HIED 651-01W - Curriculum Development in Higher Education  
COURSE SYLLABUS: Spring 2019

Instructor: Charlotte Larkin, Ed.D.  
Office Location: EDN 104C

Office Hours: By appointment  
Office Phone: 903-886-5518  
Email: charlotte.larkin@tamuc.edu (Best way to reach me!)

Course Description: 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.


Supplemental readings - Research articles on higher education curriculum

Student Learning Outcomes:

Unit I: Curriculum: an Academic Plan (Chapter 1)

Unit Description: This unit focuses on defining curriculum in higher education.

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.

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.

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.

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.

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.

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 – Wrap-up

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Assigned tasks and class discussions for each of the unit learning modules. Write/present (via Voice Thread) 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>Unit activities, research articles, and class discussions</th>
<th>300 points (6 at 50 points each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference Paper (your stance on curriculum)</td>
<td>50 points</td>
</tr>
<tr>
<td>Conference Paper Presentation</td>
<td>50 points</td>
</tr>
<tr>
<td>Article Critique</td>
<td>50 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>450</strong></td>
</tr>
</tbody>
</table>

A grade of C or below is considered not passing and you will be required to repeat the course.

**Conference paper and Presentation:** Students will prepare (5 written pages) and present (via Voice Thread) a conference paper on curriculum.

Instructions: You have been invited to a conference with your major professor. You are invited to prepare a paper/presentation on Higher Education Curriculum. Your conference paper should include: your current definition of curriculum showing your own perspective on what curriculum is; 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 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?
- Your questions – Do they show insight into the field and your own growth?
- General – For example: Are connections to the course, readings appropriate for your situation, your present experience, and is your writing clear?

**Article Critique:** Students will prepare a critique of an article on curriculum.

COMMUNICATION AND SUPPORT

All communication with the professor should be directed to the professor's university e-mail address.
COURSE AND UNIVERSITY PROCEDURES/POLICIES

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (Texas A&M University-Commerce Procedure A12.08 see Student Guidebook, Policies and Procedures, Conduct).

All graduate students are expected to maintain high standards of academic integrity and honesty. Academic dishonesty, as defined in Texas A&M University-Commerce Procedure 13.99.99.R0.10, will incur a penalty commensurate with the severity of the infraction, from failure on the applicable assignment to failure in the course. A report of each infraction also is submitted to the Graduate School for further action.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

ADA Statement

Students with Disabilities
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- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: Office of Student Disability Resources and Services http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.
For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) document and/or consult your event organizer.

Web url: [http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf)

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

**TECHNOLOGY REQUIREMENTS**

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

<table>
<thead>
<tr>
<th>Browser</th>
<th>Supported Browser Version(s)</th>
<th>Maintenance Browser Version(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft® Edge</td>
<td>Latest</td>
<td>N/A</td>
</tr>
<tr>
<td>Microsoft® Internet Explorer®</td>
<td>N/A</td>
<td>11</td>
</tr>
<tr>
<td>Mozilla® Firefox®</td>
<td>Latest, ESR</td>
<td>N/A</td>
</tr>
<tr>
<td>Browser</td>
<td>Supported Browser Version(s)</td>
<td>Maintenance Browser Version(s)</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Google® Chrome™</td>
<td>Latest</td>
<td>N/A</td>
</tr>
<tr>
<td>Apple® Safari®</td>
<td>Latest</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Tablet and Mobile Support**

<table>
<thead>
<tr>
<th>Device</th>
<th>Operating System</th>
<th>Browser</th>
<th>Supported Browser Version(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Android™</td>
<td>Android 4.4+</td>
<td>Chrome</td>
<td>Latest</td>
</tr>
<tr>
<td>Apple</td>
<td>iOS®</td>
<td>Safari,</td>
<td>The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.</td>
</tr>
<tr>
<td>Windows</td>
<td>Windows 10</td>
<td>Edge,</td>
<td>Latest</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chrome,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Firefox</td>
<td></td>
</tr>
</tbody>
</table>

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most
current version of Java can be downloaded at: JAVA web site

• Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

  Pop-ups are allowed.
  JavaScript is enabled.
  Cookies are enabled.

• You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  o Adobe Reader  https://get.adobe.com/reader/
  o Adobe Flash Player (version 17 or later) https://get.adobe.com/flashplayer/
  o Adobe Shockwave Player  https://get.adobe.com/shockwave/
  o Apple Quick Time  http://www.apple.com/quicktime/download/

• At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

  Brightspace Support
  Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.
Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the Live Chat or click on the words “click here” to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03


Graduate Student Academic Dishonesty 13.99.99.R0.10

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE OUTLINE / CALENDAR
SPRING CLASS SCHEDULE (TENTATIVE)

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

Unit 2 - Creating Academic Plans & Models & Strategies of Curricular Change (Chapters 5 & 10)
Focus: Understanding models and strategies that create a curriculum plan
Read selected articles and chapters in the textbook
Unit Activity

Unit 3 - Administering Academic Plans (Chapter 9)
Focus: Understand the challenges of administering curriculum
Read selected articles and chapters in the textbook
Unit Activity

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
Read selected articles and chapters in the textbook
Conference Paper and Presentation

Unit 5 - Learners; Instructional Processes (Chapters 6 & 7)
Focus: The learner and instructional design
Read selected articles and chapters in the textbook
Unit Activity

Unit 6 - Evaluating and Adjusting Academic Plans (Chapter 8)
Focus: Assessment
Read selected articles and chapters in the textbook
Unit Activity

Unit 7 - Focus: Article Critiques Due