higher education*. San Francisco: Jossey-Bass.
- Miller, J. P. (2000). *Education and the soul: Toward a spiritual curriculum*. Albany: State University of New York Press.
- Miller, J. P. (2010). *Whole child education*. Toronto [Ont.: University of Toronto Press.
- Miller, R. (1993). *Renewal of meaning in education: Responses to the cultural and ecological crisis of our times*. Brandon, VT: Holistic Education Press.
- Miller, R. (1995). *Educational freedom for a democratic society: A critique of national goals, standards, and curriculum*. Brandon, VT: Resource Center for Redesigning Education.
- Miller, R. (2008). *The self-organizing revolution: Common principles of the educational alternatives movement*. Brandon, Vt: Holistic Education Press.
- Nakagawa, Y. (2000). *Education for awakening: An eastern approach to holistic education*. Brandon, Vt: Foundation for Educational Renewal.
- Oliver, D. W., Canniff, J. G., & Korhonen, J. (2002). *The primal, the modern, and the vital center: A theory of balanced culture in a living place*. Brandon, VT: Foundation for Educational Renewal.
- O'Sullivan, E. V. (1999). *Transformative learning: Educational vision for the 21st century*. London: Zed Books.
- O'Sullivan, E., Morrell, A., & O'Connor, M. A. (2002). *Expanding the boundaries of transformative learning: Essays on theory and praxis*. New York, N.Y: Palgrave.
- Preiss, D., & Sternberg, R. J. (2010). *Innovations in educational psychology: Perspectives on learning, teaching, and human development*. New York: Springer Pub.
- Rocha, D. L. D. S. (2003). *Schools where children matter: Exploring educational alternatives*. Brandon, VT: Foundation for Educational Renewal.