MEDT 7461

INSTRUCTIONAL DESIGN

Semester Hours: 3  Sections N01
Semester/Year: Fall 2013
Instructor: Dr. Dawn Putney
Office Location: 127 Education Annex
Office Hours: Monday/Wednesday 12:00-4:00 on campus; Tuesday 6:00-8:00 online Additional on campus office hours available by appointment or phone.
Telephone: 678-839-6151 office 678-839-5259 department
Fax: 678-839-6097 or 678-839-6153
E-mail: dputney@westga.edu

Communication: The official communication to students is through campus e-mail (@my.westga.edu). You now must access your UWG e-mail by logging into gmail. Be sure to access this several times a week to keep up-to-date on important information.

Distance Support: CourseDenD2L Home page
https://westga.view.usg.edu,
UWG Online Learning and CourseDenD2L Help (678-839-6248)
http://www.uwgonline.westga.edu
Distance Learning Library Services
http://www.westga.edu/~library/depts/offcampus/
Ingram Library Services
http://www.westga.edu/~library
University Bookstore
http://www.bookstore.westga.edu
CourseDenD2L Server goes down every other Friday 10:00 pm – 7:00 am
http://www.alt.usg.edu/gaview/support/maint-schedule.phtml

e-mail: Tk20@westga.edu

Information Technology Services Helpdesk: 678-839-6587
COURSE DESCRIPTION

The course provides an overview of systematic approaches to instructional planning, development, and evaluation.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Developing Exemplary Practitioners, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. The AASL/GaPSC National/State standards also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

Instruction in this course will take place through online tools such as discussion boards, chat rooms, posting materials within CourseDen, and on the UWG server. There will be some required online class sessions. Students will be allowed to select from a list of days and times for these required online sessions.

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
<th>Supporting Activity Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Participation</td>
<td>225 minutes</td>
<td>450 minutes</td>
</tr>
<tr>
<td>Thought Provokers</td>
<td>225 minutes</td>
<td>450 minutes</td>
</tr>
<tr>
<td>Concept Maps</td>
<td>113 minutes</td>
<td>225 minutes</td>
</tr>
<tr>
<td>Student/Client Impact Project</td>
<td>450 minutes</td>
<td>900 minutes</td>
</tr>
<tr>
<td>Professional Development</td>
<td>675 minutes</td>
<td>1350 minutes</td>
</tr>
<tr>
<td>Instructional Design Models</td>
<td>281 minutes</td>
<td>562 minutes</td>
</tr>
<tr>
<td>Research Models Exploration</td>
<td>281 minutes</td>
<td>563 minutes</td>
</tr>
</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities. Since students work at various paces in an online environment, the total number of minutes required to complete the course will vary among students. The minutes indicated above are estimates.
COURSE OBJECTIVES

Students will:

1. identify, describe, and reflect on the major steps in the instructional design process.  
   (Conceptual Framework Descriptors: Knowledgeable)  
   (Standards: NBPTS 1,2,3,4; AASL/GaPSC 1.4/1.iv, 2.1/2.i, 2.2/2.ii);  

2. apply instructional design principles by developing an in-service module for teachers incorporating information literacy standards and technology standards for students in conjunction with Georgia Performance Standards.  
   (Conceptual Framework Descriptors: Collaborative; Reflective)  
   (Standards: NBPTS 1,2,3,4; AASL/GaPSC 2.2/2.ii, 2.3/2.iii);  

3. discuss the value of instructional design today as it relates to the changing nature of society and learners, including the roles of instructional designers in the schools and/or higher education.  
   (Conceptual Framework Descriptors: Adaptive)  
   (Standards: NBPTS 1,2,3,4,5; AASL/GaPSC 1.1/1.i, 2.2/2.ii, 3.2/3.ii);  

4. compare and contrast a variety of research models appropriate for use with K-12 students.  
   (Callison, 2005).  
   (Conceptual Framework Descriptors: Adaptive, Knowledgeable, Reflective)  
   (Standards: NBPTS 1, 2, 3, 4, 5; AASL/GaPSC 2.2/2.ii).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:  
Text to be purchased:  

Documents to be downloaded:  
Download and print this document.  
Download and print this document.
Microsoft Campus Agreement – Software available through Student Information Technology Services [http://www.westga.edu/~mcastu/](http://www.westga.edu/~mcastu/)

If you do not already own a copy of the 6th edition of the APA Manual you probably will want to go ahead and get a copy of this resource.


**Required Instructional Resource:** Tk20 Subscription is required for all students who began taking courses in their program Summer 2011 or later. These are available at the University Bookstore or at [http://westga.tk20.com/campusoolshighered/start.do](http://westga.tk20.com/campusoolshighered/start.do). It is less expensive to subscribe online but if you are using university Financial Aid you may purchase it from the University Bookstore. **If you have purchased a subscription previously, DO NOT re-subscribe.** For more information about this resource, see [http://www.westga.edu/coe/index_550.php](http://www.westga.edu/coe/index_550.php). For assistance, email tk20@westga.edu.

**Required Tutorials for CourseDen:** [http://uwgonline.westga.edu/students.php](http://uwgonline.westga.edu/students.php)

**Required:** Reliable Internet access

**References:**


**On-line Resources**


**ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES**

**Activities and Assessments:**

1. Participation in on-line class activities

**On-line class requirements**

- Throughout the course students will have opportunities to read, reflect on, and respond to comments and ideas posted by other students. Participation in the discussion will greatly enhance student learning.
- Students will complete the assigned online activities. Students are expected to participate in any required online sessions and to participate weekly in discussions. Students can expect responses from the instructor within 48 hours. If students have any problems with CourseDenD2L they are to contact the Distance Office for assistance and the instructor immediately. The help line e-mail address is on page one of this syllabus as well as the distance office e-mail address and phone number. If this fails call the Distance Learning Office and then the instructor for assistance. Remember, there are computer labs on campus for student use. There will be opportunities to interact with the instructor and other students through chat, discussion boards, Wimba or Collaborate, and other tools.
- Students need to go through the tutorials that are available by clicking on the “Student” tab at the top of the CourseDenD2L page. Do not wait to ask for help with CourseDenD2L. Seek assistance immediately (see contact info on page 1).
- Since this is an online course, you are responsible for monitoring your work time in order to complete and submit assignments by the established due dates. Assignments will be accepted late but there will be a loss of points due to the lateness of submission – at least 1 point per day that an assignment is late. All assignments must be submitted by the end of the course in order to be considered.
• Extra credit is not available for assignments in this course
• All student work submitted during the course is required to be original.
• Work created in another course will not be excepted unless approved by the instructor.
• All assignments must follow APA format unless otherwise specified.
• Always double check documents attached or posted. Make sure the file extension is correct. You cannot attach or post a document while it is open on your computer. The person on the other end will not be able to open it. For example, if your file extension is .lnk the file cannot be opened. Word document files will have .doc or .docx as the file extension.

(Objectives 1, 2, 3, 4; teacher observation)

2. Thought Provokers
   For assigned chapters in the text and other posted readings, students will read and respond formally to the questions and situations posted. Responses should be both reflective and significant in that your answers should include information that you expect to remember and, perhaps, one to five years after you complete this class. What concepts, definitions, and processes are most meaningful to you? These concepts will guide your thinking about the course content and may provoke questions and improve our online discussions. Students from a variety of programs take this course. Your varied backgrounds add a very important component to this course. As you read the course materials, it is critical that you read and reflect from your own perspective. Taking time to read comments posted by other students will greatly enhance your learning in this course.

(Objectives 1,2,3,4; checklist)

3. Concept Maps
   You will complete 3 Concept Maps – one related to each of Thought Provokers 4, 5, and 6. You must complete the Thought Provokers before you create your concept maps. After you have completed the Thought Provoker you will:
   • Create a blank concept map – several sample formats are provided but you are certainly not limited to those examples.
   • You want to start with a main key word box and at least 10 supporting word boxes. Some or all of your supporting word boxes will be connected to your key word box. Supporting word boxes may also be connected to other supporting word boxes. There is no right or wrong way to create and complete a concept map – it really is a map of the key word and supporting words you find most interesting or important from the readings.
   • Save your concept map as a Word or PDF document.
   • Post your completed concept map in the appropriate dropbox: TP4 Concept Map, TP5 Concept Map, TP6 Concept Map.

(Objectives 3; rubric)

4. Student/Client Instruction Impact Project
   Students will develop an Instruction Impact comparison paper. All students in the College of Education programs are required to document their impact on learners. The completion of this project provides students with an opportunity to explore differing demographic characteristics that can impact instruction. Specific details for the Student/Client Instruction Impact project will be posted in the “Student/Client Impact” learning module in the Content section of the course page in CourseDenD2L.

(Objective 3; rubric)
5. **Professional Development Project**  
Students will develop a year-long professional development agenda and will design one module of materials (one month) of the Professional Development agenda for their specified audience. The project will focus on information literacy standards, technology standards, and forms of technology. The project must use specific content/grade level/workplace standards as the context for the Professional Development materials. The plan and module will be submitted in CourseDenD2L. The actual materials should be posted on a wiki, weebly, or other webpage and the URL posted in CourseDenD2L. Specific details for the Professional Development project will be posted in the under “Prof Development Project” learning module in the Content section of the course page in CourseDenD2L.  
(Ojective 3; rubric)

6. **Comparison of Instructional Design Models**  
Students will define Instructional Design, compare three specific instructional design (not research models) models, and explain why they are important in today’s society. To accomplish this, students will participate in discussions boards related to specific ID models and each student will individually research, reflect, and prepare a comparison documenting the value of instructional design today as it relates to the changing nature of society and learners and describe and compare specific instructional design models. The comparison must include the definitions of instructional design as presented in the literature as well as the definition of instructional design as the student sees it, the value of instructional design, the role the student will play as an instructional designer in the future, and the descriptions and comparisons of instructional design models. A minimum of 5 references must be included. Specific criteria will be posted in the “Comparison of ID Models” learning module in the Content section of the course page in CourseDenD2L. APA format requirements related to intext citations and references must be met.  
(Ojective 4; rubric)

7. **Research Models Exploration**  
Students will explore and compare a variety of research models that are most frequently used with students in PreK-12 schools and adult learners in other settings. As each model is explored, information will be recorded on the form provided. Connections between the research models and Information Literacy Standards and Technology Standards must also be identified. After all of the specified models have been explored, students will complete the other sections on the form - comparison of the models and description of the potential use for each model. Specific criteria will be posted in the “Research Models” learning module in the Content section of the course page in CourseDenD2L. (Objective 3; rubric)

8. **Volunteer Experience Activities (Professional Practice)**  
All students, in all programs, are required to document their experiences with a variety of students/clients. Students in SLM M.Ed. and Non-Degree and SLM E.S. programs must complete a variety of forms in Tk20. Students in other programs need to contact their advisors to determine the type of documentation required.  
(Objectives 2, 3, 4; checklist)

9. **Tk20 Requirements**  
All College of Education students who began course work in their current program Summer 2011 or later, must subscribe to Tk20. Key Assessments and other projects will be posted in Tk20. All students should contact their advisor regarding the Tk20 requirements for their program. School Library Media students should contact Dr. Putney.  
(Objectives 1, 2, 3, 4; rubric)
Evaluation Procedures:

Students will be assessed according to the course objectives with the following percentages:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Form of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Class Participation (reading/responding to disc)</td>
<td>100</td>
<td>Teacher Observation</td>
</tr>
<tr>
<td>Thought Provokers</td>
<td>100</td>
<td>Checklist</td>
</tr>
<tr>
<td>Concept Maps</td>
<td>50</td>
<td>Checklist</td>
</tr>
<tr>
<td>Student/Client Instruction Impact Project</td>
<td>200</td>
<td>Checklist</td>
</tr>
<tr>
<td>Professional Development Year Long Agenda</td>
<td>50</td>
<td>Checklist</td>
</tr>
<tr>
<td>Professional Development Module</td>
<td>250</td>
<td>Checklist</td>
</tr>
<tr>
<td>Instructional Design Models</td>
<td>125</td>
<td>Checklist</td>
</tr>
<tr>
<td>Research Models Exploration</td>
<td>125</td>
<td>Checklist</td>
</tr>
<tr>
<td>Volunteer Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tk20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>1000</td>
<td></td>
</tr>
</tbody>
</table>

Participation in online sessions, submitting assignments by specified due date, completing assignments without spelling and grammatical errors required.

Grading Policy:
Students will be graded using the following scale:

\[ A = 90-100\%, \quad B = 80-89\%, \quad C = 70-79\%, \quad F = 69\% \text{ and below} \]

**IMPORTANT:** It is important that you take your writing in this class very seriously. In addition to the criteria delineated above, structural, grammar, and/or mechanical errors will result in a loss of points. Papers or projects with numerous structural, grammar or mechanical errors will NOT pass. If you are not a very good writer, you will need to find a writing tutor or helper to proofread your papers. If you are concerned about your proficiency, please make use of the UWG Writing Center or a personal tutor.

**COE WRITING EXPECTATION AND RUBRIC**
Students will write in standard English, defined as using the rules and patterns of English associated with educated citizens. This includes writing with clarity, complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to APA formatting.

<table>
<thead>
<tr>
<th>COE Writing Rubric</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Unacceptable</td>
<td>There is confusion about the topic with absence of support for main ideas; there is little or no awareness of the intended audience; paper lacks organization; paragraph structure is weak; syntax is garbled (e.g. word choice and order often does not make sense or is confusing); paper contains multiple and serious errors of sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting not appropriate to the assignment.</td>
</tr>
<tr>
<td>2 = Emerging, Needs Improvement</td>
<td>Ideas are mostly simplistic and unfocused, there is little awareness of the intended audience; paragraphs are mostly stand-alones, with few transitions; the organization, while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.</td>
</tr>
</tbody>
</table>
3 = Proficient
The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (e.g. with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar, spelling, capitalization, and/or punctuation; there are few formatting errors.

4 = Exemplary
There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions; the organization is appropriate for the assignment; the syntax is rich (e.g., with sophisticated vocabulary); there is variety in sentence style and length, the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the assignment.

**File Naming Protocol**
You will want to use a consistent file naming protocol in order to keep track of your work and to make it easy for your instructors to identify your work. Trust me, this is designed to make things easier on you when it comes to compiling all of your required assessment and portfolio materials to graduate from the program. This is important: The file name should contain NO SPACES and NO CAPITAL LETTERS. You also want to keep the file names as short as possible! Remember to keep file names as short as possible and keep your files organized so it will be easy for you to find projects when it is time to build your portfolio. Those of you using Tk20 will be able to store projects in that space. Thank you very much for your cooperation!

**CLASS POLICIES**

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who work in the schools. Professionalism includes, but is not limited to, the following:

- Participating in class activities in the online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Turning in assignments on time – late submissions will result in a loss of points
- Completing assignments without spelling and grammatical errors – loss of points will occur
- Attending required live online sessions and arriving on time – loss of points will occur
- Treating class members and colleagues with respect in and out of the classroom
- Limiting interruptions in class
- Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences

If you have a valid reason for missing assignment deadlines, please contact the instructor in advance. Missing deadlines can seriously impact the student’s ability to complete the course satisfactorily.

Students must use Microsoft Office application software (Word, PowerPoint, etc.) to complete written and other assignments. The Microsoft Office software is available to UWG students free of charge (funded by technology fees). If you do not have Microsoft Office, information about acquiring it is available at [http://www.westga.edu/~mcastu/](http://www.westga.edu/~mcastu/).
Student e-mail Policy
All formal e-mail communication between instructor and students (outside of CourseDen) will be through campus e-mail (your my.westga.edu e-mail account through gmail). This is a University policy, so it is imperative you check your my.westga.edu e-mail account regularly.

Extra Credit/Duplicative Course Work
Coursework that will be completed in another course that dovetails with an assignment in this course may be submitted if prior approval is granted by the instructor during the first 10 days of class. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission. Extra credit activities are not available in this course.

Attendance
Participation in all online components of the course is required and will be factored into the course grade.

Academic Honesty
All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

Disability
All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Disciplinary procedures described in the latest State University of West Georgia The Connection, Undergraduate Catalog, and Graduate Catalog, will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

Remember that CourseDenD2L will be down every other Friday night.
Do not wait until the last minute to post work.
Late submissions may be subject to a loss of points. You can always post work early!!
Optional face-to-face sessions will be available if requested. Ask for help if you need it!
Required online sessions and Optional Chat Sessions will provide opportunities for help.
# Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 26-Sept 3</td>
<td>Make sure tuition and fees are paid</td>
<td>Make sure you have paid your tuition and fees – you will be dropped from courses without notification !!!!</td>
</tr>
</tbody>
</table>
| Aug 26-Sept 2 | * Purchase textbooks and print out the AASL and ISTE standards  
* Check for Instructions on CourseDen  
* Review Syllabus  
* If new to CourseDen, use tutorials  
* Work on Research Models  
* Begin work on Student/Client Instruction Impact | * Complete Introduction Discussion Board posting  
* All students – Download and begin reviewing AASL Standards for 21st Century Learners and NETS Standards |
| Sept 9        | * Begin reading textbook  
* Begin reading the AASL Standards for 21st Century Learners and NETS Standards | * Read Chapters 1, 2, & 3 of the text  
* Respond to Thought Provoker 1 based on those chapters |
| Sept 16       | * Work on Research Models  
* Work on Professional Dev Project  
* Continue work on Student/Client Instruction Impact | * Read Chapters 4, 5, & 6 of the text  
* Respond to Thought Provoker 2 based on those chapters |
| Sept 23       | * Work on Prof Development Project  
* Continue work on Student/Client Instruction Impact  
* Complete work on Research Models  
* Work on Comparison of ID Models | * Submit Research Models  
* Read Chapters 7, 8, & 9 of the text  
* Respond to Thought Provoker 3 based on those chapters |
| Sept 30       | * Work on Student/Client Instruction Impact  
* Work on Professional Dev Project  
* Work on Comparison of ID Models | * Respond to Thought Provoker 4 – based on assigned readings related to Instructional Design Models |
| Oct 7         | * Continue to work on Student/Client Instruction Impact  
* Work on Professional Development Project - complete year-long agenda  
* Work on Comparison of Instructional Design Models  
* Complete Concept Map related to Thought Provoker 4 | * Submit Year-Long Agenda for Professional Development Project  
* Submit Concept Map related to Thought Provoker 4 |
| Oct 14        | * Continue to work on Student/Client Instruction Impact  
* Work on Professional Dev Project  
* Work on Comparison of Instructional Design Models | * Respond to Thought Provoker 5 based on assigned readings related to Instructional Design Models |
| Oct 21        | * Work on Professional Dev Module  
* Continue work on Student/Client Instruction Impact  
* Work on Comparison of ID Models  
* Complete Concept Map related to Thought Provoker 5 | * Submit draft of Comparison of Instructional Design Models paper if you want feedback before submitting your final paper  
* Submit Concept Map related to Thought Provoker 5 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 28</td>
<td>* Work on Professional Dev Module</td>
</tr>
<tr>
<td></td>
<td>* Work on Comparison of Instructional Design Models</td>
</tr>
<tr>
<td>Nov 4</td>
<td>* Work on Professional Dev Module</td>
</tr>
<tr>
<td></td>
<td>* Complete Comparison of Instructional Design Models</td>
</tr>
<tr>
<td></td>
<td>* Complete Concept Map related to Thought Provoker 6</td>
</tr>
<tr>
<td>Nov 11</td>
<td>* Continue to work on Professional Development Module</td>
</tr>
<tr>
<td>Nov 18</td>
<td>* Continue to work on Professional Development Module</td>
</tr>
<tr>
<td></td>
<td>* Complete Course Evaluation – e-mail sent to your my.westga.edu account</td>
</tr>
<tr>
<td>Nov 25</td>
<td>* Continue to work on Professional Development Module</td>
</tr>
<tr>
<td>Dec 2</td>
<td>* Complete Professional Dev Module</td>
</tr>
<tr>
<td></td>
<td>* Complete Course Evaluations and Distance Evaluations – link will be sent to your my.westga.edu e-mail</td>
</tr>
<tr>
<td>Dec 9</td>
<td>Dec 13 - Last day work accepted</td>
</tr>
<tr>
<td>Dec 14</td>
<td>Graduation</td>
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</tbody>
</table>
### Assignment Due Dates Arranged by Project

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Discussion Board</td>
<td>September 2</td>
</tr>
<tr>
<td>Student/Client Instruction Impact</td>
<td>November 18</td>
</tr>
<tr>
<td><strong>Professional Development Module</strong></td>
<td></td>
</tr>
<tr>
<td>Submit Professional Development Year-Long Agenda</td>
<td>October 7</td>
</tr>
<tr>
<td>Submit Professional Development Module</td>
<td>December 2</td>
</tr>
<tr>
<td><strong>Instructional Design Model Comparison</strong></td>
<td></td>
</tr>
<tr>
<td>Submit completed Comparison Project</td>
<td>November 4</td>
</tr>
<tr>
<td><strong>Research Models Exploration</strong></td>
<td></td>
</tr>
<tr>
<td>Submit completed Research Models form</td>
<td>September 23</td>
</tr>
<tr>
<td><strong>Thought Provokers</strong></td>
<td></td>
</tr>
<tr>
<td>Thought Provokers 1</td>
<td>September 9</td>
</tr>
<tr>
<td>Thought Provokers 2</td>
<td>September 16</td>
</tr>
<tr>
<td>Thought Provoker 3</td>
<td>September 23</td>
</tr>
<tr>
<td>Thought Provoker 4</td>
<td>September 30</td>
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<tr>
<td>Thought Provoker 5</td>
<td>October 14</td>
</tr>
<tr>
<td>Thought Provoker 6</td>
<td>October 28</td>
</tr>
<tr>
<td>Thought Provoker 7</td>
<td>November 11</td>
</tr>
<tr>
<td>Thought Provoker 8</td>
<td>November 18</td>
</tr>
<tr>
<td>Thought Provoker 9</td>
<td>November 25</td>
</tr>
<tr>
<td>Thought Provoker 10</td>
<td>December 2</td>
</tr>
<tr>
<td><strong>Concept Maps</strong></td>
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<tr>
<td>Thought Provoker 4 Concept Map</td>
<td>October 7</td>
</tr>
<tr>
<td>Thought Provoker 5 Concept Map</td>
<td>October 21</td>
</tr>
<tr>
<td>Thought Provoker 6 Concept Map</td>
<td>November 4</td>
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### Assignment Due Dates Arranged by Date

<table>
<thead>
<tr>
<th>Project</th>
<th>Due Date</th>
<th>Date Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Discussion Board</td>
<td>September 2</td>
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<tr>
<td>Thought Provoker 1</td>
<td>September 9</td>
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<tr>
<td>Thought Provoker 2</td>
<td>September 16</td>
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<td>Thought Provoker 3</td>
<td>September 23</td>
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<td>Research Models Exploration</td>
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<td>September 30</td>
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<tr>
<td>Professional Development Year-Long Agenda</td>
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<td>ID Comparison Project</td>
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<td>Student/Client Instruction Impact</td>
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<td>Professional Development Module</td>
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<td>Any remaining assignments</td>
<td>December 9-13</td>
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