HIED 651-01W - Curriculum Development in Higher Education
COURSE SYLLABUS: Spring 2015

Meets 1/20/2015 through 5/9/2015
S 10:40a – 1:10p   Location: UCD

Instructor:        Gail D. Caruth, Ed.D.       Office Location:       TBD
Office Hours:      By appt before or after class
Office Phone:      903-886-5520          Office Fax:    903-886-5507
TAMU-C Email:      gail.caruth@tamuc.edu

COURSE INFORMATION


Supplemental readings - Compilation of research articles on higher education curriculum

Course Description:

Three semester hours. This course provides a study of the factors and influences that have affected the development of the curriculum in higher education. Procedures for designing, implementing, and evaluating curricular at the senior college level will be examined. In addition, trends, issues, problems, and variations in general education programs in colleges and universities are studied. The objectives of the general education in all post-high school curricula are emphasized.

Student Learning Outcomes:

Unit 1: Curriculum: an Academic Plan (Chapter 1)
Unit Description: This unit focuses on defining curriculum in higher education
Goal: The learner will develop an understanding of the curriculum as an academic plan
Objectives: The learner will:
1.1 explain the definition of curriculum as an academic plan.
1.2 discuss the influences of an academic plan.
1.3 know how to construct a plan.
1.4 discuss the advantages of an academic plan
1.5 Unit Activity and Research Article

Unit II: Creating an Academic Plan & Models and Strategies of Curricular Change (Chapters 5 & 10)
Unit Description: This unit focuses on creating a plan and looking at strategies that develop curriculum
Goal: The learner will be able to understand models and strategies that create a curriculum plan
Objectives: The learner will:
2.1 create a curriculum.
2.2 explain models and strategies that help develop academic plans.
2.3 Unit Activity and Research Article

Unit III: Administering Academic Plans (Chapter 9)
Unit Description: This unit will focus on the administration of the curriculum
Goal: The learner will understand the challenges of administering curriculum
Objectives: The learner will:
3.1 discuss the challenges of administering the curriculum.
3.2 describe the leadership and administrative roles.
3.3 Unit Activity

Unit IV: External Influences: Sociocultural Context; Internal Influences: College and University Contexts; Internal influences: Academic Fields (Chapters 2,3,4)
Unit Description: This unit will focus on external and internal forces that guide curriculum development
Goal: The learner will understand the internal and external forces that affect curriculum
Objectives: The learner will:
4.1 discuss internal forces that affect curriculum.
4.2 discuss external forces that affect curriculum.
4.3 discuss challenges in the academic field.
4.4 Unit Activity and Research Article

Unit V: Learners; Instructional Processes (Chapters 6 & 7)
Unit Description: This unit will focus on the learner and instructional design
Goal: The learner will understand learners in a curriculum design
Objectives: The learner will:
5.1 discuss the learner and their influences on planning.
5.2 discuss perspectives of learning.
5.3 explain the learning process.
5.4 discuss instruction.
5.5 Unit Activity and Research Article

Unit VI: Evaluating and Adjusting Academic Plans (Chapter 8)
Unit Description: This unit will focus on assessment
Goal: The learner will understand evaluate and assess the learner and the academic plan
Objectives: The learner will:
6.1 discuss what is evaluation.
6.2 explain assessment.
6.3 explain who is accountable for learning.
6.5 Unit Activity and Research Article

Unit 7 – Assessment

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Assigned tasks and class discussions for each of the unit learning modules. Write a conference paper and present it to the class, prepare a research paper and present it to the class, read selected articles on curriculum, and complete objective activities as assigned.

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Unit activities, research articles, and class discussions</td>
<td>450 points (5 at 50 points each)</td>
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<tr>
<td>Conference Paper (your stance on curriculum)</td>
<td>50 points</td>
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<tr>
<td>Conference Paper Presentation</td>
<td>50 points</td>
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<tr>
<td>Research Paper</td>
<td>200 points</td>
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<tr>
<td>Research Paper Presentation</td>
<td>100 points</td>
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<tr>
<td>Final Exam</td>
<td>100 points</td>
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<tr>
<td>Final Written Assessment on Curriculum</td>
<td>50 points</td>
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Letter Grade (Total Points = 1,000)
A = 900 – 1,000 points
B = 800 – 899 points
C = 700 – 799 points
D = 600 – 699 points
F = 599 or less

Conference paper and Presentation: Students will prepare (5 written page) and present (10-15 minutes) to the class a conference paper on curriculum.

Instructions: Pretend that you going to a conference with a professor and you have been invited to prepare a paper on what you have been studying - Higher Education Curriculum. Think about your definition of curriculum at the beginning of the course (your idea of what you think you are about to study) and at the end (when you have more knowledge about curriculum). Your write-up/conference paper should include: your current definition of curriculum showing your own perspective on what curriculum is, who, and what it is; specific reflections on your growth/learning this semester; curricular questions you still have that you want to continue to grapple with as a member of the higher education community; and ties to your reading as needed and relevant. The paper should be 5 pages plus any needed references. Areas of consideration when evaluating this paper:
Your definition and perspective – Is it clear what your perspective is on curriculum? Is your definition clear? Is it clear who or what theories or approaches influenced this perspective?

Lessons learned – Are your lessons clear and succinct? Do they show insight into the field and your own growth?

Your questions – Do they show insight into the field and your own growth?

General – For example: Are connections to the course, readings, and if appropriate for your situation, your experience present, clear, and appropriate? Is your writing clear?

**Research Paper and Presentation:** Students will prepare (10-12 written page) paper and present (15-20 minutes) to the class a conference paper on curriculum. Each student will choose a research topic and submit it for approval, based on the appropriate criteria for choosing a topic and writing a research paper. Writing guidelines, including format and structure, are included to guide you, along with “Suggestions for Research Paper Topics” located in eCollege.

**Approval of Research Topic:**
1. The major purpose of my research study is to (explain below):
2. In preparing for my research study, the following specific books, journals (or other resources) and authors were identified (Do a quick search and see what books etc. are available for you to use for your topic.)

Once topic is selected, submit the above information (1 & 2) for approval.

Follow the assignment guidelines (a checklist of important criteria) below for writing the paper:

1. Subject selected was suitable for research and related directly to college and university curricula.
2. Subject was limited so that it could be handled within the paper.
3. Content reflected most current and up-to-date materials available.
4. Style of writing characterized by unity, clarity and originality.
5. Capitalization, punctuation, and spelling were used effectively.
7. The completed research paper can be written using the guidelines illustrated in "HIED 651 Research Paper" below.

**HIED 651 - Research Paper Instructions:** Each student will be required to prepare a Research Paper (10-12 pages). Some suggested research topics can be found below in eCollege and the format guidelines as shown below:

- In preparing this paper use the format below, and
- Follow APA 6th edition and be sure to double space your paper

**Research Paper Format:**
1. Introduction
2. Purpose of the Study
3. Research Questions (what question(s) are you trying to answer?)
4. Methodology (discuss how you found the information)
5. Review of the Literature that answers your question(s)
6. Conclusions
7. Recommendations (what would you recommend if this topic is again researched)
8. References

**Final Written Assessment on Curriculum:** Write a 1-2 page paper assessing your learning in this course. As an adult learner you are ultimately responsible for your own learning and therefore are also responsible for assessing your own learning. Include in your written assessment to me what you did well to learn in the course, what you did not do as well to learn in the course, what you could have done better or more to improve your own learning, and what you would recommend to future students taking this course on how they would learn best when taking this course.

**TECHNOLOGY REQUIREMENTS**

Computer and Internet Access: Students are required to have access to a computer with Internet connection outside class for at least four hours a week. Student may want to consider using a computer in a local public library or community college if they do not have access to a computer at home.

**ACCESS AND NAVIGATION**

*eCollege Technical Concerns:* Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

**Course Concerns:** If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact the instructor via email, through the "Virtual Office," or during office hours.

**Other Questions/Concerns:** Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

**COMMUNICATION AND SUPPORT**

**Interaction with Instructor Statement:**

*eCollege:* Students will use eCollege to access course materials and submit homework.

**E-Mail:**

The instructor or the TA will send emails to your Leo-Mail account for class communication. **Students are required to check their e-mail daily.**

**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**Course Specific Procedures:**
Attendance online:
There will be discussion sometimes online in groups (pairs) or with the professor. You will be required to respond to discussion questions in your group (pairs). I will read all discussions and this will be a part of your participation grade. If there are questions about any assignment, please make sure that you contact me quickly or contact a peer.

It is your responsibility to drop this course if you are not able to complete the course. However, the instructor reserves the right to remove any student from the rolls of the class for poor participation or unacceptable progress online or in the class.

Behavior:
“All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” (See Student's Guide Book)

Disabilities:
Students requesting accommodations for disabilities must go through the Academic Support Committee. For more information, please contact the Director of Disability Resources & Services Bldg., Room 303D, (903) 886-5835.

Academic Integrity:
Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

LATE WORK:
All work is due on the assigned date to help move us through the course at a steady pace. There will be a 10% penalty for information that is not posted in a timely manner. Make sure that you check for assignments and respond daily to accumulate full points.

University Specific Procedures:
ADA Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services
Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

COURSE OUTLINE / CALENDAR
SPRING CLASS SCHEDULE (TENTATIVE)
Begins 1/20/15-05/15/15

Unit 1:
Curriculum: an Academic Plan (Chapter 1)
Focus: Defining curriculum in higher education
Read Chapter 1 and selected articles located in eCollege.
Unit Activity

February 2, 2015 – February 14, 2015
Unit 2:
Creating an Academic Plan & Models and Strategies of Curricular Change (Chapters 5 & 10)
Focus: Understanding models and strategies that create a curriculum plan
Reading selected articles and chapters in the textbook
Unit Activity

February 16, 2015 – February 28, 2014
Unit 3:
Administering Academic Plans (Chapter 9)
Focus: Understand the challenges of administering curriculum
Reading selected articles and chapters in the textbook
Unit Activity

March 2, 2015 – March 14, 2015
Unit 4:
External Influences: Sociocultural Context; Internal Influences: College and University Contexts; Internal influences: Academic Fields (Chapters 2, 3, & 4)
Focus: Internal and external forces that affect curriculum
Reading selected articles and chapters in the textbook
Conference Paper and Presentation

March 16, 2015- March 21, 2015
Spring Break

March 23, 2015 – April 4, 2015
Unit 5:
Learners; Instructional Processes (Chapters 6 & 7)
Focus: The learner and instructional design
Reading selected articles and chapters in the textbook
Unit Activity

April 6, 2015 – April 18, 2015
Unit 6:
Evaluating and Adjusting Academic Plans (Chapter 8)
Focus: Assessment
Reading selected articles and chapters in the textbook
Unit Activity

April 20, 2015 – May 9, 2015

Unit 7:
Presentations and Final Assessment Activity

Focus:
- Research Paper and Presentation
- Final Exam-Online Test due
- Written Self-Assessment