Draft Syllabus EDAD 619 Designing Curriculum
COURSE SYLLABUS: Fall 2012 Sub-term II

Instructor: Dr. Teresa J. Farler
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Office Hours: TBA
Office Phone:
Office Fax:
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COURSE INFORMATION

Draft Syllabus EDAD 619 Designing Curriculum
Dr. Teresa J. Farler

Materials – Textbooks, Readings, Supplementary Readings:

Required Texts:


Supplemental Materials (Strongly Recommended):

Course Description:

The student will understand the principles of curriculum and instruction and how these principles impact educational decision-making. This course is an overview of curriculum in K-12 schools and is designed to provide the aspiring principal with an understanding of the principles of curriculum and instruction as well as the role the principal plays in shaping, implementing, and evaluating curriculum in schools. The student will understand the role the principal plays in shaping, implementing, and evaluating curriculum in schools.

Course Objectives:

The student will become familiar with principal behaviors and competencies from DOMAIN II (Instructional Leadership) of the Texas Principal competencies and will participate in discussions, simulations, and activities that provide opportunities to model expected outcomes. The following Domain II competencies will be the focus of this course:

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.

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.

Competency 007: The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

Student Learning Outcomes

Student learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc., that have occurred in this course—these are my expectations of you in terms of academic production and are a concrete representation of the objective stated above.

Learning Outcome #1: The learner will be an active and engaged participant in the class proceedings. Students will demonstrate their participation by engaging in discussions, asking and answering questions, engaging in class activities and group projects, and staying on task.

Learning Outcome #2: The learner will think critically; engage in reflective thinking; actively integrate a variety of ideas, including the active exploration and assimilation of new ideas; and
synthesize the coursework into a meaningful framework of understanding, including exploration, assimilation, and demonstration of new perspectives. Students will demonstrate these behaviors by writing and responding to various prompts, including but not limited to specifically asked questions, specific journal articles, specific books, and the like.

**Learning Outcome #3:** The learner will think critically; engage in reflective thinking; actively integrate a variety of ideas, including the active exploration and assimilation of new ideas; synthesize the coursework into a meaningful framework of understanding, including exploration, assimilation, and demonstration of new perspectives; and develop solutions to a real-world, realistic problem. Students will demonstrate these behaviors by working in a collaborative group to create, organize, and produce a curriculum portfolio that illustrates the learning in the course.

**Learning Outcome #4:** The learner will participate in a group project that will reflect the learner’s ability to work collaboratively, to use technology tools to create and present materials, and to lead the decision-making process.

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**Principal Certification Standards**

As required by the Texas Education Code (TEC), the following Standards for the Principal Certificate are addressed by this course.

**I. Learner-Centered Leadership and Campus Culture**

A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:

- utilize emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision.
- establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision.
support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities.

- acknowledge, recognize and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision.

II. Learner-Centered Value and Ethics of Leadership

A principal is an educational leader who promotes the success of all students by acting with integrity and fairness, and in an ethical manner. At the campus level, a principal understands, values, and is able to:

- model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behavior.
- articulate the importance of education in a free democratic society.

III. Learner-Centered Communications and Community Relations

A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. At the campus level, a principal understands, values, and is able to:

- respond to pertinent political, social, and economic issues that exist in the internal and external environment.

IV. Learner-Centered Organizational Leadership and Management

A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values, and is able to:
• implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.

• gather and organize information from a variety of sources for use in creative and effective campus decision making.

• develop, implement, and evaluate change processes for organizational effectiveness.

• utilize effective planning, time management, and organization of work to maximize attainment of district and campus goals.

Course Design
This is an online, web-based course. 100% of instruction and assignments will be delivered using the eCollege learning media platform and thus, some obvious technological resources will be required.

- Access to a computer with Internet access (high-speed preferred)
- Document Productivity Software (Microsoft Office preferred)

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam. When sending me an email, be sure that you have included your name and Course Number (EDAD 615) in the subject line.

This class design is based on constructivist learning principles. This means that the instructor creates an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students actively participate in the class through the construction of their own learning. As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement.
**Student Requirements**

**Class Participation:**

Given the constructivist design of the class, this course will be interactive. It is my expectation that all students participate fully for all activities and assignments in order to maximize their learning experience.

Each class may consist of several learning activities including (but not limited to) small & large group discussion, student-led learning activities, lecture and clarification, reflection activities, individual learning activities, written papers, and reflective, integrative examinations.

In order for this class to be interesting and beneficial, each student is expected to be prepared to lead and/or enter into discussions, to ask relevant questions, and to share the results of their study and reflection. This means that each student should be:

1. conscious of the class schedule and the requirements for each class (knowing what to be prepared for),
2. self-disciplined (spending time to be fully prepared),
3. eager to share with your classmates (participating actively by sharing what you have prepared). Participation is an extremely important part of your experience in this class. When you miss participating in a class assignment, not only do you miss information presented, but you miss the interaction of your classmates, which can lead to the loss of key learning experiences.

**Regardless of circumstance, all assignments are due on the date specified. Late work will only be accepted up to one week past the due date (but no later than the last day of the class) and at a penalty of 10% per day. Discussion board posts are considered attendance for the week and will NOT be accepted past the close of the module.**

**Assignments:**

**Participation:** Each student will work individually and/or with a partner(s) at the direction of the instructor to complete the assignments of the course. The participation grade will reflect the successful interaction of students as well as the successful completion of all assignments, whether graded or not.

**Discussion Activities:** Each student is expected to complete discussion activities. Grading rubrics are presented in week one and as part of each assignment. These activities are not accepted late as they are considered attendance for the week.

**Campus Needs Assessment:** Each group will select a campus (any campus in Texas) that will be used in the Campus Planning Activity and will complete a needs assessment for the campus.
Each group will need to utilize the AEIS report as well as the campus plan and any other documents they choose. These documents must be available upon the request of the professor but do not need to be submitted with the final assignment.

Campus Planning Activity: Each student, working collaboratively in a group (no more than 5 students per group), will prepare a campus plan reflecting the successful understanding, integration, synthesis, and application of the content/activities of the course. The focus of the campus plan will be AEIS reports from the school selected by the group.

The purpose of this assignment is:
- to provide students with the opportunity to work within a problem solving group, where collaboration and collegiality are important components
- to analyze data in the form most available to schools and districts
- to apply theoretical perspectives to a real life situation
- to formulate an action plan that addresses needs of students and faculty with the goal of improving the performance of students
- to organize and communicate effectively through a formal report to a superior (in this case, a “superintendent”)
- to tackle a “messy” problem with limited parameters and guidance (that is, “a real life problem”); in other words, to engage in higher order and critical thinking

For the purposes of this assignment, assume that your group is the site-based decision making team on the campus you are analyzing. I, the superintendent, have commissioned you to conduct a thorough analysis of the campus curriculum and prepare a report representing your findings and plan of action to set the school on the road to improvement.

The campus plan should be professional in appearance and design and suitable for presentation to the superintendent. The plan will be submitted electronically and will be organized in a manner that is easy to understand and representative of professional work. There is no required format except the items listed below. A rubric for grading is also provided in the week of the assignment.

Portfolios should have at least these sections:

1. Title page: with information as specified by APA style manuals and must include all names of the participants. If a member of your group does not participate DO NOT put that members name on the title page.

2. Introduction: a brief formulation of your thoughts regarding the self-selected group process used to complete the assignment, the roles of the group members and suggestions for enhancing the group learning process. This is a group reflection.
3. District Background and other relevant information: relevant information about the district/campus that will help provide an understanding of the context for curriculum improvement; including but not limited to demographics of students and teachers, budgetary information and previous changes in student performance.

4. AEIS Reports: a copy of the current AEIS report for the campus being considered.

5. Needs Analysis: identification of major curriculum issues in the AEIS report to be addressed; include a detailed GAP analysis and historical trends for the identified curricular areas. (This will be turned in prior to starting the campus plan)

6. Vision Statement, Curriculum Statement, and Curriculum Model: An overall vision statement that describes a future state of success of the campus, a statement of your perspective of curriculum which will be used to guide change and improvement efforts, and a relevant curriculum model which will be followed during the improvement process. In this area discuss the readings from earlier in the semester.

7. Plan of Action: a detailed plan of action for the campus to address needs and issues you identified including reference to relevant theory that supports your action steps, an analysis of budgetary importance (i.e. What money will be spent where), and how you plan to meet the needs of special groups (such as Special Education, Limited English Proficient, and Low SES students)

8. Role of the Principal: discussion of the role of the principal in leading change and improvement efforts on the campus.

9. Appendix that includes the following: a log of meetings (including the platform used for meetings, a list of participants at each meeting, what was discussed, and a link to any digital documentation), a list of assigned tasks or roles for each member

Your campus plan should include narrative commentary as well as evidentiary artifacts to support your overall conceptualization and thinking with regard to the assignment.

Your campus plan will be graded on several criteria (see Campus Plan Rubric with the assignment); however, overall your portfolio should reflect quality in depth and breadth. That is, your campus plan should encompass the content of the class demonstrating your ability to synthesize and integrate the concepts discussed and indicate a depth of understanding of the related topics and literature while demonstrating the ability to package information in a cogent and scholarly manner. That is to say, the content is just as important as its presentation.

In addition, the process of creating the campus plan is another key component of the assignment. Your ability to work together equitably to produce a quality produce is of utmost importance to the success of the assignment and your grade. It is expected that all group members will participate fully, actively, and equitably in every aspect of the portfolio assignment. Each group member will be required to submit a group reflection separate from the campus plan outlining
your individual role within the process, what your group did well and what your group struggle with.

**NOTE:** One grade will be awarded for the project and all members will receive the same grade. There will also be an individual grade based on group participation as evaluated by the reflective individual submission.

The campus plan is due on the date assigned. There will be a 10% per day deduction for late submission up to five days late. After the 3rd day no late projects will be accepted.

**Format for Papers to be submitted:**

1. All papers are to be saved as .doc, .docx or .pdf files. No other formats are acceptable. Work will be penalized for late submission if submitted in incorrect file formats.
2. Papers should be clearly and cogently written using proper grammar and punctuation. Papers will incomplete sentences will not be graded.
3. The paper should follow APA format (6th edition). This includes a correct title page, headers, and references.
4. Papers should be formatted in 12 point, “Arial” or “New Times Roman” font only.
5. Papers should have 1 inch margins on all four sides and be double spaced.

**Grading**

**Student Performance Evaluation:** Evaluation will be based on successful completion of each of the performance expectations. To pass the class a student must complete all assigned work.

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Posts</td>
<td>75</td>
</tr>
<tr>
<td>Campus Needs Assessment</td>
<td>50</td>
</tr>
<tr>
<td>Campus Plan Project</td>
<td>225</td>
</tr>
<tr>
<td>Project Participation</td>
<td>50</td>
</tr>
<tr>
<td>Class Participation</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500 POINTS</strong></td>
</tr>
</tbody>
</table>

**FINAL GRADE:**

- A = 450-500 points
- B = 400-449 points
- C = 350-399 points
- D = 300-349 points
- F = 299 points and below
Please Note: While students may receive numerical grades for various assignments listed in the syllabus based on the criteria provided by the instructor and which contribute to an overall grade average represented in the breakdown listed above, grades are given to primarily provide feedback to students and to guide the instructor in making an assessment of student work. The final grade awarded for the course, however, will be at the sole discretion of the instructor and will be based on several factors, including but not limited to the assignment grades, participation, and work completion. A student may fail the course for not submitting all assigned work.

Technology Requirements

This is a web-based class. Great portions of the instructional activities and assignments will be delivered and received online using the eCollege learning media platform. This is an online/web/enhanced course and some obvious technological resources will be required.

- Access to a computer with Internet access (high-speed preferred)
- Document Productivity Software (Microsoft Office preferred)

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account. Please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam. When sending me an email, be sure that you have the included your name and Course Number (EDAD 619) in the subject line.

Access and Navigation

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the "Browser Test" link under Support Services.
eCollege Access and Log in Information (7.1)

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

Being a Successful Student

- What Makes a Successful Online Student

- Self-Evaluation for Potential Online Students

- Readiness for Education at a Distance Indicator (READI)

  o Login Information: Login = tamuc; password = online

How is the eCollege Course Organized?

Our course is organized in weekly Modules. You must complete assignments from Modules within the week it is assigned, whether online or in class.

1. The student will access and follow all course instructions found in the weekly/unit content area of the eCollege course. The weekly/unit content area of our course is found on the left navigation bar.

2. The student will listen to all online lectures provided if included. Lectures may be accessed through the lecture button in each module if included.

3. The student will complete the assigned ‘online’ exams (if appropriate) by accessing the ‘exam’ tool in the eCollege course.

4. The student will respond to posted online course discussion questions using the eCollege discussion tool. The discussion threads will be posted in each module and available for you to correspond and respond to topics in each weekly module.

5. The student will complete and submit assignments electronically using the eCollege dropbox tool/tab which is located in the Dropbox tab across the top of your eCollege home screen.

Course Communication
COMMUNICATION AND SUPPORT

I will communicate with you through:

- Email

- eCollege Announcements

*Interaction with Instructor Statement*

Email is the primary mode of communication that will be used in this course. I will attempt to answer emails within 24 hours. Please be sure that the email you have listed with TAMUC is the one you wish to use. eCollege uses the MyLeo email that was provided to you upon admittance to the University, unless you have changed your primary email through the system.

*eCollege Student Technical Support*

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

**Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

**Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

**Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

**Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc…

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**Course and University Policies and Procedures**

**Citizenship:**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

Late work:

Late work is not accepted without penalty. Late work submitted past a deadline (usually five days to one week late) will be awarded zero points. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. See course semester outline at the bottom of this syllabus.

Attendance:

This is an online class therefore attendance is up to you! You will be required to work as a team via various activities. The quality of your contributions and regular participation in weekly activities will be considered attendance. It is strongly encouraged that you attempt to log into the course each day – Monday through Friday. Please check your MyLeo email for messages in order to keep current. If we do synchronous sessions via ClassLive PRO, these sessions will not be required.

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. Any suspected cases of plagiarism will be reported. Any proven cases of plagiarism will result in a minimum of a zero for the assignment and possible failure of the course.

Dropping the Class:

At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

Incomplete Grades:

Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. Incomplete grades are given at the discretion of the professor. The reason for such requests is limited to "circumstances beyond student’s control which prevented student from attending classes during Finals Week or the preceding three weeks" (Policy A 122.07, EDAD 671 Online Course Syllabus – MacDonald - 6/5/2010 12 1998). You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.
Academic Honesty:

Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2001) for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University.

"Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material."

(Texas A&M University –Commerce, Graduate Catalog).

Plagiarism:

Plagiarism WILL NOT be tolerated and will result with an F on the assignment and can result in an automatic F in the course. Various versions of your work and final papers will be run through Turnitin software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Submissions to any public meeting or private mailbox fall within the scope of words and ideas that require citations if used by someone other than the original author.

In a nutshell, the term "copyright" refers to a form of protection provided by the laws of the United States in Title 17 of the United States Code. Copyright protection is provided to authors of "original works of authorship" including literary, dramatic, musical, artistic, and other intellectual works. One aspect of copyright that complicates things is that no publication, registration, or other action is required to secure copyright protection under U. S. Law. Copyright is secured automatically when the work is created.

Academic dishonesty in an online learning environment could involve:

Having a tutor or friend complete a portion of your assignment.

Having a reviewer make extensive revisions to an assignment.

Copying work submitted by another student to a public class meeting.

Using information from Online information services without proper citations.
Again, all papers, reports, etc. will be submitted for review by the online library service "Turitin". Specific instructions will be given at a later date for access and use.

**University Specific Procedures:**

**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 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 132

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

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

Student Disability Resources & Services

*Student Conduct:* All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Class Date</th>
<th>Topic</th>
<th>Text Readings/ Assignments &amp; Due Dates</th>
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<tbody>
<tr>
<td></td>
<td>10/29</td>
<td>The Field of Curriculum</td>
<td>ELCC Standards</td>
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<td>TExES Competencies</td>
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<td>Chapter 1 (Ornstein &amp; Hunkins)</td>
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<td></td>
<td>Discussion</td>
<td>Group Activity</td>
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<td></td>
<td>Due by Midnight Sunday</td>
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<tr>
<td>Week 2</td>
<td>11/5</td>
<td>Foundations of Curriculum</td>
<td>Chapters 2-5 (Ornstein &amp; Hunkins)</td>
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<td>Choose groups for the Campus Plan Project. Submit a Campus Plan Project Group Contract to me via the drop box. Only one per group, please.</td>
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<td>Discussion</td>
<td>Due Sunday at midnight.</td>
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<tr>
<td>Week 3</td>
<td>11/12</td>
<td>Principles of Curriculum</td>
<td>Chapter 6-9 (Ornstein &amp; Hunkins)</td>
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<td>Create a campus needs assessment for the campus your group has chosen for the final project.</td>
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<td>Due Sunday by Midnight</td>
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<td>Week 4</td>
<td>11/19</td>
<td>Putting it All Together</td>
<td>None</td>
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<td>Create a campus needs assessment for the campus your group has chosen for the final project.</td>
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<td>Submit a timeline/plan for group campus planning project. You have three weeks to complete the activity.</td>
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<td>Due Sunday by Midnight</td>
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<tr>
<td>Week 5, 6 &amp; 7</td>
<td>11/26</td>
<td>Work in groups to complete</td>
<td>None</td>
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<td>Campus Plan Due Wednesday</td>
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<td>through 12/14</td>
<td>campus plan assignment</td>
<td>of Week 7 by Midnight</td>
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<td>Final Exam</td>
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<td>Due Saturday by Midnight</td>
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