George Mason University
Graduate Course Approval/Inventory Form

Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units.

Please indicate:  __X___ NEW  ____ MODIFY  ____ DELETE

Local Unit:  College of Education and Human Development  Graduate Council Approval Date: 

Course Abbreviation:  EDIT  Course Number:  701

Full Course Title:  Advanced Instructional Design and Development (IDD) Portfolio

Abbreviated Course Title (24 characters max.):  Advanced IDD Portfolio

Credit hours:  1  Program of Record:  Instructional Design & Development

Repeatable for Credit?  __ D=Yes, not within same term  Up to hours
____ T=Yes, within the same term  Up to  hours
_ _X_ N=Cannot be repeated for credit

Grade Type:  __X__ GR: graduate grading, normal (A, A-, B+, B, C, F, IN, AB)

Activity Code (please indicate):  _ X__ Lecture (LEC) ___ Lab (LAB) ___ Recitation (RCT)
____ Studio (STU)  ___ Internship (INT)  ___ Independent Study (IND)

Catalog Credit Format  1 : 1 : 0  Course Level:  GF(500-600) ___  GA(700+)  _700_

Maximum Enrollment:  24  For NEW courses, first term to be offered:  Fall 2005

Prerequisites or corequisites:  To be taken in the last semester of coursework. Prerequisites: EDIT 601.

Catalog Description (35 words or less):  Please use catalog format and attach a copy of the syllabus for new courses. EDIT701 Advanced Instructional Design and Development (IDD) Portfolio (1:1:0). Prerequisite: EDIT 601. Corequisites: To be taken in the last semester of coursework. Enables students to create and publish an electronic portfolio that demonstrates effective and meaningful integration and syntheses of instructional design and development concepts, principles, and competencies learned across program courses at end degree program point.

For MODIFIED or DELETED courses as appropriate:

Last term offered:  Previous Course Abbreviation:  Previous number:

Description of modification:

APPROVAL SIGNATURES:
Submitted by:  Nada Dabbagh_________ email: __ndabbagh@gmu.edu_______

Department/Program:  Instructional Technology_________ Date: ___8.30.05________

College Committee:  Joan Isenberg_________ Date: ___8.30.05________

Graduate Council Representative: ________________________________ Date: __________________
EDIT 701 – Advanced Instructional Design and Development (IDD) Portfolio

PROFESSOR(S): TBD

COURSE DESCRIPTION:
This 1 credit course enables students to build on, expand, and refine the IDD electronic portfolio created in EDIT 601. Students will be guided through a self-reflective process allowing them to build on their mid program portfolio by integrating and synthesizing their understanding of IDD based on their entire program coursework. Students will expand their mid program electronic portfolio to include contributions from coursework completed after EDIT 601 and will revise and refine previous reflections about IDD concepts, principles, and competencies to include new understandings and realizations. Students should take this course in their last semester of coursework.

NATURE OF COURSE DELIVERY:
This course will be primarily lecture based and will include applied technology components to enable the revision and refinement of the mid program electronic portfolio. The course will meet five times during the semester for a total of 15 hours.

LEARNER OUTCOMES:
This course is designed to enable students to:
• Develop lifelong learning goals related to the IDD field
• Develop clear career goals
• Revise existing academic and professional goals
• Formulate specific plans to achieve those goals through continued professional development and the workplace
• Reflect upon the processes and products of the learning activities completed in coursework to date
• Reflect upon personal growth and development as an instructional designer through assimilation, integration, and application of IDD processes covered in coursework to date
• Become familiar with the mechanics of a number of web-based tools designed to facilitate maintaining and sustaining an electronic portfolio

PROFESSIONAL STANDARDS: (e.g., professional organization, INTASC, etc.)
[This information is available from your program coordinator or the Associate Dean.]

This course addresses the following IBSTPI (International Board of Standards for Training, Performance, and Instruction) professional standards of the field of Instructional Design and Development:

1. Communicate effectively in visual, oral and written form.
2. Apply current research and theory to the practice of instructional design.
3. Update and improve one’s skill, knowledge and attitudes pertaining to instructional design and related fields.
4. Apply fundamental research skills to instructional design projects.
5. Identify and resolve ethical and legal implications of design in the workplace.

REQUIRED TEXTS:
COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

Requirements
A culminating IDD electronic portfolio that builds on the mid program IDD portfolio. The culminating IDD portfolio should include the following artifacts: (a) a lifelong learning goals statement, (b) a career goals statement based on revised professional goals, (c) updated resume, (d) evidence/linking of contributions to selected course assignments from all program coursework, (e) a revised concept map of personal understanding of IDD principles, processes, and competencies, (e) revised personal reflections demonstrating growth and development as an instructional designer, (f) new insights on the use of communication, leadership, and teamwork skills based on selected course readings, activities, and projects, and (g) new realizations related to multimedia design and development skills. These artifacts should be presented in a web-based format that adheres to web design principles. Examples of exemplary culminating electronic portfolios will be provided to scaffold learning. Class sessions will be used to discuss the process of revising, expanding, and refining the mid program point IDD portfolio and to assist students in preparing themselves for the workplace and lifelong learning.

Performance-Based Assessments
The culminating IDD electronic portfolio will be evaluated by the student, the instructor, and a peer student using the following rubric:

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations (E = Exceeds Expectations)</th>
<th>Meets Expectations (M = Meets Expectations)</th>
<th>Below Expectations (B = Below Expectations)</th>
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<tbody>
<tr>
<td><strong>Reflections, Personal Growth</strong></td>
<td>(a) Reflections exceptionally demonstrate deep thought about the integration and syntheses of previous academic and professional experience. (b) Reflections exceptionally demonstrate and include relevant evidence of insights and growth as an instructional designer.</td>
<td>(a) Reflections demonstrate deep thought about the integration and syntheses of previous academic and professional experience. (b) Reflections clearly demonstrate and include relevant evidence of insights and growth as an instructional designer.</td>
<td>(a) Little or no evidence of reflective thinking about the integration and syntheses of previous academic and professional experience. (b) Reflections are lacking evidence of insights and growth as an instructional designer.</td>
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<tr>
<td><strong>Total points for this criterion = 20</strong></td>
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<tr>
<td>(self = 5 points, peer = 5 points, instructor = 10 points)</td>
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<tr>
<td><strong>Critical Thinking</strong></td>
<td>(a) Reflections exceptionally demonstrate critical thinking and understanding of IDD concepts, processes, and professional competencies. (b) Critical thinking is reflective, developmental, integrative, self-directed, and contextual.</td>
<td>(a) Reflections clearly demonstrate critical thinking and understanding of IDD concepts, processes, and professional competencies. (b) Critical thinking is reflective, developmental, integrative, self-directed, and contextual.</td>
<td>(a) Reflections do not clearly demonstrate critical thinking and understanding of IDD concepts, processes, and professional competencies. (b) Critical understanding is lacking in one or more of the following: reflective, contextual,</td>
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<td></td>
<td>Depth, Breadth, and Adaptiveness</td>
<td>Evidence of communication, leadership, and teamwork skills</td>
<td>Effectiveness of presentation in terms of web design (aesthetics, functionality, and usability)</td>
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<tr>
<td><strong>Listing of individual contributions to completed coursework and IDD products and artifacts is comprehensive, and artifacts are meaningfully linked together through a conceptual framework.</strong></td>
<td><strong>Portfolio includes evidence of student’s full participation in team projects and collaborative activities, exceptional effort on individual tasks and contributions, exceptional effort in leading team forward, and that student respectfully acknowledged and integrated all members' skills in collaborative activities.</strong></td>
<td><strong>Clean, simple, and good navigation structure, all portfolio components are accounted for, links to artifacts are exceptionally well placed in text, all links work, presentation exceptionally adheres to web design standards.</strong></td>
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<tr>
<td><strong>Listing of individual contributions to completed coursework and IDD products and artifacts is comprehensive, and artifacts are meaningfully linked together through a conceptual framework.</strong></td>
<td><strong>Portfolio includes evidence that student participated in team projects and collaborative activities, delivered on individual responsibilities, made valuable individual contributions to group process, contributed to progression of group projects and collaborative activities, adhered to team norms and treated all members with respect.</strong></td>
<td><strong>Application of web design standards is lacking in some or most elements, difficult to find portfolio components, most links work, web design needs improvement.</strong></td>
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<td><strong>Listing of individual contributions to completed coursework and IDD products and artifacts lacks comprehensiveness, and artifacts are not meaningfully linked together through a conceptual framework.</strong></td>
<td><strong>Portfolio lacks evidence of communication, leadership, and teamwork skills or evidence is not clearly supported, reliable, or valid.</strong></td>
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**Grading Scale:**
A = 94-100; A - = 90-93; B+ = 86-89; B = 83-85; B- = 80-82; C = 70-79; F = 69 and below

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:**
All students must abide by the following:
- Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.