



EDAD 641 (01X) School District Instructional Leadership: Curriculum COURSE SYLLABUS: Summer I 2025

Instructor Information

Instructor: Sharon Ross, Ed.D.

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Office Hours: Virtual upon request

Cell (903) 245-8712

Phone: (903) 886-5520 (EDAD Main Office at TAMUC)

Office Fax: 903-886-5507

University Email Sharon.Ross@etamu.edu

Preferred Form of Communication: Please use the University email address for all communication Sharon.Ross@etamu.edu

Communication Response Time: Email will be answered within 24 hours

The Counseling Center at East Texas A&M located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Please, click on the following link to access East Texas A&M Covid 19 Information, <https://new.tamuc.edu/coronavirus/>

COURSE INFORMATION

Materials – Textbooks, Readings, and Supplementary Readings

Gordon, W.R., Taylor, R. T., and Oliva, P. F. (2019). *Developing the curriculum* (9th edition). Pearson. ISBN: 978-0134800387

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, D.C.: American Psychological Association

Other Readings: Selected readings to be assigned

Course Description

EDAD 641 School District Instructional Leadership: Curriculum

This course is designed to develop candidates who have the knowledge and ability to promote the success of all students by understanding the design, implementation, and the evaluation of a guaranteed and viable district curriculum. Students will apply curriculum design models as they analyze and evaluate a district curriculum. In addition, students will gain experience using key curriculum and instruction resources. Through the application of curriculum concepts and dimensions, students will develop the competencies as a school district instructional leader. This course includes both theoretical perspectives as well as the practitioner's perspective of the district curriculum processes.

Student Learning Outcomes:

The student will be able to demonstrate the following:

1. The learner will demonstrate an understanding of best practices that promote the success of all students.
2. The learner will apply the necessary knowledge and skills to design and implement district-wide curriculum.
3. The learner will analyze local policies that promote effective teaching and learning processes within the district and develop a sample local policy for implementing the district curriculum.
4. The learner will demonstrate the competencies necessary to provide an effective instructional program.
5. The learner will be able to evaluate the effectiveness of the district curriculum using multiple data points including federal, state, and local assessments data and program evaluation tools.
6. The learner will demonstrate skill in providing a comprehensive professional development plan for staff.
7. The learner will be an active and engaged team member within the course by analyzing, constructing, creating, and evaluating information presented within the textbooks, selected readings, and resources.

The purpose of this course is to equip potential district curriculum administrators with the knowledge, skills, and dispositions to engage all stakeholders in the design and management of the curriculum to meet the needs of all students. With this in mind, students will create, analyze and reflect on tools and resources used to design and evaluate curriculum. Authentic tasks will include developing a plan for implementing curriculum, analyzing the impact of technology on curriculum and instruction, and other curriculum related tasks. Students will complete original tasks within each of the course modules. Additionally, discussions and responses will be required during the course related to the assignments and course assessments.

Course Requirements

Minimum Technical Skills Needed

Students are expected to navigate through D2L learning management system, use Microsoft Word and PowerPoint, and utilize computer software skills for use in presentation, graphics programs, and communication.

Instructional Methods

This web-based course relies heavily on written responses, interaction, and discussion and is problem-based and inquiry oriented in nature. Learning will take place as a result of online discussion boards, lectures, power-point presentations, readings and concentrated study, and participation in group projects and individual projects in online venues.

Assignments include written responses to readings and online discussions. The readings cannot be neglected. It is important that time is set aside to read and digest the readings before writing or participating in discussion boards.

A wide variety of instructional methods will be used to provide students with meaningful learning experiences. Some of these may include focused discussions, written reflections, group and individual projects, and direct teaching.

Zoom meetings will be provided during the course. Zoom meetings are optional but will provide clarity to the information as well as provide students with an opportunity to ask questions and/or clarify assignments. Additionally, most modules will include a short video that introduces the concepts, resources, and tools for the instructional component of the lesson.

Assignments

Each module will include readings and activity segments. Assignments related to these activities will reflect student understanding of the topic. These assignments will be due as scheduled and submitted through the D2L course drop box or as directed via the course calendar.

Student Learning Outcomes: 1-7

Assessment Method: Assignments will be in different formats and will include individual and group projects.

Discussions:

Each student is expected to participate through D2L, complete all reading and written assignments on time, and actively engage in class by closely connecting class topics and discussions to textbook and other readings. Students should participate in endeavors with the goal of contributing meaningfully and demonstrate higher order thinking skills. To earn participation points, a student must discuss and apply knowledge with respect to the assignments. Threaded discussion posts must include documentation with references to readings. The instructor will designate deadlines for the initial post and the response posts.

Students should read, analyze, and respond to questions and comments from the instructor and other members of the class and are required to actively participate both in classroom discussions and online. Students are expected to do more than complete assignments. They must also regularly read the responses of others. Students are expected to be active participants in the learning experience, and this can be done through the following:

- Including real world experiences to discussions or summaries;
- Building on other's comments through presenting alternate solutions;
- Pointing out problems and providing possible solutions;
- adding another dimension to the discussion;
- and grounding statements with references to weekly readings.

Responses should be substantial. Contributions to the discussion forums will be graded for quality and timeliness of contributions.

Student Learning Outcomes 1-7

Assessment Method: Class participation will be determined by the professor. Each online forum will be graded using the Discussion Forum Rubric.

Assessments:

Students will complete tasks which analyze the development and management of the district's curriculum. In addition, other authentic tasks will include understanding the principal's perspective in curriculum leadership, the role of professional development, the use/impact of technology on curriculum design, and the need to evaluate and revise curriculum. These authentic tasks/assessments should provide the student with useable tools to design, implement, and evaluate district curriculum.

The Module/Chapter Assignments will include but are not limited to the following:

Module 1: Curriculum Design

Module 2: District Curriculum – Written, Taught, and Tested Curriculum and Local District Policies for Implementation of Curriculum

Module 3: Campus Level Curriculum

Module 4: Implementing Curriculum

Module 5: Curriculum and Professional Learning

Module 6: Curriculum Evaluation and Revision

Module 7:

- The Impact of Technology in Curriculum Design
- Trends and challenges in designing and implementing district at the local, state, national, and international levels

Module 8: Reflection – The Process of Curriculum Design, Implementation, and Revision

NOTE: **No late work will be accepted in the course.** The course work and assignments build upon each other during the course. Therefore, all assignments must be completed and be posted to the correct assignment drop box per the due date.

Assessment Method:

The final exam will be comprised of essay questions or a reflection paper that indicate application of the knowledge gained from the course. Additionally, this course requires focused learners who can demonstrate learning, respond to presentations, and think critically in terms of new concepts.

Learning Outcomes 1 – 7

Student Responsibilities

Online Class Environment:

Please practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other's learning.

Late Work Policy:

No late work will be accepted.

Syllabus Change Policy:

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.

Scholarly Expectations:

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Writing Style:

All papers must be written in accordance with the rules and guidelines of the 7th edition of the *Publication Manual of the American Psychological Association* (2020). All citations and

references in papers must adhere to the APA 7 format provided in this manual. Please use the following format for all of your documents: Times New Roman font with 12 c. p. i. (characters per inch), double-spacing, and one-inch margins.

Grading

Grading Grades will be determined on a total point basis as follows:

Assessments	Points	Total Points
Assignments (6)	25 pts each	150
Discussions (6)	10 pts each	60
Group Project (1)	50 pts	50
Final Exam (1)	50points each	50
Total		310

Final Grade will be calculated as follows:

279 - 320	A	Excellent
248 - 278	B	Good
217 - 247	C	Poor
186 - 216	D	Unacceptable
185 and below	F	Unacceptable

FURTHER NOTE: This syllabus represents a relationship between both the student and instructor regarding the evaluative measures and the content included in EDAD 641. The instructor reserves the right to amend, revise, or change the content of the syllabus as deemed necessary.

Technology Requirements

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

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@etamu.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

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

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All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements.

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Communication and 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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Communication with students will be established through the students' Leomail account. Please make sure to check your Leomail account on a daily basis. During the week, I will respond to your emails at Sharon.Ross@etamu.edu within a 24-hour time frame. On weekends, it may take up to 48 hours. Grades will be provided for assignments within seven days of the original submission date.

You may also reach me via my cell phone (903-245-8712). If you have questions regarding an assignment, feedback on your assignments/work, or need clarity for completing work, please feel free to call me. If I do not answer, be sure to leave a detailed message, and I will return your call in order to help you.

I encourage you to use either Leomail or my cell phone if you need assistance.

COURSE AND UNIVERSITY PROCEDURES/POLICIES:

Course Specific Procedures/Policies

Examination Policy

Questions will require analysis and synthesis requiring the student to formulate answers demonstrating their ability to apply knowledge.

Assignment Policy

Assignment due dates are posted on the course calendar and in D2L. Complete instructions are provided for each task or assignment. All projects should be submitted in the Assignment Folder and saved as a .doc or .docx file unless specified otherwise.

Late Work

Late work will not be accepted in the course.

Syllabus Change Policy

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.

University Specific Procedures

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).

<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:

<https://www.britannica.com/topic/netiquette>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).

<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 East Texas A&M University 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](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

Students with Disabilities-- ADA Statement

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 reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

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

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

Nondiscrimination Notice

Texas East Texas A&M University 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 East Texas A&M 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.

Web url:

<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.

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel
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TAMUC Attendance

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Artificial Intelligence

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence (AI), ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

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Civility Statement

East Texas A&M University enhances civility and collegiality of administrators, faculty, staff, students, and guests through intentional acts of respect, trust, self- accountability, and collaboration. We recognize our strength is found in togetherness as we commit to kindness through one on one communication, fostering a healthy environment of conflict resolution and teamwork. The university is also committed to incorporating the tenets of civility in ways that do not silence traditionally marginalized voices.

Counseling Center

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EDAD 641 (01X) School District Instructional Leadership: Curriculum Summer 2025

Schedule	EDAD 641 June 2, 2025 – August 7, 2025 Reading/Assignments	Due Dates
Module 1 – June 2, 2025 – June 8, 2025	Read and complete all Assignments in Module: <ul style="list-style-type: none"> <i>Gordon, Taylor, and Oliva – Chapters 1 and 2</i> Other readings as assigned 	
	Discussion Thread Participation	11: 59 p.m. – June 8, 2025
	Module 1 Assignment - Thinking about Curriculum and Curriculum Design	11: 59 p.m. – June 8, 2025
Schedule	Reading/Assignments	Due Date
Module 2 June 9, 2025 – June 15, 2025	Read and complete all Assignments in Module: <ul style="list-style-type: none"> <i>Gordon, Taylor, and Oliva – Chapters 9 and 10</i> Other readings as assigned 	
	Discussion Thread Participation	11: 59 p.m. – June 15, 2025
	Module 2 Assignment– District Curriculum	11: 59 p.m. – June 15, 2025
Schedule	Reading/Assignments	Due Date
Module 3 June 16, 2025 – June 22, 2025	Read and complete all Assignments in Module: <ul style="list-style-type: none"> <i>Gordon, Taylor, and Oliva – Chapters 3 and 4</i> <i>Wiggins and McTighe – Chapters 1 and 2</i> Other readings as assigned 	
	Discussion Thread Participation	11: 59 p.m. – June 22, 2025
	Module 3 - Assignment – Interview – Campus Perspectives	11: 59 p.m. – June 22, 2025
Schedule	Reading/Assignments	Due Date
Module 4 June 23, 2025 – June 29, 2025	Read and complete all Assignments in Module: <ul style="list-style-type: none"> <i>Gordon, Taylor, and Oliva – Chapters 5, 7 and 8</i> Other readings as assigned 	

	Module 4 Assignment – Planning and Implementing New Curriculum (Group Project)	11: 59 p.m. – No later than July 6, 2025
Schedule	Reading/Assignments	Due Date
Module 5 June 30, 2025 – July 13, 2025 (Note – this module is a 2-week module due to the July 4 th holiday)	Read and complete all Assignments in Module: <ul style="list-style-type: none"> • <i>Gordon, Taylor, and Oliva – Chapter 11</i> • <i>Wiggins and McTighe – Chapter 10</i> • Other readings as assigned 	
	Discussion Thread Participation	11: 59 p.m. - July 13, 2025
	Module 5 Assignment - Professional Development – Reflective essay	11: 59 p.m. - July 13, 2025
Schedule	Reading/Assignments	Due Date
Module 6 July 14, 2025 – July 20, 2025	Read and complete all Assignments in Module: <ul style="list-style-type: none"> • <i>Gordon, Taylor, and Oliva – Chapter 12</i> • Other readings as assigned 	
	Discussion Thread Participation	11: 59 p.m. - July 20, 2025
	Module 6 Assignment - Evaluating and Revising Curriculum	11: 59 p.m. - July 20, 2025
Schedule	Reading/Assignments	Due Date
Module 7 July 21, 2025 – July 27, 2025	Read and complete all Assignments in Module: <ul style="list-style-type: none"> • <i>Gordon, Taylor, and Oliva – Chapter 13</i> • <i>Wiggins and McTighe – Chapter 13</i> • Other readings as assigned 	
	Module 7 - Assignment - The Impact of Technology	11:59 p.m. – July 27, 2025
Schedule	Reading/Assignments	Due Date
Module 8 July 28, 2025 – August 7, 2025	Discussion Thread Participation	11:59 p.m. – August 3, 2025
	Final Exam	11:59 p.m. – August 6, 2025

Grading

Grading Grades will be determined on a total point basis as follows:

Assessments	Points	Total Points
Assignments (6)	25 pts each	150
Discussions (6)	10 pts each	60
Group Project (1)	50 pts	50

Final Exam (1)	50points each	50
Total		310

Final Grade will be calculated as follows:

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