




ACADEMIC ROADMAP PROJECT

SCIENCE CURRICULUM



The Academic Roadmap Project is designed in two phases.

Phase One:

- Examines the continuity of curriculum alignment of the exit requirements of the public schools with the entering expectations of the universities; and
- Examines the admissions and placement policies for each A&M System university.

What Was Accomplished:

- Eisenhower HS, HCC and PVAMU examined the Texas Essential Knowledge and Skills (TEKS) of high school benchmark courses in relation to the expectations of entry-level courses in community college and the university. Particular consideration was given to the alignment of TEKS with the exemplary objectives of the Core Curriculum required for all community colleges and universities.
- Phase One also examined admissions and placement policies for each A&M System university. These requirements were critically evaluated with reference to graduation requirements and trends of area high schools.

Phase Two:

- Seeks to strengthen the preparedness of teacher education candidates and align community college and university curricula with content proficiencies for teacher certification; and
- Includes the formation of collaborative research teams to conduct data-driven studies to confirm and enhance the effectiveness of teacher education programs and the overall effectiveness of education in Texas.

What Was Accomplished:

- Objectives and sequencing of courses required in teacher education programs are being evaluated with reference to the new standards for the TExES test in each area of teacher certification.
- Activities during October and November will include the formation of collaborative research teams to conduct data-driven studies to confirm and enhance the effectiveness of teacher education programs and the overall effectiveness of education in Texas.



The Texas A&M University System

Institute for
School-University
Partnerships

Academic Project Team Members

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<http://partnerships.tamu.edu/roadmap/roadmap.shtm>

ADMISSIONS & PLACEMENT

- Must have three high school science credits for admission to Prairie View A&M University, but not necessarily chemistry.
- Certified Teachers are teaching the benchmark/AP/IB/ Honors courses in the high schools.
- The differential for students who take AP/IB/Honors classes is that they can graduate on a higher plan and receive an extra quality point in Honors.
- All students are offered the opportunity to enroll in these courses.
- The pattern of movement from high schools to community colleges and universities is the many different graduation plans a student can choose from.

	GOAL	IMPLEMENTATION PLAN
PHASE ONE	Assure that more Texas high school students gain access to higher education opportunities.	Frequent visits to partner schools, seminars at schools, "lab days" at PVAMU
	Improve the quality and effectiveness of undergraduate instructional programs so as to increase the number of Texans completing baccalaureate degrees.	Assessment of current curriculum and instruction, incorporation of relevant new courses, exposure of university faculty to school instructional issues
	Build a systematic interface between the state's higher education and public education institutions.	Completed a major part of this.
PHASE TWO	Strengthen academic preparedness of teacher education candidates.	Assessment of current curriculum and instruction, incorporation of relevant new courses, feedback from field-based/clinical assignments
	Align community college and university curricula with content proficiencies for teacher certification.	Curriculum alignment in progress
	Establish collaborative academic research ventures to work together effectively toward data-driven instructional improvements.	In progress

- IN PROGRESS
- PVAMU and Eisenhower High School Faculty to collaborate closely to incorporate changes in to their existing science curricula to "fill the gaps" and align the curricula.
 - Science departments and the College of Education at PVAMU design a new specific science education curriculum.
 - A mechanism and a schedule for periodic school and university faculty collaboration be set in place.
 - Organize a regional/national workshop/conference - Systemic Approaches to Science Teacher Development - for comparing science teacher preparation efforts.
 - Enhance the partnership to collaborative research initiatives on new dimensions and practices of teaching.
 - Prepare and publish papers on specific efforts by the Science Curriculum Partners, especially in the Institute's on-line electronic journal.