



### **Course Syllabus: HIED 651 Curriculum Development in Higher Education (Spring 2025)**

Instructor: Leslie Ekpe, PhD  
 Office Hours: On-campus: Tuesday 9a-2p CDT  
 Off-campus: Wednesday and Thursday 8-10a CDT  
 Note: Available by appointment for on- or off-campus meetings or e-conferencing outside of these hours; please e-mail to schedule an appointment.

Phone: 903.886.5518 (telephone during off-campus office hours for conversation; use e-mail otherwise)  
 E-mail: Leslie.Ekpe@tamuc.edu  
 Preferred Communication: e-mail  
 Instructor Response Time: 24-36 hours  
 Assessment Feedback Time: Within one week of the assignment due date

### **Course Information**

#### **Required Textbooks**

American Psychological Association. (2024). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (7<sup>th</sup> edition if possible; you will need this throughout the duration of your tenure as a graduate student)

Lattuca, L. R., & Stark, J. S. (2009). *Shaping the college curriculum: Academic plans in context* (2nd ed.). San Francisco, CA: Jossey-Bass.

#### **Course Description**

Provides a study of the factors and influences which have affected the development of the curriculum in higher education. Procedures for designing, implementing, and evaluating curricula 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 general education in all post-high school curricula are emphasized.

#### **Course Learning Outcomes (CLOs)**

1. Understand basic concepts associated with curriculum development in higher education.
2. Understand how to design a curriculum proposal.
3. Further personal learning on effective curriculum development; and

## 4. 4. Develop autonomy in learning.

*The syllabus/schedule is subject to change.*

### Course Procedures

Students should access the course minimally every 2-3 days in order to check announcements and read the postings of colleagues. Students should check their TAMU-C e-mail daily to ensure timely receipt of messages from the instructor and University.

Submitted assignments should not have been submitted for any previous courses.

Students are expected to submit all assignments no later than their due dates/times. Any assignment submitted past the due date/time (i.e., midnight, TAMU-C time, of the respective due date) will receive a zero without exception unless an extension is approved by the instructor *in advance of the due date/time* (note: a request for an extension in advance of the due date/time does not mean an extension is approved; *explicit approval before the due date/time is required to avoid a zero*). Exigencies will be handled on a case-by-case basis.

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### Assignment Schedule

Period	Dates	Assignments
	1/13-1/19	Prepare for semester
1	1/20 – 1/26	Read Lattuca & Stark (L&S) Chapters 1-3
2	1/27-2/2	Complete Forum 1 Posting (due midnight <sup>1</sup> 2/2)
3	2/3-2/9	Read L&S Chapters 4-6
4	2/10-2/16	Complete Forum 2 Posting (due midnight <sup>1</sup> 2/16)
5	2/17-2/23	Read L&S Chapters 7-8
6	2/24-3/9	Complete Forum 3 Posting (due midnight <sup>1</sup> 3/9)
	3/10-3/16	<b>SPRING BREAK</b>
7	3/17 – 3/23	Read L&S Chapters 9-10

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<sup>1</sup> Midnight TAMU-C time.

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8	3/24 – 3/30	Complete Forum 4 Posting (due midnight <sup>1</sup> 3/30)
9	3/31 – 4/6	Read Assigned TAMUC and SACSCOC Policies (TBD) Prepare Outline for Personal Learning Project (PLP; due midnight <sup>1</sup> 4/6)
10	4/7 – 4/13	Begin PLP
11	4/14 – 4/20	Complete PLP; Submit Attestation (due midnight <sup>1</sup> 4/20)
12	4/21 – 4/27	Begin Preparing Curriculum Proposal
13	4/28 – 5/4	Complete/Submit Curriculum Proposal (due midnight <sup>1</sup> 5/4)

### Assignment Procedures

1. Students should work a *minimum* of 9 hours per week in completing course assignments.
2. The reading rate is approximately 5 minutes per page. Consult the following for study guidance:

Cornell College. (n.d.). *Reading a textbook for true understanding*. Retrieved from <https://www.cornellcollege.edu/academic-support-and-advising/academicsupport/study-tips/reading-textbooks.shtml>

3. Point distribution for graded assignments:

Forum 1 Posting	10 points
Forum 2 Posting	10 points
Forum 3 Posting	10 points
Forum 4 Posting	10 points
Personal Learning Project Outline	5 points
Attestation	15 points
Curriculum Proposal	40 points

4. For each graded forum, respond to the instructor’s prompt with a 200-word posting. The grading rubric for this posting will be 60% content and 40% writing quality (grammar and APA usage). Note that “APA usage” refers to proper in-text citations as well as the format for end-of-posting citations. No other APA requirements are necessary.

You are strongly encouraged to respond to your colleagues’ postings. Although ungraded, your responses will facilitate learning via discussion and build a sense of community.

5. Personal Learning Project Outline: Select a topic from Lattuca and Stark that you would like to learn more about. Identify approximately 200 pages of readings from journal articles, books, or other publications (note: Lattuca & Stark is replete with citations; thus, there should be ample sources for you to pursue) that you will read during Periods 10 and 11 (i.e., a 2-week period). You should make sure that you have access to the selected readings before Period 10. **The completed outline of readings must be e-mailed to the instructor by the due date/time.**

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6. Attestation: Submit the following message to the instructor: “I attest that I have read [insert a number from 0 to 100] % of the readings in my Personal Learning Project.” As an example, if you selected 220 pages of readings (note: do not include in the count nonsubstantive pages such as front matter, References sections, and indexes) and only read 200, you should attest to reading 91%. *It will be a violation of academic integrity to provide a false attestation.* **The attestation must be e-mailed to the instructor by the due date/time.**
7. Curriculum Proposal: Prepare a curriculum proposal (7-10 pages) for a new master’s degree program comprised of 10 3-credit courses. The proposal should include the name of the major, course names, and course descriptions. Note that this should be a new program, which means that it doesn’t exist anywhere; however, it will be permissible if some of the course names and descriptions are currently available in an existing program (cite your sources correctly!), but your new major should not represent merely a new name for an old program with nearly identical curriculums. If, though, your new program is multidisciplinary, then it could be comprised of many existing courses repackaged in a novel way. If you do include an existing course name and description, be sure that it is a course at the master’s level. In your proposal, discuss the potential market for students (i.e., Who would be interested in this program and why? What kind of background should prospective students have and why?) and the potential market for graduates (i.e., What is the value of earning this degree? Why do you think this?). **The proposal must be e-mailed to the instructor by the due date/time.**
8. The grading rubric for this paper will be 60% content and 40% writing quality (grammar and APA usage). Note that “APA usage” refers to the proper construction of an entire manuscript that includes a title page, abstract, the proposal itself (with headings), references, and running head; review your APA manual carefully in this regard.

### Alignment of CLOs with Assignments

Assignments	Course Learning Outcomes			
	CLO1	CLO2	CLO3	CLO4
Readings	X	X	X	X
Forum Postings	X		X	X
Personal Learning Project			X	X
Curriculum Proposal	X	X	X	X

### Grading Scale

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

### Technology Requirements

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## 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.

## Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

## Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
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Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> 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.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- 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 http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current antivirus 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: □ [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
- [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
- [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
- [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

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- 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](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all coursework 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**

### **Student Support**

If you are having any questions or are having difficulties with the course material, please contact the instructor (preferably by e-mail).

### **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 e-mail.



### **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.

### **Interaction with Instructor Statement**

The instructor's communication response to e-mail is 24-36 hours. Feedback on assessments will be within one week of the due date.

## **University Specific Procedures and Policies**

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### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum at [Netiquette](#) <http://www.albion.com/netiquette/corerules.html>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure](#) 13.99.99.R0.01.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **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](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

#### [Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### **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

E-mail: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

**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.

**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&MCommerce 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](#) document and/or consult your event organizer.

<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.