

ACU Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Advise & Respond

Course Number: EDUO 678 or Degree Plan(s): EdD in Organizational Leadership

EDUO 678 is one of five courses in the Leading with Emerging Technologies (LET) concentration and was initially developed several years ago. The course has been revised to include additional trends in the field of instructional design and includes considerations for practical and equitable implementation.

Previous Course Description:

This course will focus on the theory and structure of the instructional design process to support the teaching and learning process. More specifically, the learner will develop competencies for planning, implementing and evaluating appropriate instructional media, methods, and materials to support constructivist learning. Students will utilize a systems approach to design and develop a piece of instruction. The four phases of instructional design, analysis, design, development, and evaluation, (ADDIE) in the context of the Dick, Carey and Carey model will be examined.

New Course Description:

This course focuses on instructional design theories, models, processes, and practices in various organizational contexts. Learners will move through stages of instructional design using a selected model and will develop learning interventions specific to their organizational contexts. Trends and considerations for practical, equitable implementation will also be explored.

Circle the number that corresponds to the requested change.

		Program	Dean	College Academic	Provost	President
	Change to a Course					
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I

5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s)	A	A	--	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I
12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I
14.	New course (application required)	A	A	A	A	I

		Program	Dean	College Academic	President	Board of Trustees
	Change to a Degree Plan					
1.	Major/Program — Revision	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	--
4.	Major/Program — Offer existing university program on campus	--	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	I
7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	--
9.	Minor — Add	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	--

12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

		Program	Dean	College Academic	UCCFC	UWAC	Student	Faculty	President
	Change to Undergraduate University Requirements								
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	--	A
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	--	A
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A
	Change to Catalog Information For Campus								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	--	A	--	A
2.	Admission requirements	--	--	A	--	--	A	--	A
3.	Policies governing academic probation and suspension	--	--	A	--	--	A	--	A
4.	Requirements for graduating with honors	--	--	A	--	--	A	--	A

Program Director/Department Chair

Karen Maxwell

12.2.2021

Karen Maxwell

Date

Dean(s)

Nannette W. Glenn, Ph.D.
Nannette W. Glenn, Ph.D. (Dec 9, 2021 18:07 CST)

Dec 9, 2021

Nannette Glenn

Date

College Academic Council

Dena Counts

Date

University General Education Council

N/A

Chair's signature

Date

Undergraduate Academic Council

N/A

Chair's signature

Date

Provost

Robert Rhodes

Date

Faculty

N/A

Faculty Senate Chair's signature

Date

President

Phil Schubert

Date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application. Consult with program director and dean before changing responses in red type.

Course ID (<i>Subject and Number</i>)	EDUO 678
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Jason Drysdale
2	Course Instructor	TBA
3	Course Title	Instructional Design and Technology
4	Course Abbreviation for Banner if title is more than 30 characters	Instructional Design
5	College	College of Graduate and Professional Studies
6	Department or School	School of Education Leadership
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation

14	Number of faculty workload hours	3
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	18
17	Catalog Description (50 words or less)	This course focuses on instructional design theories, models, processes, and practices in various organizational contexts. Learners will move through stages of instructional design using a selected model and will develop learning interventions specific to their organizational contexts. Trends and considerations for practical, equitable implementation will also be explored.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	N/A
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	N/A
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-7.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all , even, or odd years?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all , even, or odd years?
22c	Will the course be offered in summer terms?	☐ No ☒ Yes If yes: all , even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than two parts of the term in the future.</i>	Spring 1 or Summer 1, 2022

24	Is this course required for a degree/s?	☒ No - only for program concentration ☐ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course. EdD Program Map – 2021/2022 Catalog Year
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-4.</i>	N/A

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

This is a revision of an existing course within the Learning with Emerging Technologies (LET) concentration within the EdD degree. No degree requirements are altered.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

EDUO 678 is one of five courses in the in the LET concentration and was initially developed several years ago. The course has been revised to include additional trends in the field of instructional design and includes considerations for practical and equitable implementation. This revision will replace the existing course but does not alter the degree plan.

III. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

Students enrolled in this course will be Ed.D. students enrolled in the LET concentration.

2. State the overarching course goal(s) in performance terms.

By the end of this course, students will be able to:

Module 1

Explore diverse models and approaches to instructional design practice

Module 2

Apply principles of learner experience and visual design in the development of instructional materials.

Module 3

Analyze major and emergent learning theories for use within a variety of learner experiences and contexts

Module 4

Integrate a learning technology into the design for a learning intervention

Module 5

Evaluate popular learning trends and assumptions through the lens of rigorous research

Module 6

Reflect on their awareness and commitment to universal and inclusive design practices

Module 7

Reflect on their process of designing a learning intervention

Produce a fully formed learning intervention with accompanying documentation

B. Student Learning Outcomes and Measurements

Course Curriculum Mapping

Week	Course Level Objectives	Outcome Measures [List specific deliverable EX: Assignment: <title>, Discussion Question: <title>]	Aligned Student Learning Outcomes [#.#]
1	Explore diverse models and approaches to instructional design practice	Discussion: What is instructional design? Assignment: Choose an Instructional Design Model	#4.1
2	Apply principles of learner experience and visual design in the development of instructional materials	Discussion: Form Follows Function Assignment: CARP in Action	#4.1

3	Analyze major and emergent learning theories for use within a variety of learner experiences and contexts	Discussion: Reflecting on Pedagogy Assignment: Pedagogical Analysis of Your Learning Intervention	#4.1
4	Integrate a learning technology into the design for a learning intervention	Discussion: Share Your Teaching Tools Assignment: Learning Intervention Prototype	#2.1
5	Evaluate popular learning trends and assumptions through the lens of rigorous research	Discussion: Myths That Shape Our Learning Experiences Assignment: Reflective Video Response	#4.1
6	Reflect on their awareness and commitment to universal and inclusive design practices	Discussion: Committing to Inclusive Design Assignment: Commitment to Change	#1.1
7	Reflect on their process of designing a learning intervention	Discussion: Learning Intervention Celebration	#1.1
	Produce a fully formed learning intervention with accompanying documentation	Assignment: Learning Intervention and Design Documentation	#3.1

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Required Textbooks:

- American Psychological Association (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association. ISBN: 9781433832161
- Relevant readings and resources will be provided each week.

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes. This is a revision to a previously established course in the Learning with Emerging Technologies (LET) concentration within the EdD. See December 2021 Academic Council docs.
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's provisional memo of support.
Attach if applicable	
4	Content Overlap — Include one document for each course you listed in Section I-28. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Program Resources — List the resources that support the course and are available only through the program, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or program resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach any documents to which you refer in Section II-B.

EDUO 678: Instructional Design and Technology

2021 Section EDUO 678 10/14/2019 to 10/14/2020 Modified 12/03/2021

Mission Statements

University Mission Statement

The mission of Abilene Christian University (ACU) is to educate its students for Christian service and leadership throughout the world.

This mission is achieved through the following:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College Mission Statement

The mission of the College of Graduate and Professional Studies (CGPS) is to prepare students for Christian service and leadership by providing them with the knowledge and skills to advance their careers, thereby placing them in positions of influence for the expansion of God's purposes in the world.

Program Mission Statement

The mission of the Ed.D. in Organizational Leadership is to prepare professionals in a variety of contexts for leadership roles. A distinguishing feature is a focus on the vocation of leadership in complex organizational cultures to develop effective practice. This is accomplished through equipping leaders to do the following:

- Lead with purpose based on the foundation of vocation, rooted in Christian principles;
- Effectively develop organizational resources;
- Build effective communication structures and collaborative relationships;
- Apply organizational assessment and evaluation strategies; and
- Demonstrate healthy leadership practices to influence organizational culture.

Integration of Christian Faith

Leadership is a calling. For this reason, ACU's Ed.D. program embraces the Christian term vocation as a unifying concept that both distinguishes and enlivens the student's experience. Throughout this doctoral program in organizational leadership, students will examine the rich tradition of literature and practice in Christian vocation, reflect on vocation within their own leadership development, and apply new understandings of vocation in organizational contexts. Moreover, the rigor of a doctoral program calls for the cultivation of a learning community dedicated to the Christian virtues of intellectual curiosity and rigor, hospitality, humility, integrity, authenticity, and perseverance.

Course Description

EDUO 678 focuses on instructional design theories, models, processes, and practices in various organizational contexts. Learners will

move through stages of instructional design using a selected model and will develop learning interventions specific to their organizational contexts. Trends and considerations for practical, equitable implementation will also be explored.

Program and Student Learning Outcomes

Program Outcome #1: Leading in Purpose

- Student Learning Outcome #1.1: Learners will explore practices of self-reflection, self-awareness, mindfulness, and contemplation that promote holistic development and integration.

Program Outcome #2: Leading in Learning and Development

- Student Learning Outcome #2.1: Learners will creatively use resources to lead and complete organizational initiatives.

Program Outcome #3: Leading in Collaboration and Communication

- Student Learning Outcome #3.1: Learners will design messages that are clear and achieve their intended purpose

Program Outcome #4: Leading in Applying Research Evidence to Practice and in Organizational Assessment

- Student Learning Outcome 4.1: Learners will identify and describe evidence-based practice techniques appropriate for their organizational contexts

Week	Course Level Objectives	Outcome Measures	Aligned Student Learning Outcomes
1	Explore diverse models and approaches to instructional design practice	Discussion: What is instructional design? Assignment: Choose an Instructional Design Model	#4.1
2	Apply principles of learner experience and visual design in the development of instructional materials	Discussion: Form Follows Function Assignment: CARP in Action	#4.1
3	Analyze major and emergent learning theories for use within a variety of learner experiences and contexts	Discussion: Reflecting on Pedagogy Assignment: Pedagogical Analysis of Your Learning Intervention	#4.1
4	Integrate a learning technology into the design for a learning intervention	Discussion: Share Your Teaching Tools Assignment: Learning Intervention Prototype	#2.1
5	Evaluate popular learning trends and assumptions through the lens of rigorous research	Discussion: Myths That Shape Our Learning Experiences Assignment: Reflective Video Response	#4.1
6	Reflect on their awareness and commitment to universal and inclusive design practices	Discussion: Committing to Inclusive Design Assignment: Commitment to Change	#1.1
7	Reflect on their process of designing a learning intervention	Discussion: Learning Intervention Celebration	#1.1

Produce a fully formed learning intervention with accompanying documentation	Assignment: Learning Intervention and Design Documentation	#3.1
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Course Materials

Required Textbooks:

- American Psychological Association (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association. ISBN: 9781433832161
- Relevant readings and resources will be provided each week.

Course Requirements

General descriptions of the course requirements are below. See the online modules for detailed assignment instructions.

Discussion Questions

Participation in online discussions is mandatory. In order to actively participate in these discussions you will need to log in at least 5 days each week and post on multiple days within the module. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. Discussions begin on Tuesday each week and end on Monday at 11:59 PM Central. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. Your initial post will be due on Thursday by 11:59 pm CST. You are also expected to respond to at least 2 of your classmates' postings for each discussion question. No late posting will be accepted.

Choose an Instructional Design Model

Write a short proposal for the learning intervention you intend to design throughout the course. Please share information about your organizational context, the model of design you are choosing to use, and a brief summary of your intended design process.

CARP in Action

Using the CARP principles of design, create the first draft of your design documentation. This submission will consist of a gap analysis, a first draft of a learning goal/outcome, and a learner story.

Pedagogical Analysis of your Learning Intervention

In either a video or an informal paper, analyze your learning intervention through the lens of learning theory. Indicate the theoretical framework you will use to guide the design of your learning intervention.

Learning Intervention Prototype

Submit a small, unfinished draft (prototype) of your learning intervention product. Your submission should include basic visual elements, a small amount of content, and an outline for the remaining development work to finish your final learning intervention.

Reflective Video Response

Record a short reflective video about your experience with neuromyths, including your observations from the week's readings and resources. Please address how you intend to change your teaching practice after exploring neuromyths.

Commitment to Change

Write a reflection paper on your experience with the different areas of focus within instructional design from this course, culminating in your commitment to change for implementing instructional design practices into your work.

Learning Intervention and Design Documentation

Create and submit your final learning intervention product, a write-up explanation of your design process, and all relevant design documentation (course map, storyboards, learner stories, etc.).

Note: Please see the Canvas course for information on the faculty as well as all due dates.

Engaged Learning in an Online Format

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.

Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course from that email notification. If the student does not log into the course in that period of time, they will be administratively withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point, before the last week of class the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Service Advisor and/ or New Student Ambassador, and instructor to make appropriate arrangements.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook.

Paper Specifics

All formatting and referencing should follow *The Publication Manual of the American Psychological Association, 7th Edition*. Papers should be written in Times New Roman, 12-point font and submitted as a .docx, .doc, or .pdf file. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive APA and/or grammatical errors, the professor may return the paper without grading it. Your faculty will determine the date for submission for the revised paper and 10% will be automatically deducted in addition to any late penalty deductions if the assignment was submitted late.

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

Academic Integrity

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research. Assignments may or may not be submitted through the TurnItIn plagiarism checker.

The Academic Integrity and Honesty Policy is available on the ACU Provost's Office [webpage](https://cdn01.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/expanded-definitions-and-advice.html) (<https://cdn01.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/expanded-definitions-and-advice.html>), where you may find detailed information regarding what constitutes academic dishonesty and resultant disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:

- losing points on an assignment.
- failing an assignment.
- failing a course.
- having a record of improper conduct in the dean's office which oversees the course in which the infraction was made.

- being dismissed from the university.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

Addressing Questions about Your Course and Your Course Performance within the EdD Course Coordinator Model: Student Expectations

The **Instructor** is the first person to contact for questions about academic issues.

Students are expected to contact their Instructor for questions related to academic content including interpretation of assignment instructions, questions about feedback, or any other academic issues.

After having contacted the Instructor, if a concern is still unresolved, the Instructor will initiate a consultation with the **Course Coordinator**.

In courses running more than one section, the Course Coordinator oversees and manages all sections of the course. The Course Coordinator is a full or adjunct faculty member who has taught the course several times and is well versed in the academic content and the Student Learning Outcomes of the course.

If the matter is still unresolved or if the Instructor is also the Course Coordinator, the Ed.D. Program Director will be consulted.

Issues often arise from misunderstandings or varying interpretations and are best resolved at the lowest level, between the student and instructor. The Instructor is the first person to contact for questions about academic issues.

* ACU Learner Support, Resources, and Services

Anti-Harassment Policy

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. Therefore, it is the purpose of the Anti-Harassment Policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth review of the university's anti-harassment policy, the full definition of harassment, and procedure for reporting, visit: <https://www.acu.edu/dean-of-students/required-legal-statements/anti-harassment-policy/> (<https://www.acu.edu/dean-of-students/required-legal-statements/anti-harassment-policy/>)

ACU Online Student Handbook

The current version can be found [here](https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY) (https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY).

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation

with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or alpha@acu.edu.

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance>. Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit <http://guides.acu.edu/c.php?g=824708&p=5887421>. For research assistance, you can visit <http://asklibrary.acu.edu> and submit your question through the web form or get help via text or chat.

Title IX Statement

As a professor, one of my responsibilities is to help create a safe learning environment on our Abilene Christian University Dallas Online campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel safe to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence, or stalking that occurred while you are or were enrolled as a student at ACU. If you would prefer to share information in a confidential setting, I encourage you to access counseling services through TimelyMD. All of your options are available for review by clicking on the link to ACU's [policy](#).

✓ Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment. There are limitations to the number of C's you may accumulate in a graduate program based on the number of credit hours in the program. A cumulative 3.0 GPA must be maintained to graduate. Letter grades correspond with points as outlined in the table below.

Points Earned	Grade
90-100 points	A
80-89.9 points	B
70-79.9 points	C
60-69.9 points	D
59 points and lower	F

Points Per Assignment

Deliverable	Week	Type	Points
What is instructional design?	1	Discussion	4

Choose an Instructional Design Model	1	Assignment	8
Form Follows Function	2	Discussion	4
CARP in Action	2	Assignment	8
Reflecting on Pedagogy	3	Discussion	4
Pedagogical Analysis of Your Learning Intervention	3	Assignment	8
Share Your Teaching Tools	4	Discussion	4
Learning Intervention Prototype	4	Assignment	12
Myths That Shape Our Learning Experiences	5	Discussion	4
Reflective Video Response	5	Assignment	8
Committing to Inclusive Design	6	Discussion	4
Commitment to Change	6	Assignment	8
Learning Intervention Celebration	7	Discussion	4
Learning Intervention and Design Documentation	7	Assignment	20
		Total Points	100

Course Outline and Schedule

(Schedule subject to change; See the Canvas course for updated information on due dates.)

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: November 29, 2021
TO: Dr. Karen Maxwell
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Revision for EDUO 678– Instructional Design and Technology

After reviewing the course development template, the library is able to support the proposed course. Please contact Melissa Atkinson (melissa.atkinson@acu.edu), if additional library resources are needed for the course. Thank you for the opportunity to evaluate the syllabus and course proposal.

ABILENE CHRISTIAN UNIVERSITY
DUNCUM CENTER SOLUTIONS

M E M O R A N D U M

DATE: No, 2021
To: Dr. Karen Maxwell, Program Director for Doctor of Education in
Organizational Leadership
FROM: Lori Anne Shaw, Executive Director for Duncum Center Solutions
RE: Course Application for EDUO 678: Instructional Design And Technology

After reviewing the course application and syllabus, Duncum Center Solutions (DCS), the instructional design team for ACU Dallas, is able to support the proposed course. Please let the DCS team know if additional instructional design support is required for the course. Thank you for letting us review the course application and syllabus.