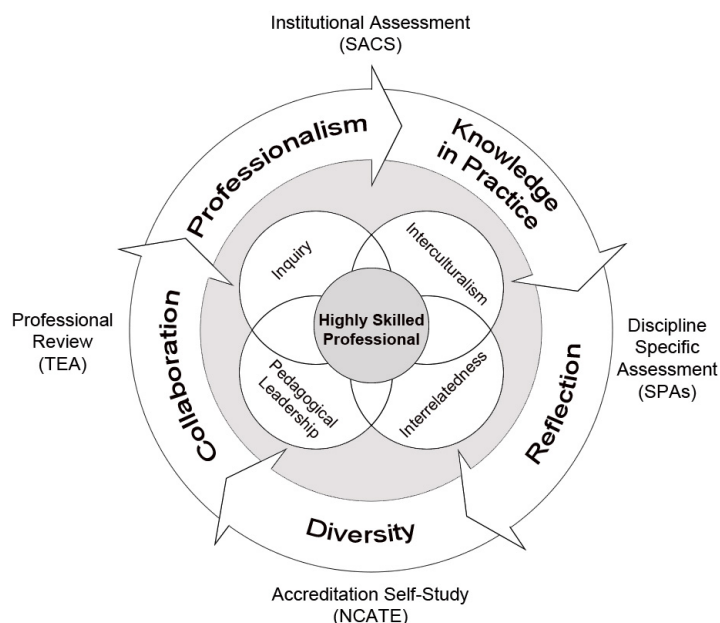


Conceptual Framework & Knowledge Base

The conceptual framework contains four core concepts, which are themes through which we organize and deliver our programs; hence they are central to our vision of professional educators and scholars. These include:

- Interculturalism
- Interrelatedness
- Inquiry
- Pedagogical Leadership



Mission Statement

- To prepare highly skilled professionals to assume roles and positions in teaching, research, educational leadership, and human development.
- To provide undergraduate and graduate programs based on proven best practice, knowledge acquisition, reflective inquiry, critical thinking, and respect for the cultural and linguistically diverse learner.
- To continuously develop a dynamic local, state, national, and international, dimension that promotes innovations and contributes to scientific educational, economic, and social change.

Vision Statement

The vision of the College of Education is to be consistently recognized as fully-accredited and as a nationally and internationally respected college in the areas of science, mathematics, educational technology and intercultural dimension (language, literacy, culture and interdisciplinary studies in regard to preparing teachers, counselors, administrators, educational researchers, and professional at all levels, not only for the school system but for other economical and service areas which require training, human resources, development and life-long learning.

Teacher preparation programs of the College of Education will be central to the mission of the University and will have national prominence. It will be at the forefront in programs for English Language Learners and, through teacher preparation, P-16 and life-long education initiatives will be a model for helping to close the student achievement gap.

All of these will require the COE to be noted for the quality of its graduates, the scholarship of its faculty, and the leadership and service they provide to the local, regional, and national educational communities in the previously mentioned areas.

Note: Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to your employer. This survey will focus on the preparation received at UTB. Please remember that your response to these surveys is critical to UTB excellence.



College of Education
Department of Teaching, Learning and Innovation

EDTC 6321: Instructional Design
SUMMER I SYLLABUS

Prerequisite: None

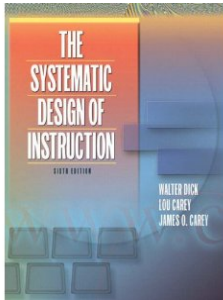
Instructor:	Joseph Rene Corbeil, Ed.D.
Phone:	(956) 882-7540
Email:	rene.corbeil@utb.edu
Office:	EDBC 1.318
Office Hours:	Monday, Wednesday, & Thursday 9:00 a.m. to 3:00 p.m. Other days: By appointment
Class Location:	This class is offered fully online. Please log in to: http://myutb.blackboard.com to access, and participate in, the course.
Class Day & Time:	Please log in to the course and carefully review the course <i>Syllabus</i> , <i>Calendar</i> , and <i>Projects</i> pages to become familiar with the course requirements and deadlines. Please contact me if you have any questions.

COURSE CATALOG DESCRIPTION

This course uses an instructional systems design model to guide the student in systematically developing effective Instruction. Theoretical and practical issues in instructional systems design are examined. Other instructional design models are introduced. Level: Graduate. Lec.: 03, Cr. 03.

REQUIRED RESOURCES

Textbook



Title: *The Systematic Design of Instruction (6th ed.)*
Authors: Walter Dick, Lou Carey, & James O. Carey
Year: 2005
Publisher: Pearson
ISBN: 0-205-41274-2

The textbook describes one of the most popular models used in instructional design, *the Dick and Carey model*. Each chapter of the textbook comes with student notes prepared by the publisher in a PDF format. You will need to download free Adobe Reader at <http://www.adobe.com/products/acrobat/readstep2.html> to read the notes. These chapter notes can be found in Resource section. These notes are not incorporated into the planning process for this required course, and they only serve as reference.

Email Account

All students should have their own email account. Due to the high volume of email correspondence that will be associated with this course, you might want to set up a separate email account to handle and manage your messages. Go to the [Free Email Address Directory](#) to help you find an e-mail provider that suits your needs. Important: Verify and update your email account on [Scorpion Online](#). Click [here](#) to learn how.

Student Web Site Account

In this course, you will also be creating various online projects. In order to share these products with your classmates and instructor, they must be saved in an appropriate Web-based format (such as HTML, PDF, MP3, WMV, FLASH, etc.). Your projects will be uploaded to a web server and shared with the class and instructor. If you do not have a web account, you must request one during the first week of class. Contact the [UTB Virtual Help Desk](#) to request your new web account. Go to *How Do I Request a Student Website?* If you need immediate assistance you may call the Toll Free Number: 1-882-HELP (4357).

Computer Requirements

In order to successfully complete this course, you **MUST** have access to a computer with Internet access and an email account. You should expect to spend several hours a week accessing course material, completing assignments by email, and participating in Internet-based activities. You will need access to some basic drawing and web design software, to create diagrams and web pages.

COURSE CONCEPTUAL FRAMEWORK & KNOWLEDGE BASE

Course Description Expanded and Purpose of the Course

The purpose of this fully online course is to provide students opportunities to learn how to build highly effective learning environments. Students will use a systems approach to designing instructional processes. Instructional design (ID) provides the means to get others to learn. "When, where, what and why" are up to each individual situation. The "how" is the ID part. The designers of this course want the students to be able to develop the skills to answer those types of questions...to not only recognize what constitutes excellence in instructional design, but to develop the abilities and skills necessary to create truly superior instruction for their students or intended learners, whomever they may be. The goal of this course is for students to be able to design and develop the best instruction possible.

Course Objectives

After successfully completing the course, the learner will be able to:

COURSE OBJECTIVES	NCATE STANDARDS	SPA STANDARDS	COE CONCEPTUAL FRAMEWORK
1. Identify the theoretical, experiential, and critical perspectives in instructional design as it is applied to a variety of educational settings.	1e. Knowledge & Skills for Other School Professionals		COE-1: Knowledge in Practice
2. Design, develop, implement and evaluate instruction for a specific group of learners, in a specific environment.	1e. Knowledge & Skills for Other School Professionals 1f. Student Learning for Other School Professionals	Responsibility 2: Design 2.1 Demonstrates ability to perform analysis and documentation of instructional need or opportunity resulting in student-centered, performance based instructional objectives based upon, and appropriate for, a specific audience. 2.2 Demonstrates ability to perform comprehensive task analysis of an instructional objective. 2.3 Demonstrates ability to select and integrate into instruction a variety of research-based instructional strategies. 2.4 Demonstrates ability to develop and select appropriate assessment instruments. 2.5 Demonstrates ability to use formative evaluations for iterative assessments of components of the design process. Responsibility 3: Development, Utilization and Management. 3.1 Demonstrates ability to develop instruction using a minimum of	COE-1: Knowledge in Practice COE-6: Technology

		three different medias. 3.2 Applies research-based rationale for the selection and utilization of technologies for learning. 3.3 Demonstrates ability to manage projects and evaluate progress and improvement. 3.4 Uses the results of evaluation methods to revise and update instructional materials. Responsibility 4: Evaluation. (4.1) Demonstrates ability to use formative evaluation strategies to evaluate the quality of instruction. (4.2) Demonstrates ability to use summative strategies to evaluate the quality of instruction. (4.3) Demonstrates ability to select a variety of appropriate assessment instruments and use those instruments to assess effectiveness of instruction in meeting instructional objectives.	
3. Demonstrate the ability to work collaboratively with other instructional designers in a distributed environment, working together to achieve specific instructional objectives for a distributed audience.	1e. Knowledge & Skills for Other School Professionals 1g. Professional Dispositions for All Candidates	Responsibility 2: Design 2.1 Demonstrates ability to perform analysis and documentation of instructional need or opportunity resulting in student-centered, performance based instructional objectives based upon, and appropriate for, a specific audience.	COE-1: Knowledge in Practice COE-3: Collaboration COE-6: Technology

EDTC Professional Responsibilities Addressed

Responsibility 2: Design. The candidate will design instruction (or human performance strategies) to meet the needs of learners. Design documents and projects must show evidence of analysis of problem situation, awareness of unique characteristics of intended audience and implications for instruction, selection and implementation instructional strategies consistent with analysis of the learning situation and intended learners, selection and justification of appropriate medias, and evidence of both formative and summative evaluation strategies. Performance indicators:

2.1 Demonstrates ability to perform analysis and documentation of instructional need or opportunity resulting in student-centered, performance based instructional objectives based upon, and appropriate for, a specific audience.

2.2 Demonstrates ability to perform comprehensive task analysis of an instructional objective.

2.3 Demonstrates ability to select and integrate into instruction a variety of research-based instructional strategies.

2.4 Demonstrates ability to develop and select appropriate assessment instruments.

2.5 Demonstrates ability to use formative evaluations for iterative assessments of components of the design process.

Responsibility 3: Development, Utilization and Management. The candidate will develop, utilize and manage a variety of media and instructional technologies to deliver instruction to students. Performance indicators:

3.1 Demonstrates ability to develop instruction using a minimum of three different medias.

3.2 Applies research-based rationale for the selection and utilization of technologies for learning.

3.3 Demonstrates ability to manage projects and evaluate progress and improvement.

3.4 Uses the results of evaluation methods to revise and update instructional materials.

Responsibility 4: Evaluation. The candidate uses incisive and relevant assessment and evaluation techniques (e.g., product or project which uses formative and/or summative evaluations). Candidate demonstrates the ability to evaluate quality of instructional materials and instructional systems using appropriate methodologies. Candidate also demonstrates the ability to use formative and summative assessment methodologies to ascertain the effectiveness of instruction in meeting instructional goals. Performance indicators:

4.1 Demonstrates ability to use formative evaluation strategies to evaluate the quality of instruction.

4.2 Demonstrates ability to use summative strategies to evaluate the quality of instruction.

4.3 Demonstrates ability to select a variety of appropriate assessment instruments and use those instruments to assess effectiveness of instruction in meeting instructional objectives.

4.4 Documents results from formative evaluations and uses those results to revise instructional materials, and/or instructional development process.

TOPICS, LEARNING PROCESSES, AND DESIRED RESULTS

The following is a presentation of the weekly topics, processes, assignments, related course objectives, and evaluation methods.

DATE	TOPICS	PROCESSES & ASSIGNMENTS	RELATED COURSE OBJECTIVES	EVALUATION METHODS
Week 1	▪ Course Orientation ▪ Begin Analysis Phase ▪ Chapter 1: Introduction to Instructional Design ▪ Chapter 2: Conducting Front-End Analysis to Identify Instructional Goal(s)	▪ Review the course syllabus, schedule, and projects pages. ▪ Introduce yourself on the class Discussion Forum. ▪ Complete the <u>Plagiarism Tutorial</u>. Email post-test results to your instructor. If you are taking more than one EDTC course, you only need to take the test once, but you need to submit the results to all of your instructors. ▪ Listen to the podcast for an overview of the Analysis Phase. ▪ Read Chapters 1 and 2. ▪ Post to Forum Discussion. ▪ Participate in this week's Ed Tech Blog Discussion. ▪ Begin IU 1. ▪ Begin Cooperative Project - Cooperative Team Membership Assigned.	1. Identify the theoretical, experiential, and critical perspectives in instructional design as it is applied to a variety of educational settings. 3. Demonstrate the ability to work collaboratively with other instructional designers in a distributed environment, working together to achieve specific instructional objectives for a distributed audience. 1. Identify the theoretical, experiential, and critical perspectives in instructional design as it is applied to a variety of educational settings. 3. Demonstrate the ability to work collaboratively with other instructional designers in a distributed environment, working together to achieve specific instructional objectives for a distributed audience.	▪ Online Discussion Forum participation ▪ EdTech Blog Discussion participation ▪ Plagiarism Tutorial Post Test ▪ Quiz 1 on Chapter 1 ▪ Quiz 2 on Chapter 2 ▪ Cooperative Project Title & Abstract
Week 2	▪ Chapter 3: Conducting a Goal Analysis ▪ Chapter 5: Analyzing Learners and Contexts	▪ Read Chapters 3 and 5. ▪ Post to Forum Discussion. ▪ Participate in this week's Ed Tech Blog Discussion. ▪ Continue to work on Cooperative Project. ▪ Submit IU 1 to Feedback Partner and revise as necessary. ▪ Submit IU 1.	1. Identify the theoretical, experiential, and critical perspectives in instructional design as it is applied to a variety of educational settings. 3. Demonstrate the ability to work collaboratively with other instructional designers in a distributed environment, working together to achieve specific instructional objectives for a distributed audience.	▪ Online Discussion Forum participation ▪ EdTech Blog Discussion participation ▪ Peer Feedback IU 1 ▪ Project 1: IU 1 ▪ Quiz 3 on Chapters 3 & 5

Week 3	▪ Begin Design Phase ▪ Chapter 4: Identifying Subordinate Skills and Entry Behaviors ▪ Chapter 6: Writing Performance Objectives	▪ Listen to the podcast for an overview of the Design Phase. ▪ Read Chapters 4 and 6. ▪ Post to Forum Discussion. ▪ Participate in this week's Ed Tech Blog Discussion. ▪ Continue to work on Cooperative Project. ▪ Submit IU 2 to Feedback Partner and revise as necessary. ▪ Submit IU 2.	1. Identify the theoretical, experiential, and critical perspectives in instructional design as it is applied to a variety of educational settings. 2. Design, develop, implement and evaluate instruction for a specific group of learners, in a specific environment. 3. Demonstrate the ability to work collaboratively with other instructional designers in a distributed environment, working together to achieve specific instructional objectives for a distributed audience.	▪ Online Discussion Forum participation ▪ EdTech Blog Discussion participation ▪ Quiz 4 on Chapters 4 & 6 ▪ Peer Feedback IU 2 ▪ Project 2: IU 2
Week 4	▪ Begin Development Phase ▪ Chapter 7: Developing Assessment Instruments ▪ Chapter 8: Developing an Instructional Strategy	▪ Listen to the podcast for an overview of the Development Phase. ▪ Read Chapters 7 and 8. ▪ Post to Forum Discussion. ▪ Participate in this week's Ed Tech Blog Discussion. ▪ Take Quiz 4 on Chapters 7 and 8. ▪ Continue to work on Cooperative Project. ▪ Submit IU 3 to Feedback Partner and revise as necessary ▪ Submit IU 3.	1. Identify the theoretical, experiential, and critical perspectives in instructional design as it is applied to a variety of educational settings. 2. Design, develop, implement and evaluate instruction for a specific group of learners, in a specific environment. 3. Demonstrate the ability to work collaboratively with other instructional designers in a distributed environment, working together to achieve specific instructional objectives for a distributed audience.	▪ Online Discussion Forum participation ▪ EdTech Blog Discussion participation ▪ Quiz 5 on Chapters 7 & 8 ▪ Peer Feedback IU 3 ▪ Project 3: IU 3
Week 5	▪ Begin Implementation Phase ▪ Chapter 9: Developing Instructional Materials ▪ Chapter 10: Designing and Conducting Formative Evaluations	▪ Listen to the podcast for an overview of the Implementation Phase. ▪ Read Chapters 9 and 10. ▪ Post to Forum Discussion. ▪ Participate in this week's Ed Tech Blog Discussion. ▪ Take Quiz 6 on Chapters 9 and 10. ▪ Continue to work on Cooperative Project.	2. Design, develop, implement and evaluate instruction for a specific group of learners, in a specific environment. 3. Demonstrate the ability to work collaboratively with other instructional designers in a distributed environment, working together to achieve specific instructional objectives for a distributed audience.	▪ Online Discussion Forum participation ▪ EdTech Blog Discussion participation ▪ Quiz 6 on Chapters 9 & 10 ▪ Peer Feedback IU 4 ▪ Project 4: IU 4

		▪ Submit IU 4 to Feedback Partner and revise as necessary. ▪ Submit IU 4		
Week 6	▪ Begin Evaluation Phase ▪ Chapter 11: Revising Instructional Materials ▪ Chapter 12: Designing and Conducting Summative Evaluations	▪ Listen to the podcast for an overview of the Evaluation Phase. ▪ Read Chapters 11 and 12. ▪ Post to Forum Discussion. ▪ Participate in this week's Ed Tech Blog Discussion. ▪ Submit IU 5. ▪ Submit Cooperative Project Report (wiki) and Multimedia Presentation. ▪ Submit Course Evaluations.	1. Identify the theoretical, experiential, and critical perspectives in instructional design as it is applied to a variety of educational settings. 2. Design, develop, implement and evaluate instruction for a specific group of learners, in a specific environment. 3. Demonstrate the ability to work collaboratively with other instructional designers in a distributed environment, working together to achieve specific instructional objectives for a distributed audience.	▪ Online Discussion Forum participation ▪ EdTech Blog Discussion Participation ▪ Peer Feedback IU 5 ▪ Project 5: IU 5 ▪ Cooperative Project Report and Multimedia Presentation ▪ Course Evaluations

Performance Tasks

The section below summarizes the performance tasks (assignments) in this course and their grade values.

- **Class Participation/Discussion Questions (DQs) (15%):** Participation is extremely important. After reading the assigned chapters, you will be expected to reply and post your perspective to weekly questions posted on the Discussion Board each week. The questions are intended to get you to synthesize, evaluate, and extend your knowledge and understanding of the materials you have read. To receive full credit for class participation, each week you must answer the DQs, then comment on at least 3 of your classmate's responses to the DQs. The quality and dynamics of our discussions will depend entirely upon your participation.
- **Quizzes (10%):** The quizzes address the main topics addressed in the textbook chapters. After reading an assigned chapter go to Quizzes and Tests and take the online quiz.
- **Projects:** Students will complete the following projects to demonstrate their understanding of the field of instructional design and technology. Students will work in groups on a cooperative project as well as on an individual project. Please carefully review the Projects page in Blackboard for project rubrics, deliverables, and submission requirements.
 1. **Project 1: Cooperative Project (15%).** The Cooperative Project is a group effort that includes a document file and a group presentation. The presentation is part of the class participation. Regarding the document file, you and your teammates are

anticipated to find any resources available to get this assignment done in order to receive good credit. Your group will be assigned a topic early in the semester. The topic may be a plan for developing instruction for a specific training need (a school faculty training issue, for example) or a group discussion of other ID models that may or may not be covered in this class. The 3000-word file must be in a Wiki format (see Cooperative Project in Projects). Total points: 10.

2. Project 2: Individual Project: Instructional Unit (50%). The instructional unit (IU) has five parts (IU1-IU5). Each part is worth 10 points. You will submit your assignments to your feedback partner first for feedback and then to the instructor for grades. Total points: 50.

- **Peer Feedback (10%).** Each person will be assigned to a classmate to provide feedback regarding the individual unit assignments. You will review your Feedback Partner's IU assignment (to be posted in a designated forum) and post your feedback/analysis by replying to the original forum posting. The feedback is intended to provide you with practice at critically examining the ID process and to help you probe instructional issues with classmates. In order to receive full credit, you must respond to your Feedback Partner promptly. You should provide feedback at least 24 hours prior to the due date. Timely feedback is important. You are graded on the content and timeliness of your feedback. Therefore, you need to send your IU to your feedback partner 48 or 60 hours prior to the due date of the project. The more you participate in the feedback process, the more you will learn. Follow these links for hints and helps about GIVING or RECEIVING feedback. Total points: 10.

Evaluation

All projects will be graded on their originality, complexity, quality, and professional appearance. Active class and online participation will be taken into account as a necessary aspect of the course. All assignments are due on, or prior to, the stated date. All assignments are due on, or prior to, the posted due date. It is strongly recommended you email the instructor your projects at least 3 working days prior to the due date for feedback before uploading it to Blackboard for final grading. All assignments and projects are expected to be professionally formatted in APA format, where appropriate, with no mechanical, grammatical, or spelling errors. Grades for the semester will be derived as follows:

Class Participation:	• Responses to the Discussion Questions (DQs) • Class participation	10% 05%
Projects:	• Cooperative Project • Individual Project: Instructional Units 1-5	15% 50%
Peer Feedback:	• Submission of Feedback to Assigned Partner	10%
Quizzes	• Quizzes over Chapters 1- 12	10%

Grading

All graded assignments are due on, or prior to, the due date as stated in the Course Schedule. If you email a draft prior to the due date, upon request, I will provide feedback in time for you to make modifications before you post the final draft onto the Project URL Database for grading. Projects submitted on or after the due date will be graded and feedback provided, but revised projects will not be re-graded. All assignments are expected to be professionally presented, in APA format where appropriate, with no mechanical or spelling errors.

Scoring Rubrics

Your projects will be evaluated using the following rubrics. Before you submit each project for grading, please check it against the rubric to make sure you have adequately addressed all of the evaluation criteria.

Project 1 will be graded based on the following criteria:

CRITERIA	DESCRIPTION	POINTS	INSTRUCTOR'S COMMENTS
Organization	The wiki report is well organized and includes an introduction, thesis statement, a body with supporting details, and, a conclusion. Information is very organized with well-constructed paragraphs and subheadings.	20	
Content	The content is on target. The wiki report effectively and comprehensively examines the selected topic. The information clearly relates to the main topic. It includes several supporting details and/or examples.	20	
Readability and Style	The report flows well and is easy to read. Paragraph transitions are present and logical and maintain the flow throughout. There are no spelling or grammatical errors.	20	
Wiki Mechanics	The layout is visually pleasing and contributes to the overall message with appropriate use of headings, subheadings and white space. The fonts point sizes vary appropriately for headings and text and enhance the overall readability of the text.	20	
References	Sources of information are properly cited and in the appropriate APA format. Tables and figures are	20	

	named and referenced in the text.		
Total Points:		100	

Project 2, the *Individual Project: Instructional Unit (IU)* has five parts (IU1-IU5). Instructional Units 1-5 will be graded based on the 5 rubrics below.

Instructional Unit #1 (IU1) will be evaluated using the following rubric. Before you submit your project for grading, please check it against this rubric to make sure you have adequately addressed all of the evaluation criteria.

CRITERIA	DESCRIPTION	POINTS	INSTRUCTOR'S COMMENTS
Learning Environment	The instructional setting is clearly described including its characteristics, resources, and constraints. The learning environment description differentiates between the learning context and performance context.	20	
Intended Audience	The learner characteristics accurately describe the target audience.	20	
Overarching Instructional Goal	The overarching goal is well written and clearly states what learners will be able to do upon completion of the instruction.	20	
Specific Goal	The specific goal (sub-goal) is well written and clearly describes the task(s) that will be addressed in the proposed 30-minute instructional unit. The goal is stable, instructional in nature, and is realistic in terms of available time and resources.	20	
Explanation of Goal to Selected Target Audience Members	An explanation of the specific goal is presented to selected students from the intended audience and their reactions were recorded. Feedback from target members was used to modify or support the instructional need for the specific goal.	10	
Overall	IU #1 effectively addresses the five essential elements of this assignment, including a description of the learning environment, intended audience, overarching goal, specific goal, and explanation of the goal to members of the target audience. The paper is free of	10	

	grammatical and spelling errors and includes an introduction and a conclusion/summary.		
Total Points:		100	

Instructional Unit #2 (IU2) will be evaluated using the following rubric. Before you submit your project for grading, please check it against this rubric to make sure you have adequately addressed all of the evaluation criteria.

CRITERIA	DESCRIPTION	POINTS	INSTRUCTOR'S COMMENTS
Introduction	The introduction provides an overview of the instructional unit.	5	
Goal Statement	The goal statement is a description of instructional intent, expressed in terms of what learners will be able to do.	10	
First-Level Task Analysis	The first-level task analysis includes a list of the main steps or actions needed by the learner to perform the goal.	20	
In-Depth Task Analysis	The in-depth task analysis includes a flowchart that depicts the main steps and their corresponding subordinate skills. Entry behaviors are also identified.	30	
Learning Domain	The goal statement is correctly classified into one of 4 learning domains: Verbal Information, Intellectual Skills, Psychomotor Skills, or Attitudes.	10	
Peer Evaluation	The peer reviewer reviews the task analysis for clarity and completeness. Write a brief description of the peer review. Incorporate any suggestions you deem valuable and appropriate.	10	
Summary	The summary summarizes IU #2 and introduces IU #3. It adds closure to the assignment.	5	
Overall	IU #2 effectively addresses the five essential elements of this assignment, including: statement of the goal, first-level task analysis, in-depth task analysis of subordinate skills and entry behaviors, classification of the goal into a domain of learning, and review by a	10	

	peer evaluator.		
Total Points:		100	

Instructional Unit #3 (IU3) will be evaluated using the following rubric. Before you submit your project for grading, please check it against this rubric to make sure you have adequately addressed all of the evaluation criteria.

CRITERIA	DESCRIPTION	POINTS	INSTRUCTOR'S COMMENTS
Introduction	The introduction provides an overview of the instructional unit.	5	
Goal Statement	The goal statement is a description of instructional intent, expressed in terms of what learners will be able to do. The instructional goal written with performance context includes the condition, behavior, and criteria.	10	
Steps in Achieving Instructional Goal	The steps in the instructional goal should be well written, complete, and listed sequentially. They illustrate the major steps learners will follow in carrying out the goal.	20	
Performance Objectives	The performance objectives are well written and accurately describe the conditions (CN) under which the learner demonstrates the skill, what the learner will be able to do (B), and the criteria (CR) for measuring success.	25	
Assessments	Each performance objective has its own assessment. The assessments accurately measure how well the learner is able to perform the task in order to achieve the objective.	20	
Summary	The summary summarizes IU #3 and introduces IU #4. It adds closure to the assignment.	10	
Overall	IU #3 effectively addresses the three essential elements of this assignment, including: Identification of the major steps involved in carrying out the instructional goal, performance objectives for each identified step, and assessments for each performance objective.	10	
Introduction	The introduction provides an overview of the instructional unit.	5	
Total Points:		100	

Instructional Unit #4 (IU4) will be evaluated using the following rubric. Before you submit your project for grading, please check it against this rubric to make sure you have adequately addressed all of the evaluation criteria.

CRITERIA	DESCRIPTION	POINTS	INSTRUCTOR'S COMMENTS
Instructional Strategy	The instructional strategy provides an overall plan of activities for achieving the instructional goal. The instructional strategy includes each of the following elements: Gains attention and motivates learners States the instructional goal States the performance objectives Promotes recall of prerequisite skills Content presentation Examples Independent or guided practice Feedback Entry behavior test Pretest Practice tests Posttest Follow-through activities	30	
Media Selection and Delivery System	The selected media is appropriate and consistent with the instructional goal, performance objectives, target audience, and instructional tasks. The delivery system accurately describes the means by which instruction will be provided to learners. The descriptions of media and delivery system provide sufficient detail to justify why they are appropriate.	20	
First Draft Materials	The first draft materials are well organized and presented. All of the major elements of a well-designed instructional unit are present. The draft materials provide enough information to allow subject matter experts and members of the target audience to follow the flow of the instructional strategy, and develop a 'feel' for the materials. Draft materials include all the text, graphics, etc. the learner will use, including completed assessment tools (tests, checklists, etc.).	20	
Overall Lesson	The instructional unit is well developed and implemented. The instructional goal, performance objectives, target audience, and instructional tasks combined result in a well-designed and developed instructional package.	10	

Total Points:	100	
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Instructional Unit #5 (IU5) will be evaluated using the following rubric. Before you submit your project for grading, please check it against this rubric to make sure you have adequately addressed all of the evaluation criteria.

CRITERIA	DESCRIPTION	POINTS	INSTRUCTOR'S COMMENTS
Introduction	The introduction provides an overview of the instructional unit.	5	
Expert Review	The expert review includes two to four paragraph summation of the professional review by an SME, including the reviewer's qualifications and reactions to the instructional materials. The Expert review is well written, well planned, and executed.	20	
One-to-One Evaluation	The one-to-one evaluation includes a brief description of the student reviewer (in generic terms including pertinent learning characteristics) and the location where the review will be conducted. The plan also includes a brief synopsis of your findings. The plan and synopsis should be no more than two pages in length. The one-to-one evaluation is review is well written, well-planned, and executed.	20	
Small Group Evaluation	The small group evaluation includes 2-3 learners from the target population. The plan determines the effectiveness of changes made following the one-to-one evaluation and identifies any remaining learning problems students may have as well as determine if learners can use the instruction without instructor interaction. The plan describes what revisions are necessary. The Small group evaluation is well written, well planned, and executed.	20	
Summary	The summary summaries IU #5 and adds closure to the project.	5	
Mechanics	The formative evaluation report was well written and presented. There were no spelling, grammatical, or punctuation errors.	10	
Revised Less on Materials	The first draft materials have been revised based on input gathered from the expert review, one-to-one, and small group evaluations. The revised materials are free from spelling and	20	

	grammatical errors.		
Total Points:		100	

MAJOR REQUIREMENTS, DEMONSTRATION OF MASTERY & EVALUATION

Rationale for Selecting Requirements

1. Candidate performance on course assignments
2. Weekly blog discussion
3. Mentoring, advising, and individual progress report
4. Evaluation weights and course grading system

Evaluation Weights and Summary

Students will be provided with a final letter grade based on above criteria. The instructor reserves the right to penalize any additional facets of unprofessional and irresponsible work dispositions or conduct, if the need arises.

Partial evaluations will be made with numbers (exams, tests, papers, presentations and so on). Letter grades of “A” through “F” (course final grade) will be awarded based on the UTB Grading System Policies and Procedures.

UTB GRADING SYSTEM POLICIES & PROCEDURES

A student's performance in academic work is expressed by the following grades:

Alphanumeric Grading System

+/- LETTER GRADE	GRADE POINTS	100-POINT SCALE GUIDE (Not prescriptive)
A+	4 grade points	98 - 100
A	4 grade points	93 - 97.9
A-	3.67 grade points	90 - 92.9
B+	3.33 grade points	87 - 89.9
B	3 grade points	83 - 86.9
B-	2.67 grade points	80 - 82.9
C+	2.33 grade points	77 - 79.9
C	2 grade points	73 - 76.9
C-	1.67 grade points	70 - 72.9
D+	1.33 grade points	67 - 69.9
D	1 grade point	63 - 66.9
F	0 grade points	Below 60

To receive credit for a course, an undergraduate must earn a grade of at least **D**. Academic

departments may require a higher grade for the course to be counted toward the student's degree.

To include a course in the *Program of Work* for a graduate degree, a graduate student must earn a grade of at least C. More information about the *Program of Work* is given in the graduate catalog.

One of the following symbols may be assigned instead of a grade. Courses in which these symbols are recorded are not included in the grade point average.

Valid Symbols Used in Grading

Au	Audit
NC	No credit
Q	Course was dropped
W	Withdrawn
X	Temporary delay of course grade
I	Permanent incomplete
* asterisk	Course is continuing
S	Satisfactory
U	Unsatisfactory
# pound sign	Grade was not submitted in time for this report
Z	Student is registered on the credit/no credit or pass/fail basis

To receive the symbol **CR**, an undergraduate must earn a grade of at least **D**. To receive the symbol **CR**, a graduate student must earn a grade of at least **C**.

Incomplete Grade Request

A student, who is unable to complete the course requirements due to a sudden, serious interruption not caused by the student's own negligence, may request consideration for an *Incomplete (I)* grade. In order to qualify for consideration for an *Incomplete Grade* request, the student must have been successfully completing the course and all requirements/assignments, up to the point when the unexpected event that prevents the student from completing the course, occurs. According to the UTB Registrar's Office (2011): "Incomplete grades are not issued for student or faculty convenience. They may be issued only in the case of compelling, non-academic circumstances beyond the student's control" (Incomplete Grades, para. 3). Please review the complete *UTB Incomplete Grade Policy* at: <http://www.utb.edu/em/registrar/Pages/registrargrades.aspx>

Grade Point Average (GPA) Calculation

Grade points are computed by multiplying the points for each grade by the number of credit hours; for example, 4 (A) x 3 (hours) = 12 grade points. A student's grade point average

(GPA) is determined by dividing the total number of grade points earned by the number of semester hours for which a grade other than X, NC, or CR is received.

Course Policies

Late Assignments. All projects and graded assignments are due by Midnight of the official due date as posted in the course schedule. Unless you have made prior arrangements with the instructor, late assignments will be subject to a 10% grade reduction per week for a maximum penalty of 50% off for late submission. No projects or assignments will be accepted after the final class day.

INSTITUTIONAL POLICIES

Faculty and students are responsible for understanding and adhering to all UTB Institutional Policies. University policies are subject to change so it is important to read them at the beginning of each semester as the policies may have changed since your last class. Please click on the following link to review the updated UTB Institutional Policies:

http://www.utb.edu/vpaa/Documents/University_Policies.pdf