



COURSE SYLLABUS

MIT 520: Managing Instructional Development

Watson School of Education

University of North Carolina Wilmington

SEMESTER HOURS

3 semester hours

COURSE DESCRIPTION

Description: Examination of principles of planning, scheduling, allocating resources, budgeting, proposal preparation, cost control and personnel management for instructional projects. Students negotiate an effective design project plan, how to implement that plan, and how to control and monitor project activities. Case studies will be used as a basis for exercises and discussions. Each student will develop a plan that meets specific criteria.

INSTRUCTIONAL METHOD

This course will employ a hybrid delivery method including both face-to-face and online components. Face-to-face instruction includes lectures to cover the topics and techniques of project management, software demonstrations, discussions, and hands-on class activities. Project submissions will be made online and online quizzes will be available to master the reading materials.

INSTRUCTOR INFORMATION

Name: Albert Ritzhaupt, Ph.D., CCP, CDMP

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Office Location: University of North Carolina Wilmington, Education Building, Room 3210

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CLASS MEETING INFORMATION

Location: 345 (Watson School of Education)

Days: Monday

Times: 6:30 pm - 9:15 pm

OFFICE HOURS

You are welcome to visit at anytime during my office hours. If you cannot make any of my scheduled office hours, please schedule an appointment with me via email. I will make an effort to meet your scheduling needs.

Monday: 3:30 pm – 6: 15 pm

Tuesday: 2:00 pm – 7:15 pm

Wednesday: 5:15 pm – 7: 15 pm

REQUIRED SOFTWARE/HARDWARE

You will need access to a modern personal computer and a reliable Internet connection. Additionally, we will be using a variety of software packages this semester, including MS Word 2003(07), MS Power Point 2003(07), MS Excel 2003(07), Adobe Reader, a browser (Firefox, Internet Explorer, Opera, Netscape, etc.), and MS Project 2007. MS Project 2007 will be to develop a comprehensive project plan and is the primary software for this course. You will have access to MS Project 2007 in the MIT computer lab, on the Citrix Server off-campus, or you can purchase the software. If you wish to purchase the software, please visit: www.journeyed.com. You can purchase the standard version for **\$69.98** from Journeyed.

TEXTBOOK INFORMATION

The textbook for this course is: Schwalbe, K. (2007). Information technology project management. 5th ed. Thomson Learning, Course Technology. There are also a number of online educational resources available in Blackboard Vista that will be referenced throughout the semester. Please be sure to keep up with the assigned readings. Here are the citations for these required resources:

1. Layng, J. (1997). Parallels between project management and instructional design. *Performance Improvement*, 36(6), 16-20. [**Everyone Reads**]
2. Griffith-Cooper, B. & King, K. (2007). The partnership between project management and organizational change: Integrating change management with change leadership. *Performance Improvement*, 46(1), 14-20. [**Assigned**]
3. Stein, C., Frolick, M.N. (2001). Ensuring successful development of multimedia computer-based training. *Information Systems Management*, 18(2), 1-11. [**Assigned**]
4. Rost, J. C., Amarant, J. R. (2005). Leadership for the twenty-first century. *Performance Improvement*, 44(5), 45-47. [**Everyone Reads**]
5. O'Hara, M., Watson, R., Kavan, C. (1999). Managing the three levels of change. *Information Systems Management*, 16(3), 63-70. [**Assigned**]
6. Watkins, R. & Wedman, J. (2003). A process for aligning performance improvement resources and strategies. *Performance Improvement*, 42(7), 9-17. [**Assigned**]
7. Muir, M., Watkins, R., Kaufman, R. & Leigh (2007). Costs-consequences analysis: A primer. *Performance Improvement*, 37(4), 8 – 17. [**Assigned**]
8. Marques, J. F. (2006). Awakened leadership: Ancient practice going hip. *Performance Improvement*, 45(7), 35-38. [**Everyone Reads**]
9. Lang, M. & Fitzgerald, B. (2005). Hypermedia systems development practices: A survey. *IEEE Software*, 22(2), 68-75. [**Assigned**]
10. Stone, M. L. & Thach, E. (1999). Tools and tips for making virtual teams tick. *Performance Improvement*, 38(5), 30-36. [**Assigned**]

WATSON SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The Watson School of Education develops highly competent professionals to serve in educational leadership roles. All educators must use data for decisions, reflect upon their practice, exemplify their commitment to professional standards, implement appropriate communication strategies, and strive to meet the needs of all learners. Assignments in this course will assist you in preparing you to be a competent professional and a leader.

COURSE DELIVERABLES

There are several forms of deliverables in this course: the instructional development plan, two examinations, online quizzes, and class participation. Each of the deliverables in this course has hard deadlines that are posted in advance.

Instructional Development Plan

The instructional development plan is a pair (teams of two: if odd number, one team will have three members assigned) project that will require the collaborative development of a real-world instructional development plan involving a variety of deliverables in a team-oriented environment. The instructional development plan is a multi-phase deliverable with specific parts do at different points in the semester. Final grades will be influenced by a peer-evaluation administered at the end of the semester. More details will be provided in the instructional development plan specifications which are available in Blackboard Vista.

Individual Assignments

The individual assignments include multiple applied project management problems and/or case studies that that relate to project management topics covered in class. These are major individual deliverables in the course. This is an individual learning experience. You are welcome to discuss ideas and compare answers, but the materials you submit to the instructor must be representative of your individual effort. You are to turn in the required documents to Blackboard Vista on the date specified.

Cumulative Final Exam

For the final exam, students have two options. The first option is to take a cumulative examination at the specified date. The exam will cover material from the textbook, class lectures and additional readings. This is a traditional on-campus examination, and is closed book and notes. The second option is to earn the Certified Associate in Project Management (CAPM) designation instead of the final exam. You will have the requisite hours of education to take the exam. The exam costs approximately **\$200** and it would be at your cost. The certification recognized by a larger audience and would be more valuable to you in the long run. If you pass this exam, you earn an automatic 100% on this section of the grade.



Class Participation

Each student will be required to lead a discussion on an additional assigned reading. The readings will be assigned early in the semester and are available in Blackboard Vista. You will be required to develop a five minute presentation (bring a hard copy for the instructor) on the assigned reading, present to the class on a specified date, and lead a subsequent discussion for approximately 10 minutes. This portion accounts for 10% of the 20% for this section. The remaining 10% is based on attending the class discussions and actively participating.

Online Quizzes

After reading a chapter, you should logon to Blackboard Vista to complete the online quiz for that chapter. The online quizzes are designed to make sure you are reading the textbook materials. There is a hard deadline when all quizzes must be completed. Each quiz has 10 questions and is timed for 20 minutes. You will be allowed to take the online quizzes multiple times. However, should you exceed the time limit, the grade will stand. See this as an opportunity to prepare for the final exam and the CAPM.

GRADING SCALE

Final course grades will be determined using scores from the following:

- 30% - Instructional Development Plan (3)
- 20% - Individual Assignments (3)
- 20% - Cumulative Final Exam (1)
- 20% - Class Participation (variable)
- 10% - Online Quizzes (11)

Grade	Scale
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Note: A grade of an 'I' will not be awarded unless there are extenuating circumstances.

COURSE POLICIES

Attendance

Students are expected to attend all of their scheduled classes and to satisfy all course objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, who reserves the right to deal with individual cases of nonattendance. It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence. Furthermore, it is the student's responsibility to catch up on all missed assignments and information covered in class.

Late Work

In order to receive full credit for work, students must turn in required deliverables in the on the specified due date. One full letter grade will be deducted for each day that the deliverable is late after the due date. After four days, the deliverable will automatically be scored as a zero.

Special Needs

If you have a disability, as defined by the Americans with Disabilities Act (ADA), which requires a classroom accommodation or auxiliary aid(s), please inform the instructor of your needs during

the first week of class so that the appropriate action is taken. You should also notify the Disability Services Office at 910-962-7555 concerning your needs.

Academic Integrity and Academic Honor Code

Examinations, assignments, and projects are designed by the instructor to provide a complete learning experience for each student. Each student is therefore expected to complete his/her own work. The instructor recognizes that students learn from each other and particularly recognize the value of students comparing notes with each other. However, the amount of such collaboration permitted varies widely from course to course, and is influenced not only by instructor prerogative, but by the level and nature of the material under discussion. In no case should one submit work not one's own and in no case should one represent another's work as one's own. Plagiarism is just one of several areas of academic misconduct. It is not just the plagiarizer who is at risk. It is equally unacceptable for one to knowingly supply another student with access to one's current work or work from a previous term. This is called complicity in academic dishonesty, which is another area of academic misconduct. Any attempt to misrepresent one's performance on any exercise submitted for evaluation is academic misconduct. Additionally, the [Watson School of Education Standards of Professional Conduct](#) should be adhered to by all students within this course.

IMPORTANT DATES

8/27/2008 – Deadline to Add/Drop without penalty

9/1/2008 – Labor Day, No Class

10/6/2008 – Winter Vacation, No Class

11/3/2008 – AECT Conference, No Class

11/11/2008 – Last Day to Withdraw

11/26/2008 – Thanksgiving Holiday, No Class