

**George Mason University**  
**College of Education and Human Development**  
**Instructional Design and Technology (IDT) Program**

EDIT 573 DL1 – Project Management: Agile  
2 Credits, Fall 2018  
Meets Totally Online August 27 – October 21, 2018

**Faculty**

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**Prerequisites/Corequisites**

None. However, the content of this course assumes a basic knowledge of the principles and best practices of Instructional Design. To be successful in this course, students should have **either** taken **EDIT 705** Instructional Design **or** have **work experience** in the field of instructional design.

**University Catalog Course Description**

Explores project management principles and applications used to manage, plan, and track large-scale, complex instructional design projects.

**Course Overview**

Explores basic agile methods and synergy between agile project management and agile instructional design. **Note:** This course is **not** preparation for the PMP® Certification Exam, the testing mechanism for credentialing those with project management experience, or for the PMI-ACP®, the Agile Certified Practitioner.

**Course Delivery Method**

This course will be delivered 100% online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. There is also one (1) **optional** Open Mic Night web conferencing session on **Monday, October 1, 7:30 – 8:30 PM ET** via the **BLACKBOARD COLLABORATE ULTRA** tool that is part of the Blackboard LMS. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu”) and email password. The course site will be available on **Saturday, August 25** at **6:00 PM ET**.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

## Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## Expectations

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on **Monday**, and **finish** on **Sunday**.
- **Log-in Frequency:** Students must actively check the Blackboard course site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least **two (2) times per week**.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. **Late work will not be accepted based on individual technical issues.**
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is

the **student's responsibility** to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Learner Objectives**

This course is designed to enable students to do the following:

- Define Agile Project Management
- Compare and contrast Agile Project Management with other project management methods
- Identify points of synergy between Agile Project Management and Agile Instructional Design
- Apply Agile Project Management methods to an instructional design project

### **Professional Standards (International Board of Standards for Training, Performance and Instruction (IBSTPI) (<http://ibstpi.org/instructional-design-competencies/>).**

Upon completion of this course, students will have met the following professional standards:

- Establish project scope and goals
- Use a variety of planning and management tools for instructional design projects
- Allocate resources to support the project plan
- Manage multiple priorities to maintain project time line

### **Required Texts**

There are no textbooks needed for this course. All reading materials are posted on our Blackboard course site under the E-RESERVES link in the left-hand navigation menu of our course site and are **accessible only via that link.**

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor. Please see the description of each assignment for late submission penalties.

- **Assignments and/or Examinations**

### 1. Individual Knowledge Checks – 20 points/10% of final grade

There are two (2) individual Knowledge Checks (KCs) to help reinforce your learning about basic Agile concepts and identify potential areas needing additional study or clarification.

- Each KC consists of ten (10) closed-end questions drawn from the course readings and videos.
- Each KC is worth a maximum of 10 points; however, each KC accounts for only 5% of your final grade.
- The KCs are open book and are not timed. In addition, you have **three (3)** attempts. The attempt with the **highest** score will be applied to your total grade.
- The KCs may be completed at your own pace – no specific due dates – but must be completed by the **end of the course**. Recommended (but not required) completion dates for each KC are noted in the Class Schedule section of this syllabus and under each of the weekly links on our Blackboard (Bb) course site.

### 2. Agile Team Discussions and Summaries- 60 points/30% of final grade

- There are **four (4)** instructor-initiated discussions, each corresponding to a selected topic in the course syllabus:
  - i. Week 2: Getting to Know Agile
  - ii. Week 3: Setting Up an Agile Team
  - iii. Week 4: Agile Planning: Product Vision and Roadmap
  - iv. Week 6: Managing in Agile
- To keep the discussions manageable and make it easier for all students to actively participate, you will work in Agile Team Discussion groups of **4-5** students, and each team will have its **own** discussion board. The instructor will assign each student to one of the team discussion groups and the student will remain with that group for the duration of the course, **including** the Agile Project Plan final assignment.
- For each discussion question, each **individual** student is required to submit a **minimum of two (2)** postings, distributed throughout the week, to the team's private discussion board.
- Towards the end of the discussion week, each team will prepare a **summary and synthesis** (max. 300 words) of the main points that their team made during the discussion week. One representative of your team will post the team's summary to the MAIN DISCUSSION BOARD for review and comment by all other course members.
- The **individual** postings to each discussion are worth **10 points per discussion**, for a total of 40 points; the **group summaries** are worth **5 points each**, for a total of 20 points. The individual postings **plus** the summaries are worth **60 points collectively**.
- Specific dates/times for the discussion postings are provided in the Class Schedule section of this syllabus and under each of the weekly links on our Bb course site.
- Your discussion will be graded based upon the *Agile Team Discussion Scoring* rubric; the team summary will be graded based upon the *Agile Team Discussion Summary* rubric. Both

rubrics are located in the **Grading Rubrics** folder under the RESOURCES link of our Bb course site.

- Tips and techniques for organizing your team discussions and preparing your discussion postings are located in the *Agile Team Discussion Scoring and Examples* document posted under the **RESOURCES** link of our Bb course site.

**Note:** The discussion week is the same as our course week, namely Monday to Sunday. Postings submitted **after** a discussion week has ended will receive **zero points, no exceptions, and no make-ups**.

### 3. From ADDIE to Agile: Agile Plan (Team Project) – 45 points/45% of final grade

- In the **same teams you worked in for the discussions**, you will develop a plan for managing an instructional design project using Agile methods. Team members will decide **collaboratively** what instructional design project will serve as the basis of the team's project plan. You may draw on ...
  - a. the Instructional Design Document you created in EDIT 705, OR
  - b. an instructional design project from a team member's current or previous place of work, OR
  - c. an instructional design project you read about in a professional community discussion (e.g., LinkedIn groups for instructional designers, e-Learning Guild messages, or some other group focused on instructional/training design)
- The Agile Plan will be created **iteratively**, with peer reviews as described on pp. 6-7 of this syllabus.
- There is **no minimum or maximum page length; single spacing is preferred**. APA format is not required, as this is a **business** document, not a research paper.
- The Agile Plan must contain the following components:
  - a. **Rationale** for using Agile methods to manage the project that includes ...
    - the nature of the instructional problem to be solved
    - the reasons for preferring Agile ( e.g., project size and complexity, client availability, client tolerance for scope and cost changes, time to completion, size and ability of instructional design team) for the **specific** project (i.e., not a generic list of when/why Agile should be used)
    - the benefits of using Agile for the **specific** project (i.e., not a generic list of the benefits of Agile)
    - a high-level strategy for mitigating potential risks associated with using Agile for the **specific** project (i.e., not a generic list of risk mitigation strategies)
  - b. **Instructional Product Vision Statement**. The most well-known template for creating Vision Statement comes from Geoffrey Moore's book *Crossing the Chasm*, and summarized on Scrum Master [Richard Lawrence's](#) blog. If you current employer has a template, feel free to use that instead.
  - c. **Instructional Product Roadmap**. Some free, easy-to-use templates:
    - [Agile Roadmap PowerPoint Template](#)
    - [Agile Product Roadmap Excel Template](#)

- Have **one** representative of your team upload the **completed, final** version of the team's Agile Plan under the ASSIGNMENTS link of the Bb left-hand navigation menu on the date indicated in the Class Schedule. Also, upload a copy of your Agile Plan to the *Agile Plan Exhibit Hall* forum of our MAIN DISCUSSION BOARD. If submitting **multiple** files, be sure to finish uploading **all** your files **before** clicking SUBMIT.
- For information on how your Agile Plan will be evaluated, please consult the *Agile Plan Grading Rubric* at the back of this syllabus and on our Bb course site.
- **NOTE: Late submissions will be penalized 10%; no submissions will be accepted after October 14, 2018, no exceptions.**

#### 4. Project Plan Peer Reviews – 30 points/15% of final grade

- There will be a **total of three (3)** rounds of student peer reviews:
  - a. Peer Review #1 covers the *Rationale* component. Each student will provide **at least one (1)** constructive comment to **any two (2) teams other than his/her own team** using the **relevant** criteria in the *Agile Plan Grading Rubric*. For example, when reviewing the Rationale, you would use **only** the *Rationale* criterion from the rubric.
  - b. Peer Review #2 covers the *Product Vision Statement* and the *Product Roadmap*. Each student will provide constructive feedback to **any two (2) teams other than his/her own** using the relevant criteria in the *Agile Plan Grading Rubric*. So, **only** the rubric criteria for the Visions Statement and the Roadmap are used for this round of reviews.
  - c. Peer Review #3 covers the final *Agile Plan* posted to the **Agile Plan Exhibit Hall** forum. Each student will provide constructive feedback to **any two (2) teams other than his/her own** using **all** of the rubric criteria.
- You may use the same two teams for all three peer reviews. So, if you reviewed Teams 1 and 2 for Peer Review #1, you may also review Teams 1 and 2 for Peer Review #2 and Peer Review #3.
- To meet the **minimum** requirements of one comment to two teams across three review rounds, you will post **a total of six (6) comments for the entire semester**.
- Please consult the *Student Guidelines for Peer Reviews* and the *Tips on Synthesizing Peer Review Feedback* posted in the **RESOURCES** section of our Bb course site for more information about formulating constructive feedback to teams other than your own.
- Instructor comments on each of the documents submitted for peer review will be sent to each team's **private** spaces in Bb, so as not to unduly influence the feedback of course members. The instructor will provide **only one (1) round** of feedback per team per peer review.
- For more information about how peer review feedback is evaluated, please consult the *Peer Review Grading Rubric* posted on our Blackboard course site under **RESOURCES/Grading Rubrics**.
- **Note: Postings made after a peer review week has ended will receive zero points, no exceptions, and no make-ups.**

**TOTAL POSSIBLE POINTS/GRADE %  
FOR ALL FOUR DELIVERABLES: 155 PTS/100%**

## GRADING POLICIES

- **General information:** The evaluation of student performance is related to the student's demonstration of the course outcomes. All work is evaluated on its relevance to the specific assignment, comprehensiveness of information presented, specificity of application, clarity of communication, and the analytical skills utilized, as documented in the respective grading rubrics.
- **Team projects:** Note that your final project grade reflects your **individual** contribution to the project and the project process based on the content and activity in the **private team areas** in Bb **or** the content and activity in your team's chosen communication and collaboration tool (e.g., Google Drive). As such, **individual** team member scores for the project may differ from one another. Consequently, **it is in your best interest to document the contributions of each team member.** This happens automatically if you use the team communication and collaboration tools in Blackboard. However, **if you wish to use other tools or meet face-to-face, be sure to upload a summary of your meeting discussions/decisions to the File Exchange area of your team's private workspaces in Bb.** Failure to do so will lead the instructor to assume that all team members have contributed to the project equally.
- **Grading scale:** The grading scale used in this course is the official George Mason University scale for graduate-level courses. Decimal percentage values  $\geq .5$  will be rounded up (e.g., 92.5% will be rounded up to 93%); decimal percentage values  $< .5$  will be rounded down (e.g., 92.4% will be rounded down to 92%).

Total Points Earned	Letter Grade
93%-100%	A
90%-92%	A-
88%-89%	B+
83%-87%	B
80%-82%	B-
70%-79%	C
<70%	F

### Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

## Class Schedule

**Note:** Faculty reserves the right to alter the schedule as necessary, with notification to students.

DATES	TOPICS/ACTIVITIES/DELIVERABLES
<p><b>Week 1</b>  <b>Aug. 27-Sept. 2</b></p>	<p><b>COURSE KICK-OFF AND GETTING ACQUAINTED</b></p> <ul style="list-style-type: none"> <li>• Read the course Syllabus. You may print it out or download it to your mobile device for anytime reading.</li> <li>• View the <b>COURSE ORIENTATION VIDEO</b>, the link to which is located in the left-hand navigation menu of our Bb course site</li> <li>• Click on the <b>WEEK 1</b> link in the left-hand navigation</li> <li>• Read the <i>Week 1 Learning Outcomes</i></li> <li>• Post your bio (photo optional, maximum size 150 x 200) to the designated forum on the <b>MAIN DISCUSSION BOARD BY 11:59 pm on Sept. 2</b></li> <li>• Click on the MY AGILE TEAM link in the left-hand navigation menu of our course site and see who else is on your team</li> <li>• Read the <i>Agile Team Discussion Scoring and Examples</i> document posted under the RESOURCES link of our course site</li> <li>• Review the <i>Agile Team Discussion Summary Grading Rubric</i> posted under the RESOURCES link of our course site</li> <li>• Post any course-related questions to the designated forum on the <b>MAIN DISCUSSION BOARD</b> any time during the week</li> <li>• View the videos: <ul style="list-style-type: none"> <li>○ <i>Project Management: Orienting Context</i></li> <li>○ <i>Agile Project Management for eLearning Course Preview</i></li> </ul> </li> <li>• Assigned Reading (accessible via the <b>E-RESERVES</b> link in the left-hand navigation menu of our course site): <ul style="list-style-type: none"> <li>○ Book chapter: van Rooij, <i>Project Management: People + Process = Results, Sometimes</i></li> <li>○ Journal article: van Rooij, <i>Project Management in Instructional Design: ADDIE is Not Enough</i></li> <li>○ Journal article: van Rooij, <i>Instructional Design and Project Management: Complementary or Divergent?</i></li> </ul> </li> </ul>
<p><b>Week 2</b>  <b>Sept. 4-Sept. 9</b>  <b>Monday, Sept. 3</b>  <b>is Labor Day, No</b>  <b>Classes</b></p>	<p><b>GETTING TO KNOW AGILE</b></p> <ul style="list-style-type: none"> <li>• Read the <i>Week 2 Learning Outcomes</i></li> <li>• Explore the folder containing examples of <i>Agile Project Plans</i> from previous EDIT 573 courses.</li> <li>• View the video: <i>Getting to Know Agile</i></li> <li>• Assigned Reading (accessible via the <b>E-RESERVES</b> link in the left-hand navigation menu of our course site): <ul style="list-style-type: none"> <li>○ Book chapter: van Rooij et al., <i>Project Management of Educational Technology Projects</i></li> <li>○ Journal article: Adnan and Ritzhaupt, <i>Software Engineering Design Principles Applied to Instructional Design</i></li> </ul> </li> <li>• Begin Agile Team Discussion #1 in your respective teams</li> <li>• <b>Individual</b> postings to Agile Team Discussion #1 team areas by <b>11:59 PM on Sept. 5</b></li> <li>• Post your Agile Team discussion <b>summaries</b> to the designated forum on the MAIN DISCUSSION BOARD by <b>11:59 PM on Sept. 8</b></li> <li>• Working in your private Agile Team spaces, begin drafting the <b>Rationale</b> section of your Agile Plan</li> </ul>



DATES	TOPICS/ACTIVITIES/DELIVERABLES
<p><b>Week 3</b> <b>Sept. 10-Sept. 16</b></p>	<p><b>SETTING UP AN AGILE TEAM</b></p> <ul style="list-style-type: none"> <li>• Read the <i>Week 3 Learning Outcomes</i></li> <li>• Video the video: <i>Agile Project Management: Scrum and Sprint Demystified</i></li> <li>• View the Prezi presentation: <i>Open &amp; Agile Instructional Design Teams</i></li> <li>• Assigned reading (accessible via the <b>E-RESERVES</b> link in the left-hand navigation menu of our course site): <ul style="list-style-type: none"> <li>○ e-Learning Industry article: <i>The Power of Agile Instructional Design</i></li> <li>○ <i>Does Agile Work? A Quantitative Analysis of Agile Project Success</i></li> </ul> </li> <li>• <b>Individual</b> postings to Agile Team Discussion #2 team areas by <b>11:59 PM on Sept. 12</b></li> <li>• Post your Agile Team discussion <b>summaries</b> on the designated forum on the MAIN DISCUSSION BOARD by <b>11:59 PM on Sept. 15</b></li> <li>• Have one representative of your Agile Team post your draft Rationale to the Peer Review #1 forum on the MAIN DISCUSSION BOARD by <b>11:59 PM on Sept. 16</b></li> </ul>
<p><b>Week 4</b> <b>Sept. 17-Sept.23</b></p>	<p><b>AGILE PLANNING: PRODUCT VISION AND ROADMAP</b></p> <ul style="list-style-type: none"> <li>• Read the <i>Week 4 Learning Outcomes</i></li> <li>• Review the document <i>Student Guidelines for Peer Reviews</i>, located under the RESOURCES link of our course site</li> <li>• Review the <i>Peer Review Grading Rubric</i>, located under the RESOURCES link of our course site</li> <li>• Peer Review #1 comments throughout the week (Sept. 17-23)</li> <li>• View the video: <i>Defining the Product Vision and Product Roadmap</i></li> <li>• Assigned Reading (accessible via the <b>E-RESERVES</b> link in the left-hand navigation menu of our course site): <ul style="list-style-type: none"> <li>○ Book chapter: Tawfik et al., <i>Agile Management of a Mobile Application Development Project for Surgeon Workflows</i></li> </ul> </li> <li>• <b>Individual</b> postings to Agile Team Discussion #3 team areas by <b>11:59 PM on Sept. 19</b></li> <li>• Post your Agile Team discussion <b>summaries</b> on the designated forum on the MAIN DISCUSSION BOARD by <b>11:59 PM on Sept. 22</b></li> <li>• Working in your private Agile Team spaces, begin drafting the <b>Product Vision and Product Roadmap</b> sections of your Agile Plan</li> </ul>
<p><b>Week 5</b> <b>Sept. 24-Sept. 30</b></p>	<p><b>AGILE BEST PRACTICES</b></p> <ul style="list-style-type: none"> <li>• Read the <i>Week 5 Learning Outcomes</i></li> <li>• View the videos: <ul style="list-style-type: none"> <li>○ <i>Game-based Learning-Standup Meeting/Agile Scrum Master</i></li> <li>○ <i>Budgeting for Agile Projects</i></li> <li>○ <i>Agile in Practice: Definition of Done</i></li> </ul> </li> <li>• Assigned Reading (accessible via the <b>E-RESERVES</b> link in the left-hand navigation menu of our course site): <ul style="list-style-type: none"> <li>○ Journal article: Doherty, <i>Agile Project Management for e-Learning Developments</i></li> </ul> </li> <li>• Have one representative of your Agile Team post your draft Product Vision and Product Roadmap to the Peer Review #2 forum on the MAIN DISCUSSION BOARD by <b>11:59 PM on Sept. 30</b></li> <li>• <b>Recommendation:</b> Now would be a good time to complete Knowledge Check #1</li> </ul>

DATES	TOPICS/ACTIVITIES/DELIVERABLES
<b>Week 6</b> <b>Oct. 1-Oct. 7</b>	<b>MANAGING IN AGILE</b> <ul style="list-style-type: none"> <li>• Read the <i>Week 6 Learning Outcomes</i></li> <li>• <b>Open Mic Night:</b> Monday, Oct. 1, 7:30-8:30 PM ET, via Bb COLLABORATE ULTRA, for course questions (<b>Attendance Optional, Session Will Be Recorded</b>)</li> <li>• Peer Review #2 comments throughout the week (Oct. 1-7)</li> <li>• View the video: <i>5 Biggest Pitfalls of New Agile Adopters</i></li> <li>• Assigned readings (accessible via the <b>E-RESERVES</b> link in the left-hand navigation menu of our course site): <ul style="list-style-type: none"> <li>○ Journal article: Conforto et al., <i>Can Agile Project Management be Adopted by Industries Other than Software Development?</i></li> <li>○ Journal article: van Rooij, <i>The Career Path to Instructional Design Project Management: An Expert Perspective from the US Professional Services Sector</i></li> </ul> </li> <li>• <b>Individual</b> postings to Agile Team Discussion #4 team areas by <b>11:59 PM on Oct. 3</b></li> <li>• Post your Agile Team discussion <b>summaries</b> on the designated forum on the MAIN DISCUSSION BOARD by <b>11:59 PM on Oct. 6</b></li> <li>•</li> </ul>
<b>Week 7</b> <b>Oct. 8-Oct. 14</b>	<b>FINALIZING THE AGILE PLAN</b> <ul style="list-style-type: none"> <li>• Read the <i>Week 7 Learning Outcomes</i></li> <li>• Working in your private Agile Team spaces, begin finalizing your Agile Plan based on peer review comments and instructor feedback</li> <li>• Complete the anonymous Mason Online Course Evaluation survey</li> <li>• Have one representative of your Agile Team post <b>two (2)</b> copies of your final Agile Plan by <b>11:59 PM on Oct. 14</b> as follows: <ul style="list-style-type: none"> <li>○ One (1) copy to the ASSIGNMENTS link</li> <li>○ One (1) copy to the <i>Agile Project Plan Exhibit Hall</i> forum on the MAIN DISCUSSION BOARD of our course site</li> </ul> </li> <li>• <b>Recommendation:</b> Now would be a good time to complete Knowledge Check #2</li> </ul>
<b>Week 8</b> <b>Oct. 15-Oct. 21</b>	<b>AGILE PLAN EXHIBITS AND COURSE WRAP UP</b> <ul style="list-style-type: none"> <li>• Agile Project Plan Exhibit Hall/Peer Review #3 comments throughout the week (Oct. 15-21)</li> <li>• Make sure you have completed <b>both</b> Knowledge Checks</li> </ul>

**AGILE PLAN GRADING RUBRIC**  
(Total Possible Points: 45)

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
<b>Rationale</b>			
<b>Nature of the Instructional Problem</b>	Instructional problem is not stated clearly  <i>Point Values: 0.00-3.79</i>	Instructional problem is articulated clearly, but with little or no supporting data  <i>Point Values: 3.80-4.94</i>	Instructional design problem is articulated clearly and supported with a variety of data sources  <i>Point Values: 4.95-5.00</i>
<b>Reasons for Preferring Agile</b>	Offers a rationale with no grounding or offers no rationale  <i>Point Values: 0.00-3.79</i>	Offers a rationale, but not fully grounded in the Agile Manifesto and Principles, as well as other course readings  <i>Point Values: 3.80-4.94</i>	Offers evidence-based rationale grounded in the Agile Manifesto and Principles, as well as other course readings  <i>Point Values: 4.95-5.00</i>
<b>Benefits of Agile</b>	Benefits are defined with no grounding in the course readings OR no benefits defined  <i>Point Values: 0.00-3.79</i>	Benefits are clearly defined, but not fully grounded in the course readings  <i>Point Values: 3.80-4.94</i>	Benefits are clearly defined and grounded in the course readings  <i>Point Values: 4.95-5.00</i>
<b>High-level Risk Mitigation Strategy</b>	Approach to and/or rationale for strategy selection is not articulated clearly  <i>Point Values: 0.00-3.79</i>	Approach to and/or rationale for strategy selection is articulated clearly, little or no supporting evidence from the course readings  <i>Point Values: 3.80-4.94</i>	Approach to and rationale for strategy selection is articulated clearly and supported with evidence from the course readings  <i>Point Values: 4.95-5.00</i>
<b>Instructional Product Vision Statement</b>			
<b>Target Learners</b>	No description of target learners and their needs  <i>Point Values: 0.00-3.79</i>	Clear description of either target learners or learner needs  <i>Point Values: 3.80-4.94</i>	Clear description of target learners and their needs  <i>Point Values: 4.95-5.00</i>
<b>Outcomes</b>	No description of product benefits and outcomes  <i>Point Values: 0.00-3.79</i>	Clear description of either product benefits or outcomes  <i>Point Values: 3.80-4.94</i>	Clear description of product benefits and outcomes  <i>Point Values: 4.95-5.00</i>
<b>Instructional Product Roadmap</b>			
<b>Requirements</b>	Requirements not grouped into themes or do not flow from the Instructional Product Vision Statement  <i>Point Values: 0.00-8.79</i>	Some requirements are grouped into themes; some logical flow from the Instructional Product Vision Statement  <i>Point Values: 8.80-9.94</i>	All requirements are grouped into themes and flow logically from the Instructional Product Vision Statement  <i>Point Values: 9.95-10.00</i>
<b>Time Frames</b>	Requirements not displayed in order of priority and no logical time increments for release  <i>Point Values: 0.00-3.79</i>	Highest priority requirements displayed first but time increments for release not logical  <i>Point Values: 3.80-4.94</i>	Highest priority requirements displayed first with logical time increments for release  <i>Point Values: 4.95-5.00</i>

## **Core Values Commitment**

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

## **GMU Policies and Resources for Students**

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .**