# Course Approval Form

**Action Requested:**
- [X] Create new course
- [ ] Delete existing course
- [ ] Modify existing course (check all that apply)
- [X] Title
- [X] Prereq/coreq
- [X] Other: Course Description and Syllabus

**Course Level:**
- [X] Graduate

**College/School:**
- College of Education and Human Development

**Submitted by:**
- Priscilla Norton
- Ext: 3-2015
- Email: pnorton@gmu.edu

**Effective Term:**
- [X] Fall
- [ ] Spring
- [ ] Summer

**Effective Year:**
- 2012

**Title:**
- Current
  - Project Development Practicum
- New
  - Project Development Practicum II

**Credits:**
- [X] Fixed
- [ ] Variable

**Repeat Status:**
- [X] Not Repeatable (NR)
- [ ] Repeatable within degree (RD)
- [X] Repeatable within term (RT)

**Grade Mode:**
- [X] Regular (A, B, C, etc.)
- [ ] Satisfactory/No Credit
- [ ] Special (A, B, C, etc. +IP)

**Schedule Type Code(s):**
- Lecture (LEC)
- Lab (LAB)
- Recitation (RCT)
- Internship (INT)
- Independent Study (IND)
- Seminar (SEM)
- Studio (STU)
- NET

**Special Instructions:**
- (list restrictions for major/college/degree/prereq to be enforced by Banner)\n
**Catalog Copy for NEW Courses Only**

<table>
<thead>
<tr>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Consult University Catalog for models)</td>
<td>(List additional information for the course)</td>
</tr>
</tbody>
</table>

**Catalog Copy for NEW Courses Only**

| Indicate number of contact hours: | Hours of Lecture or Seminar per week: 90 |
| When Offered: (check all that apply) | Hours of Lab or Studio: N/A |

<table>
<thead>
<tr>
<th>Approval Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Approval</td>
</tr>
<tr>
<td>College/School Approval</td>
</tr>
</tbody>
</table>

For Graduate Courses Only

**Graduate Council Member**

**Provost Office**

**Graduate Council Approval Date**

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For Registrar Office’s Use Only: Banner _____________________________ Catalog _____________________________ revised 11/8/11
GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
Division of Learning Technologies

EDIT 792  
Project Development Practicum  
(6 credit hours)

PROFESSOR(S)  
Name:  
Office phone  
Office location  
Office hours  
Email address

COURSE DESCRIPTION

A. **Prerequisites:** Permission of Instructor; **Corequisite:** EDIT 769  
B. **Course description from the university catalog:** Facilitates the application of design and production processes to the solution of learning challenges with particular emphasis on the implementation and evaluation phase of the design process.

NATURE OF COURSE DELIVERY: Students will apply the principles of instructional design, design research, and interdisciplinary design and development techniques to a real world learning technology design project. Students will work intensively in a team-based setting to collaboratively and thoroughly research, analyze, and design a real world technology solution to a specific instructional or performance problem. The practicum will be focused heavily on opportunities for productive face-to-face and virtual team interaction, collaboration, communication, and presentation skills, as well as successful client and stakeholder interaction.

LEARNER OUTCOMES

This course is designed to enable students to:

1. Apply effective instructional design for interactive media, instructional frameworks and applications pertinent to instructional design projects  
2. Demonstrate effective and efficient collaboration skills through self and peer documentation  
3. Apply effective project management principles to instructional design projects  
4. Use research and/or evaluation methodologies in the instructional design process  
5. Professionally present a working technology-based instructional product prototype  
6. Demonstrate proficiency in the skills/competencies of instructional design via an electronic professional portfolio

PROFESSIONAL STANDARDS

Depending on the particular learning technologies program (IIDD, IITS, IASP), standards related to this course will be identified using the standards that govern the particular program.

For IIDD, this course will be aligned with standards for curriculum and candidate competency in the area of educational communications and instructional technologies (ECIT) of the Association for Educational Communications and Technology (AECT). The complete list of ECIT standards is available at http://www.ncate.org/public/programStandards.asp?ch=4#AECT. In addition, the course will be aligned with
the International Board of Standards for Training, Performance and Instruction’s list of 23 competencies and 127 associated performance statements that are grounded in the major theories that underpin the field of instructional design. The full list of competencies and statements is available at http://www.ibstpi.org/Competencies/instruct_design_competencies.htm.

For IITS, this course will be aligned with the International Association for K-12 Online Learning’s (iNACOL) (2010) National Standards for Quality Online Teaching. Standards A.4, A.5, A.6, J.1, and J.2 are covered by the program prerequisite for licensure. The full list and description of standards can be accessed at http://www.inacol.org/research/nationalstandards/iNACOL_TeachingStandardsv2.pdf.

For IASP, this course will be aligned with professional standards established by the Council for Exceptional Children. The full list and description of standards can be accessed at http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/

REQUIRED TEXTS


COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

A. Requirements

1. Participation is mandatory, as discussions, readings, and activities are important parts of the course.

2. Each student is expected to complete all readings and participate in all discussions.

3. Each student is expected to participate in and complete all projects.

4. Students who must miss activities are responsible for notifying the instructor (preferably in advance) and for completing any revised assignments, readings, and activities.

5. All assignments must be completed electronically. Assignments are to be submitted on the date due. Late assignments will not be accepted without making prior arrangements with the instructor.

B. Performance-based assessments

Participation (20 points): Students will be evaluated based on their participation in course discussions, group activities, and participation in synchronous meetings. Students are expected to provide articulate responses to weekly discussion board posts and engage with instructor and group members.

Project Products (60 points): Each student will be responsible for producing quality instructional design deliverables for established projects, including interim deliverables such as: Performance analysis report with needs assessment, User personas/models, Usability test planning and execution, Use case
analyses/concept models, Competitive analysis/benchmarking, Content inventories, Site mapping, Flowcharts, and Storyboards.

Electronic Portfolio (20 points): Throughout their program of study, students are required to create and continually revise a professional, online portfolio. This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned. Templates and assistance will be provided to assist students in the creation and maintenance of this portfolio. All exhibits in the online portfolio will include a short reflection. At the end of this course, a comprehensive, course-wide reflection and supporting samples of work will be added to the portfolio reflecting student learning. This is the designated course performance based assessment and will be scored in Taskstream.

C. Criteria for evaluation

### Participation Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations 5 points x 9</th>
<th>Meets Expectations 3 points x 9</th>
<th>Does Not Meet Expectations 1 point x 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Student participates on a consistent basis. They respond to posts in a thoughtful, intelligent, and timely manner that displays in-depth thought and consideration of the readings and discussions. Student engages with group on a regular basis and assists the completion of all group activities in an exceptional manner.</td>
<td>Students posts and participates on a regular basis. They respond to posts in a timely manner that displays consideration of the readings and other comments. Student participates with the group and helps with activities.</td>
<td>Student fails to participate in group discussions on a regular basis. Additionally, their posts do not indicate a consideration of the course material or posts from other students. They fail to assist in completing group activities.</td>
</tr>
</tbody>
</table>

### Project Products (60 points)

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations 5 points x 12</th>
<th>Meets Expectations 3 points x 12</th>
<th>Does Not Meet Expectations 1 point x 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Products</td>
<td>All products closely follow design documents, all products demonstrate masterful implementation of aesthetic design considerations, all products work without flaws, all products robustly and clearly relate to and address the learning requirements inherent in the project, all products are well constructed and carefully edited for spelling and grammar errors.</td>
<td>All products follow design documents, all products demonstrate implementation of aesthetic design considerations, all products work without flaws, all products relate to and address the learning requirements inherent in the project, all products are well constructed with minimal spelling and grammar errors.</td>
<td>All products do not adhere to design documents, all products do not demonstrate implementation of aesthetic design considerations, some or all products are flawed in their working, some or all products are not connected to learning requirements inherent in the project, some or all products are poorly constructed with multiple spelling and grammar errors.</td>
</tr>
</tbody>
</table>

### End of Course Portfolio (20 points)

<table>
<thead>
<tr>
<th>End of Semester Portfolio</th>
<th>Exceeds Expectations 5 points x 4</th>
<th>Meets Expectations 3 points x 4</th>
<th>Does Not Meet Expectations 1 point x 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Learning</td>
<td>Includes a comprehensive set of artifacts with robust reflections for all components of the portfolio wiki and reflects mastery of concepts studied during the course.</td>
<td>Includes most artifacts and acceptable reflections for all components of the portfolio wiki, and reflection mastery of concepts studied during the course</td>
<td>Artifacts and reflections are missing and/or incomplete and reflections fail to indicate mastery of concepts studied during the course.</td>
</tr>
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</table>
Implications for Practice

<table>
<thead>
<tr>
<th>Description</th>
<th>Description</th>
<th>Description</th>
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<tbody>
<tr>
<td>Includes thoughtful and comprehensive descriptions of what is learned embedded throughout the portfolio wiki. Reflections express clear and robust connections to course concepts and to implications for K-12 online learning practice.</td>
<td>Includes descriptions of what is learned embedded throughout the portfolio wiki. Reflections express connections to course concepts and to implications for K-12 online learning practice.</td>
<td>Descriptions of what is learned are poorly developed throughout the portfolio wiki. Reflections fail to express connections to course concepts and to implications for K-12 online learning practice.</td>
</tr>
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</table>

Reflections/Connections

<table>
<thead>
<tr>
<th>Description</th>
<th>Description</th>
<th>Description</th>
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<tbody>
<tr>
<td>Reflections express lessons drawn for practice with clear connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning.</td>
<td>Reflections express lessons drawn for practice with clear connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning.</td>
<td>Reflections fail to express lessons drawn for practice with limited connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning.</td>
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Portfolio Construction

<table>
<thead>
<tr>
<th>Description</th>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The portfolio wiki is well constructed and reflects a website design with working links, a clear navigation system, and a common look and feel throughout rather than a collection of pages. The portfolio wiki is carefully edited for spelling and grammar errors.</td>
<td>The portfolio wiki is well constructed and reflects a website design with working links, a clear navigation system, and a common look and feel throughout. The portfolio wiki is edited with minimal spelling and grammar errors.</td>
<td>The portfolio wiki is poorly constructed and represents a collection of pages rather than a website design with working links, a navigation system, and a common look and feel throughout. The portfolio wiki has multiple spelling and grammar errors.</td>
</tr>
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</table>

D. Grading scale

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Project Products</td>
<td>60%</td>
</tr>
<tr>
<td>Electronic Portfolio</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>86-89</td>
</tr>
<tr>
<td>B</td>
<td>80-85</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>69-below</td>
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COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
• Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

• Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

• Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

• The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance [See http://caps.gmu.edu/].

• The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

PROPOSED CLASS SCHEDULE

Student(s)’ work in this course is focused on the application of knowledge and skills acquired in previous course work as student(s)’ develop solutions to learning problems through the development of technology-based product interventions or other curriculum/training strategies or materials. Because this course is a practicum directed to the production of projects identified and described in design documents formulated by students in prior courses, the schedule is directed toward development of those products with learning activities created based on student(s)’ needs. Thus, it is not realistic to establish a schedule independent of the project(s) which define the practicum experience.

To view schedules related to previous project(s), please refer to instances of previous syllabi posted on the College of Education and Human Development’s Website, http://cehd.gmu.edu/courses/courseinfo/?id=64.