Course: EDUC5397  
Curriculum Planning and Development  

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<th>Instructor Name:</th>
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| Email | landryl@stthom.edu  
| Telephone | Office 713-525-3107  
| | Cell 713-545-2247  
| Skype ID | N/A  
| Office Hours | T/TH 1-4  

Required Subscription: none  

Textbook(s) Recommended: Publication Manual of the American Psychological Association, Sixth Edition  

Course Description: This course provides an overview of the aspects of leadership of curriculum planning and development process for a school campus.  

State/National/Professional Association Standards Guiding Course  

Teacher Education Accreditation Council (TEAC): Principle One, Claim 1a: Facilitate the design and implementation of curricular and strategic plans that enhance teaching and learning.  

The following essential questions align with the TEAC quality principle, guide the content and instruction, and serve as learning outcomes:  

Is the curriculum’s development based on sound educational theory (motivation and teaching and learning), emerging issues, principles of curriculum design, human development processes and legal requirements?
How does the administrator in the school facilitate implementation and revision to ensure appropriate scope, sequence, content and alignment of curriculum?

Is the curriculum appropriate based on the evaluation with use of student assessments to measure learning and ensure educational accountability?

Does the curriculum promote problem solving, creative thinking and higher levels of cognitive engagement in its design and delivery?

Does the administrator facilitate the use of technology telecommunications, and information systems to facilitate learning?

Teacher Education Accreditation Council (TEAC): Principle One, Evidence of candidate learning, Claim #3 Candidates demonstrate the ability to advocate, nurture and sustain instructional programming, counseling programming, and campus culture that serves a diverse community.

The following essential questions align with the TEAC quality principle, guide the content and instruction, and serve as learning outcomes:

- Is the curriculum’s development based on sound educational theory (motivation and teaching and learning), emerging issues, principles of curriculum design, human development processes and legal requirements?
- How does the administrator in the school facilitate implementation and revision to ensure appropriate scope, sequence, content and alignment of curriculum?
- Is the curriculum appropriate based on the evaluation with use of student assessments to measure learning and ensure educational accountability?
- Does the curriculum promote problem solving, creative thinking and higher levels of cognitive engagement in its design and delivery?
- Does the administrator facilitate the use of technology telecommunications, and information systems to facilitate learning?

Support for Technology:

**Blackboard:** All course announcements, documents, assignments and email communication will be delivered via Blackboard. Internet access is imperative. Please utilize Firefox or Chrome web browser for optimal user experience.

The course requires reading, study and the completion of weekly online assignments. The on-line assignments are included the component of the course for grading purposes.

**Course Objectives/Learner Outcomes**

**Major Course Objectives:**
Competency 004

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

The principal knows how to:

- Facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, and legal requirements).
- Facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
- Facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
- Facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
- Facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
- Facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
- Promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

Competency 005

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

- Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- Use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
- Facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.
- Ensure responsiveness to diverse sociological, linguistic, cultural, and other
factors that may affect students’ development and learning.

**Social Justice Tenets Guiding this Course**
The content and goals of this course are consistent with three tenets of Catholic social justice teaching that inform the School of Education programs.

- **Subsidiarity**: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
- **Dignity and rights of children**: Children possess full human dignity and are bearers of rights which should be recognized and upheld in educational processes.
- **People have a right to an education**: All people have a responsibility, for the good of society, to contribute to and foster education.

**Major Assignments**

**Grading Rubrics are Associated with Each Assignment in Blackboard**

**Mid-Term**
The mid-term will consist of short answer over the initial sessions of the course to utilize the knowledge you have learned in responding to application level inquiries. **Due end of week 3**

**Major Project Directions**: The student will lead a grade level team meeting or subject area team meeting using common assessment data. Disaggregate the data by socio-economic status, ethnicity, and ELL status. Determine which key concepts or learning outcomes are deficit and which are on target. Determine what teaching/learning strategies are needed to facilitate learning. Create a roadmap for the ensuing six or nine week period that will identify changes that need to be made in teaching/learning strategies, grouping, and assessments. At the end of the paper reflect on the process, specifically the role of the principal. The product should include an agenda for the meeting or meetings, the resulting plan, and the reflection. **This assignment is collected for TEAC accreditation. Students will present projects on the last day of the course. Please adhere to 10 minutes max per presentation.**

**Topics for Short Research Papers**: 3 pages minimum, 3 references minimum see rubric for criteria. **Upload to Blackboard on the due date**

- Pull the most recent TAPR for your campus, and the AEIS report from seven years ago. (The links are located in the Curriculum Planning Links course tab) Review the two reports and complete an analysis on the commonalities and differences between the two reporting systems. TAPR you need to know for data planning on your campus, and AEIS you need to remember for passing your TExES exam. What questions do you have regarding the reports? How do you
plan to use them to drive your instructional planning? Please keep a copy of the reports. You will use in a later assignment as well. Due end of the class week 2

- Choose from a list of predetermined topics related to curriculum planning and development. Utilizing your ASCD membership locate three articles based upon your topic (current within 5 years). Summarize each of the three articles and explain how what you have learned could be incorporated into a PLC or professional development opportunity. Due end of class week 3

- REQUIRED (TEAC CLAIM 3): (Curriculum and Technology) Does your district use technology to advance the planning, development or implementation of technology. Research a software application to curriculum planning and development in your district or another district and address the advantages and liabilities involved in implementation. Due end of class week 4

- (Curriculum Process) Research Paper Directions—Curriculum Map—Planning and Development. Research a significant curriculum recently developed at your school or district. Trace the planning and development of the curriculum and instruction for a grade, subject area or program. APA format should be used for all formal papers. Due end of class week 5

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<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100%</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>90-94%</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>86-89%</td>
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<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
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<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72%</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>Below 60%</td>
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Suggested Grading:

1. Discussion Board (7 @ 3%) 21%
2. Mid-Term examination 16%
3. Major Paper 15%
4. Three Short Papers (3@11%) 33%
5. Final Exam 15%

Revised: Summer 2016
### Student Accommodations

Students who have special needs addressed by the Americans with Disabilities Act who need any test or course material accommodations should let the professor know about these factors and should then request assistance through UST Counseling Services/Disability Services at 713.525.6983.

### Professional Standards of Behavior for Students and Faculty

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<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tr>
<td><strong>Academic Integrity</strong></td>
<td>Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the dean of the School of Educations. Students will be informed of this action and may submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference all information, websites, books, etc. that are not your own.</td>
</tr>
<tr>
<td><strong>Use of UST Email Accounts and Blackboard</strong></td>
<td>All email correspondence sent via Blackboard will be accessible through the my.stthom email system. Please check your email through your my.stthom account daily for correspondence and announcements. UST Blackboard use is a requirement in this course.</td>
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<tr>
<td><strong>Attendance</strong></td>
<td>Participation in all assigned activities in a timely manner constitutes “attendance” in an online class. Failure to actively participate in any of the learning modules will be considered as an absence.</td>
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<td><strong>Late Assignments</strong></td>
<td>It is the instructor’s policy that late assignments will not be accepted. Exceptions to this policy are only allowed due to individual extenuating circumstances and will be at the discretion of the instructor to accept a late assignment and to make appropriate point deductions for late work.</td>
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<td><strong>Incomplete Course</strong></td>
<td>Incompletes are given only at the</td>
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discretion of the professor for reasons of serious and unavoidable nature. Final decision rests on the professor of record.