



TEXAS A&M UNIVERSITY- SAN ANTONIO

Instructors:

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Course Credit: 3 Hours Graduate Credit

Spring 2025 EDAD 5302

Elementary and Secondary Curriculum

Dates: 1/27/25-3/17/25

Class Times: Mondays 5:30-8:15 PM

Office hours: Mondays 4:00-5:30/By Appointment

Course Description

CATALOGUE DESCRIPTION: This course will prepare school leaders in the analysis of theoretical structures underlying curriculum development, implementation and evaluation. In this course, students will peruse varying perspectives on curriculum development, implementation, and evaluation of curriculum.

REQUIRED TEXTBOOK:

Henson, K.T. (2015). Curriculum Planning: Integrating Multiculturalism, Constructivism, and Education Reform (5th ed). IL: Wavelength Press, Inc

Zoom Link for Class: <https://tamusa.zoom.us/j/84204288042>

STUDENT LEARNING OUTCOMES:

On completion of this course, students will be able to:

1. Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice
2. Advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth
3. Develop and extend knowledge to the current curricular and instructional issues which require a principal's support, guidance, and assistance as others work to improve and enhance the delivery of the curriculum.
4. Facilitate the implementation of sound, research-based instruction strategies, decisions, and programs that enhance teaching and learning and ensure alignment of curriculum, instruction, resources, and assessment.

Standards for Principal Certification (TAC RULE §241.15, August 2016)

- (a) Principal standards required by educator preparation programs are adopted for this course (TEA §241.15). It is an expectation that students in this course develop the foundation for the professional preparation as a school principal through the following selected standards:

- (b) School culture (1-13)
(c) Leading Learning (1-11)

School Culture. The principal:

- (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
- (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared

campus vision;

(3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;

(4) supports the implementation of the campus vision by aligning financial, human, and material resources;

(5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;

(6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;

(7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;

(8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;

(9) develops and uses effective conflict-management and consensus-building skills;

(10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;

(12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and

(13) ensures that parents and other members of the community are an integral part of the campus culture.

(c) Leading Learning. The principal:

(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;

(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;

(3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;

(4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;

(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;

(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;

(7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;

(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;

(10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and

(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

This course also meets Educational Leadership Constituent Council (**ELCC**) **Standard 3**:
An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Student Roles and Responsibilities

Throughout the course students will be required to complete written assignments, participate in class discussions, and prepare oral presentations. Student performance will be evaluated by various written and/or oral assessments as well as class participation. Because this course is student-centered, you will be expected to participate and contribute to class discussions. Students are expected to read all assigned readings, prepare oral presentations, and complete assignments. If a class session must be missed for personal or professional reasons, please contact the instructor prior to the session and make arrangements with a classmate for notes and materials to be collected. Final grades will be assigned according to the A-F format. Assignments will be evaluated using the following criteria:

1. Written assignments should:
 - a. Posted on Blackboard before or by the due date
 - b. Be completed on time
 - c. Be free of grammatical errors
 - d. Be well organized and written
 - e. Reflect all aspects of the assignment
 - f. Be typed, double-spaced, using 12 point Times New Roman fonts; unless otherwise indicated by the instructor.
 - g. Follow the guidelines indicated by the Publication Manual of the American Psychological Association (7th edition).
2. Attendance, Late Assignments, and Make-Up Work
 - a. This graduate level course relies heavily on student participation and contributions. Classes will meet at the designated times Class attendance is expected throughout the course, and it is the student's professional responsibility to be part of discussions. If you are unable to make the designated time, please let Dr. Scott know prior to class.
 - b. **ALL ASSIGNMENTS WILL BE DUE BEFORE CLASS ON THE ASSIGNED DUE DATE.**
 - c. **All assignments will need to be in APA format (7th Edition), which includes a title page, associative research (where applicable), APA citations (where applicable), and a reference page if citations are given.**
 - d. **There is one "Revise and Resubmit" option for ALL assignments once graded.**
 - e. All assignments are due at the beginning of class. Post your document online before class. **Late assignments will result in an automatic 5-point grade reduction per day.**
 - f. Assignments are not accepted after one week from the original date due if any previous agreement with the professor of late assignment. If you are absent from a class session, it is still your responsibility to submit assignments on the dates that they are due or earlier.
3. Class participation should be active and relevant to the topic of discussion, which includes:
 - a. Attending and being prepared to class by reading the assigned chapters each week
 - b. Asking insightful questions and be respectful to others in online discussions
 - c. Remaining focused on the topic

- d. Being respectful to other peoples' ideas
 - e. Actively listening to comments and building on others' ideas
 - f. Challenging ideas in a constructive and professional manner
 - g. Providing leadership in group work
 - h. Accepting responsibility for completing make-up work
 - i. Completing assignments and being prepared for class discussions and activities
4. Group presentations should:
- a. Be well organized
 - b. Be clearly and creatively presented
 - c. Reflect all aspects of the assignment
 - d. Reflect a compelling argument, based on both research and practice. The group should be able to engage the audience, invite for participation and be open to feedback and constructive criticism from colleagues.

Total points for chapter presentations are determined by averaging ratings of your contributions made throughout the semester. Points are awarded as follows:

Excellent	15-20 points
Good contributions	10-14 points
Minimal, but acceptable contributions	04-09 points
No acceptable contribution	00-03 points

5. Blackboard Activities. All students enrolled in this course will have access to relevant course information and materials through Blackboard. Online discussions will begin following the second class to allow time for all students to successfully log in to Blackboard. It is very important you participate in every online discussion. Failure to do so will impact the participation grade. Each week, students are expected to answer the initial open-ended discussion and respond to at least one of the comments/observation made by another student in the course. It should be noted that students are not limited to one response. The mandatory response is simply designed to encourage online discussion and the formation of an online community of learners.

It is the student's responsibility to access this system periodically. It is important to consider that what is posted on Blackboard or internet is public. The instructor reserves the discretion to add or delete from the content as necessary, acting within the policies and procedures of the University. Online discussions should be:

- a. Relevant to the topic of discussion in class
- b. Reflective of class experiences and future topics of interest
- c. Uses language that is respectful of other colleagues' opinions
- d. Mindful of the academic and graduate program expectations for writing (avoiding text messaging language)

How to log into Blackboard:

- a. Go to <http://tamusa.blackboard.com>
- b. On the Computing and Information Services page click on the link entitled, "Email".
- c. On the Email Connection Link please click on the Account Management Link and continue.
- d. Please enter your Username or K number and the password is your DOB as MMDDYY after this you will see your information to log into Blackboard
- e. Username = is your upper case k information, which is your user name to log into Blackboard.
- f. Password = is your date of birth entered as MMDDYY

- g. After logging in, you will see your Blackboard Learning. If you do not see any courses, or the wrong courses, then check your registration in the Blue and Gold Connection. Please contact the help desk if you do not see any of your courses
- h. Help Desk Hours: 8:00 am to 5:00 pm Monday through Saturday, phone: (210) 784-4357

7. Forms of Academic Dishonesty:

- a. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
- b. 2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
- c. Fabrication: use of invented information or falsified research.
- d. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's word, ideas, or data, as one's own work, submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. The American Heritage Dictionary defines plagiarism as "to steal and use (the writings of another) as one's own." In standard academic practice, this means if a student copies any more than three consecutive words written or spoken by another, he or she must acknowledge the source of these words by using the proper notation as indicated in the Publication Manual of the American Psychological Association (7th ed.).

8. Non-Academic Misconduct:

The university respects the rights of instructors to teach and the students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either:

- a. the instructor's ability to conduct the class
- b. the ability of other students to profit from the instructional program, or
- c. campus behavior that interferes with the rights of others will not be tolerated

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

9. Sexual Misconduct

Sexual harassment of students and employers at Texas A&M University- San Antonio is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

10. Special Accommodations

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 disability. If you believe you have a disability that may require accommodations, please contact Disability Support Services for the coordination of services. The phone number for DSS is (210) 784-1335.

11. Student Services

The Student Academic Success Center takes a developmental approach to help students complete their academic goals from orientation through graduation. The Center offers academic and skills workshops, one-on-one appointments, and online resources to help retention efforts at Texas A&M University-San Antonio. The goal of the Center is to help students discover, self-reflect, and become independent learners. Student Academic Success is located in the Madla Building, Suite 336. To contact the Center, please call 210-784-1352 or email at Student.Success@tamusa.edu.

PERFORMANCE EVIDENCE:

EDAD 5302 Elementary and Secondary Curriculum is a course that contains readings, presentations, practical exercises, discussion questions, reflections, and a culminating activity. Practical exercises provide opportunities for the student to model ethical principles and integrity in decision making, actions, and behavior. The chapter presentations demonstrate the student's ability to synthesize newly acquired information and apply it to real-world experiences. The critical assignment encourages reflection and promotes the continuous and development of all learners in the campus community. Discussion questions provide opportunities for application and group consensus building skills.

INSTRUCTIONAL STRATEGIES AND METHODS:

This course contains multiple assignments (modules, field experience, final exam) and online discussion questions. Each module assignment is identified with a specific reading assignment and written reflection/questions. All assignments are posted the first week of class to allow you to work ahead to accommodate your work and family responsibilities. Assignments may be posted prior to the due dates. All assignments must be sent directly to the instructor within Blackboard thus reinforcing technology skills to enhance school management.

MAKE-UP/LATE ASSIGNMENT POLICY:

There will be a 5 points per day deduction for all late assignments. Assignments will not be accepted after one week from the original due date, unless an agreement has been made with the professor.

GRADING POLICY:

Grades for this course will be determined based on completion of the course modules, artifacts, and regular participation in all aspects of the course. In completing the written assignments, make sure to provide as much detail as possible, and to use syntax, grammar, spelling, and punctuation appropriate to graduate level academic discourse.

If you decide not to participate in this class or find yourself doing poorly, **it is your responsibility to drop the class.** If you do not drop the course you will receive a failing grade at the end of the semester.

Assignments	Possible Points
<p>Online Discussions/Dialogue (total 3@5 points each)</p> <p>When due, students are expected to answer the initial open-ended discussion and respond separately to at least two postings made by other students in the course.</p>	15
<p>Book Chapter Presentations (Group) – Students will collaborate with their group members to present their assigned chapters in class. Students will facilitate activities that can be replicated at their respective campus levels.</p>	10
<p>TEKS Vertical Alignment Assignment (In-Class Activity)</p> <p>This activity will be completed in class.</p>	15

Book Exams – Students will take a total of 2 Book Chapter Exams	20
Article Analysis – Students will do 2 Article Analysis located in course content. Each review is 10 points each.	20
Campus Based Implementation Presentation – Students will first closely examine their school’s most recent Texas Academic Performance Record (TAPR) to identify some areas of concern. Students will meet and interview an educator, an administrator (preferably your principal), and a district or area level curriculum specialist. Students will devise a concerted plan of action and give a presentation on their plan.	20
Final Reflection: Evaluating Your Learning: Here students will answer the questions provided to assess what was learned and can be applied for future reference. NO COVER PAGE NEEDED. Simply answer the questions provided.	5
TOTAL	105

Course Grade	Course Average
A	90-100 plus no more than one absence
B	80 - 89 plus no more than two absences 90-100 plus two absences
C	75 – 89 plus no more than one absence 80 – 89 plus two absences 90-100 plus three absences
F	74 or below; or any average with more than three absences may incur in a failing grade
I*	Incomplete

Assignments:

ONLINE DISCUSSIONS:

Your regular participation in the discussions should include, but not be limited to, your reactions to the reading of the postings of your classmates and any relevant information you feel would add to the discussions. Your responses to the postings of your classmates should provide the basis for thinking and discussions. In many instances your responses will vary from those of your colleagues. It is these differences that will provide the basis for your discussions and responses to other students in the class. As such your response to students should be not only supportive, but also probing to stimulate thought among all members of the class. You may debate and offer differing opinions with your colleagues. Finally, your discussion responses should be between 1-2 paragraphs in length (i.e., 50-100 words) and should contain grammatically correct sentences that have been thought out, encourage further discussion (e.g., adding to what has been posted or disputing what has been posted can lead to opening a discussion). Merely stating, "I agree," "Great posting," and so forth will not cause your classmates to reexamine their position on any particular assignment.

It is very important you participate in every weekly discussion. Each discussion is worth 5 points. There is 2.5 points for answering the initial open-ended discussion and 2.5 points for responding to at least one of the comments/observation made by another student in the course. The online weekly discussion takes the place in the "Discussion Board" section on Blackboard.

Students are not limited to one response. The mandatory response is designed to encourage online discussion and the formation of an online community of learners. Waiting until the last day to respond and making the minimal response will result in minimal learning. The more actively engaged you are, the more you will learn.

A perfect weekly discussion score is 5 points. If you find less than a perfect score, take a look at the factors that make up that score each and every time your work is graded.

*Word Count

*Grammar

*Spelling

*Substantive and academic content

*Critical thought and analysis

*More than one or two thoughts per week

*Paying attention to detail

*Ensuring the bulk of your response is not a repeat of a classmates post or response