

George Mason University
College of Education and Human Development
Learning Design and Technology (LD&T)

EDIT 706 001 – Business of Learning Design and Technologies
3 Credits, Spring 2021
Meets Totally Online, January 4 – February 28, 2021

Faculty

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Prerequisites/Corequisites

EDIT 705 Instructional Design or permission of instructor.

University Catalog Course Description

Explores the business issues underlying the selection, implementation, and evaluation of technology-based learning interventions. Focuses on developing the skills necessary to improve performance and achieve measurable, positive change that supports the organization's strategic goals.

Course Overview

This course will use a combination of readings, videos, research activities, threaded discussions, and projects to help participants gain the basics of business acumen required of the 21st Century Learning and Development professional.

Course Delivery Method

This course will be delivered online using an asynchronous format via the Blackboard Learning Management system (Bb LMS) housed in the MyMason portal. There are also **two (2)** web conferencing sessions from 7:30-8:30 PM ET on **Monday, January 4 and January 25** respectively via the BLACKBOARD COLLABORATE ULTRA tool that is part of the Bb LMS. **Attendance is highly encouraged and will be recorded.** You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. **The course site will be available on Wednesday, December 30 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

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

- 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/

Expectations

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will **start on Monday**, and **finish on Sunday**, with the exception of holidays noted in the CLASS SCHEDULE section of this syllabus.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials **at least 3 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.

Learning Outcomes

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

- Discuss the ways in which the instructional/learning design function relates to other theoretical and practitioner fields such as Training and Development, Human Performance Improvement/Technology, Human Resource Development, Talent Management, and Human Resource Management.
- Describe the role of an instructional designer in solving performance problems in an organization.
- Discuss the various ways in which organizational culture and business decision-making impact the instructional design function.
- Compare and contrast the various types of learning and non-learning interventions.
- Describe the process for determining the most appropriate intervention to solve a performance problem.
- Discuss the various ways in which emotional intelligence (EIQ) affects and instructional design team's performance.
- Describe the cost management process for instructional design projects.
- Compare and contrast various evaluation models and their associated metrics/measures that seek to capture the business impact of the instructional design function.
- Construct a business case for a performance intervention, including costs and timing.

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

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

Professional Foundations:

1. Communicate effectively in written & oral form

Planning & Analysis:

6. Conduct a needs assessment in order to recommend appropriate design solutions & strategies

Management

20. Apply business skills to managing the instructional design function
21. Manager partnerships & collaborative relationships
22. Plan & manage instructional design projects

Required Texts

Williams van Rooij, S. (2018). *The business side of learning design and technologies*. New York: Routledge. ISBN978-1-138-69818-5.

All other reading materials are posted on the Bb course site.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, Tk20, hard copy).

Assignments/Deliverables

There are **four (4)** assignments/deliverables required for successful completion of this course.

1. Virtual Roundtable Discussions (80 points/30% of final grade)

- a. There are **five (5)** online discussions triggered by a question prompt from the instructor. Each discussion corresponds to selected topics in the course syllabus. The **first** discussion is an **ungraded** practice discussion designed to get everyone comfortable with the Virtual Roundtable process. You will receive feedback about your practice postings. The **remaining four** will be officially **graded**.
 - i. Roundtable Discussion #1: The Learning Design Profession in Context: Designing to Improve Performance (Practice, Ungraded)
 - ii. Roundtable Discussion #2: Needs Assessment: Choosing Interventions (Graded)
 - iii. Roundtable Discussion #3: Organizational Culture (Graded)
 - iv. Roundtable Discussion #4: Stakeholder Analysis (Graded)
 - v. Roundtable Discussion #5: Budgeting and Cost Management (Graded)
- b. To keep the volume of discussions manageable and make it easier for all students to actively participate, you will work in Virtual Roundtable Discussion groups of **4-6** students, and each group will have its **own** discussion board. The instructor will assign each student to one of the discussion groups and the student will remain with that group for the duration of the discussion series.
- c. For each discussion, each student is required to submit a **minimum of two (2) postings** to the private group discussion board. Your first, **initial** posting is due by **11:59 PM** on the **Wednesday** of each discussion week; the **second** is your **response** to the posting of a fellow course member and is due by **11:59 PM** on the **Friday** of the discussion week. You may respond to as many course member postings as you like; there is no maximum.

- d. Towards the end of the discussion week, each group will prepare a **summary and synthesis (max. 300 words)** of the main points that their group made during the topic discussion. One representative of your group will post the group summary to the relevant forum on our DISCUSSIONS board for review and comment by all other course members.
- e. For each group summary, each student is required to submit at least **one comment on one group summary other than their own.**
- f. The **individual** postings to each discussion are worth **15 points per graded discussion**, for a total of **60 points**; the **group summaries and comments** are worth **5 points each**, for a total of 20 points. The individual postings **plus** the group summaries and comments are worth **80 points collectively.**
- g. Specific dates/times for the discussion postings are provided in the CLASS SCHEDULE section of this syllabus and under the WEEKLY SCHEDULE links on our Bb course site.
- h. Your discussion postings will be graded based upon the *Virtual Roundtable Discussion Grading Rubric*; the group summary will be graded based upon the *Virtual Roundtable Discussion Summary Grading Rubric*. Both rubrics are located under the ASSIGNMENT OVERVIEWS AND RUBRICS/Virtual Roundtables link on our Bb course site.
- i. Discussions will run from **Monday to Sunday**. Postings made **after** a discussion week has ended will receive **zero points, no exceptions, no make-ups.**
- j. Tips and techniques for preparing your discussion postings are located in the *Virtual Roundtable Discussion Scoring and Examples* document posted under the ASSIGNMENT OVERVIEWS AND RUBRICS/Virtual Roundtables link on our Bb course site.

2. Individual Reflection Vlogs (60 points/20% of total grade)

- a. The overall purpose of reflections is to go beyond the specific issues addressed in the Virtual Roundtable discussions by stimulating you to think about ways in which the themes and ideas in the course readings, videos, and other assigned resources apply (or can be applied) in the workplace.
- b. You may have already engaged in reflective writing in other courses, including reflective blogs that allow you to embed images along with text when sharing your thinking about a particular topic.
- c. In this course, we will reflect using vlogs or video format blogs. The vlog has the same purpose as the written blog, namely sharing your thinking but in video form.
- d. To ensure that all students can create vlogs regardless of their technical proficiency, we will use the **Kaltura** video capture tool that is available to all Mason students free of charge and which is integrated in our Bb LMS. If you've never used Kaltura, just follow the easy instructions at <https://its.gmu.edu/knowledge-base/kaltura-capture-new/>.

- e. Each student will create **three (3)** vlogs; specific due dates are provided in the CLASS SCHEDULE section of this syllabus and under the WEEKLY SCHEDULE links on our Bb course site. Vlogs should be **no more than 3 minutes** long.
- f. Vlogs submitted after the published due dates will receive a 10% reduction in credit. **Vlogs submitted after February 28, the last day of classes will receive zero points, no exceptions.**
- g. Tips and techniques for preparing your vlogs are provided in the document *Vlog Reflection Guidelines* posted under the OTHER RESOURCES link of our course site.
- h. Your vlogs will be graded based upon the *Vlog Reflections Grading Rubric*, a copy of which is posted under the ASSIGNMENT OVERVIEWS AND RUBRICS/Vlogs link on our Bb course site.

3. Real-world Business Case (40 points/40% of total grade)

This is the performance-based assessment. In the real world of work, Learning and Development professionals must have a solid plan for a proposed intervention with a comprehensive rationale, so that senior management will support their effort. That is the purpose of a business case. Simply put, the business case is your **written rationale** for some new undertaking. Your business case should always describe the benefits of doing whatever it is that you are proposing. The benefits can be to the individual employee, the department, the business unit, or the entire organization. Those benefits should be **observable** and **measurable**. Your business case should include detailed information about both the **financial and human resources** required to complete the undertaking successfully. Importantly, your business case is a mechanism for promoting some kind of **change in performance**. **Note: Please see the topic videos for the differences between a business case, a business plan, and a business proposal.**

- a. Each course member will identify a **learning challenge/problem/opportunity** at his/her current place of work. The challenge must have a **negative impact** on the **performance** of a department/division/organization (e.g., client/customer satisfaction and/or retention, revenue of a for-profit organization, contributions to a non-profit organization).
 - You may also revisit a past, failed business case for a learning intervention.
 - Work with your colleagues and supervisors on selecting a challenge, with the understanding that your completed business case may be used at your workplace, if so desired (**Note: Make sure that you select a challenge that you can share with fellow course members**).
 - If you opt for a challenge/problem/opportunity that **cannot be addressed with instruction**, it must fall within the scope of what a learning designer would be asked to address. For example, a designer would not be expected to address a challenge/opportunity around business processes, operations, compensation, benefits, etc. The designer would, however, be expected to address a challenge related to lack of knowledge, skills, abilities, proficiencies, learning technologies, etc.

- Submit your preliminary business case idea(s) to the instructor via Bb Mail on the date indicated in the CLASS SCHEDULE and WEEKLY SCHEDULE links to make sure that your idea is feasible within the course timeframe.
- b. Construct a **written business case** for a solution to the performance problem that the challenge has caused. **Note:** Your solution need not include training or some other form of formal learning but should address a **learning challenge, problem or opportunity**. The business case document will include the following components:
- **Executive Summary:** Condenses the entire business case document for someone who will not read it in its entirety. That's key because the executive who ultimately makes the decision might only have read the Executive Summary, not the entire document. The decision maker might ask others to read the document in-depth and report on any issues of which the decision maker should be aware.
 - **Nature of the Learning Challenge/Opportunity:** Provides readers with a brief background of the need driving this request so they can knowledgeably assess the business case. You should clearly state how your need is **strategically aligned with the organization's goals**, so that your reader understands the importance of addressing the learning challenge or opportunity you describe.
 - **Alternatives to Consider:** A clear description of alternative approaches – **including doing nothing/maintaining the status quo** - to addressing the learning challenge or opportunity. It describes how you identified alternatives, the advantages and disadvantages (in terms of how well they address the business goals), and your efforts to determine what each alternative will really cost the organization. In the process, it provides decision makers with a measure of assurance that your recommendations are well-considered ones.
 - **Assumptions and Risks Associated with Each Alternative:** Include all assumptions (i.e., what must be in place in order for the alternative to work) and risks (i.e., potential events that are beyond your control) associated with each alternative covered in your business case. No one can predict the future, so you need to indicate what conditions or ingoing assumptions and potential risks helped frame your business case arguments.
 - **Financial Metrics and Measures:** After calculating the costs associated with alternatives, specify the returns that each might provide. **You should link the manner in which you calculate returns with the business objective of the project.** For example, if the business objective of the proposed initiative relates to generating revenue, then the returns should indicate how the project will generate revenue. If the business objective of the proposed initiative relates to containing expenses, then the returns should indicate how the initiative will contain expenses. And if the business objective of the proposed initiative relates to conforming to an organizational, industry, or government regulation, then the returns should describe this compliance. **Here's where you cultivate the good will of your colleagues in Finance by asking for their assistance in constructing a cost-benefit analysis or return on investment calculation.** You can also use the hourly labor rates in the *Financial Data* section under the ASSIGNMENT OVERVIEWS AND RUBRICS/Business Case link in the left-hand navigation menu of our Bb course site.
 - **Business Impact of Each Alternative (including "soft" intangibles):** Clearly state the business impact of your solution. Who will be affected, how, and what will the concrete (observable success measures) outcomes be?

- **Conclusions and Recommendations:** Recap your recommendation along with a summary of why you think that recommendation is the best choice.
 - **High-level Implementation and Evaluation Plan:** Who is going to do the work, how long will it take, and how will you know the initiative has been successful?
 - **Appendix:** Any graphs, detailed documents or instruments you've used to collect your evidence.
- c. You may use each of the above components as **section headers** to structure your document OR use the business document format at your current place of employment. If you choose the latter, just be sure that you include all of the **required** components.
 - d. Papers are to be **single-spaced** using standard English (no academic jargon). This is a **business** document, not a research paper, so **do not include research citations**. Remember, your reader is a **business decision-maker**.
 - e. There is **no minimum or maximum word count or number of pages** for the complete business case document. However, the *Executive Summary* section **should not exceed 300 words**.
 - f. On the date indicated in the CLASS SCHEDULE and the WEEKLY SCHEDULE links, you must upload **two (2)** copies of your completed business case as follows:
 - **One (1)** copy to the designated line under Week 7 of our Bb course site. Note: Make sure that you upload ALL of your files BEFORE clicking SUBMIT and;
 - **One (1)** copy to the *Business Case De-brief/Peer Review #3* forum of the DISCUSSIONS board to share with fellow course members.
 - g. For tips on preparing your business case, see the document *20 Tips for a Winning Business Case* posted under the ASSIGNMENT OVERVIEWS AND RUBRICS/Business Case link of our Bb course site.
 - h. Examples of business cases prepared by previous EDIT 706 course members are posted under the ASSIGNMENT OVERVIEWS AND RUBRICS/Business Case link of our Bb course site.
 - i. For information on how your business case will be evaluated, please consult the *Business Case Grading Rubric* at the back of this Syllabus and under the ASSIGNMENT OVERVIEWS AND RUBRICS/Business Case link of our Bb course site.
 - j. All submissions will be **checked for plagiarism** via GMUs Safe Assign service.
 - k. **Note: Late assignments will be penalized 10%; assignments submitted after February 28, the last day of class, will receive zero points, no exceptions.**
4. **Peer Review of Business Case Components (30 points/10% of total grade)**
- a) There will be a total of **three (3) rounds** of peer reviews. The first two rounds correspond to a draft of your business case and provide you with feedback to help you finalize your business case; the third and final round is a peer review of your final business case document **after** submission for grading.

- b) For each round, you will select **two (2)** draft business cases to review and post **at least one comment** on each of the two drafts. You may review the same two cases for all three rounds **or** you may look at different draft business cases at each round. Either approach is acceptable.
- c) All peer reviews will be conducted online using the designated forum on DISCUSSIONS. Please consult the *Student Guidelines for Peer Reviews* posted in the OTHER RESOURCES section of our Bb course site.
- d) Your peer review comments will be grounded in the **relevant** criteria (i.e., those applicable to the document sections under review) set down in the *Business Case Grading Rubric*, located at the back of this Syllabus and on our Bb course site. Your feedback should be **constructive, specific** and identify what is (not) clear in each draft, as well as **suggestions for improvement**.
- e) For more information about how your peer review feedback is evaluated, please consult the *Peer Review Grading Rubric* posted under the ASSIGNMENT OVERVIEWS AND RUBRICS/Business Case link of our course site.
- f) **Note: Postings made after a peer review week has ended will receive zero points, no exceptions, no make-ups.**

Total Possible Grade for All Deliverables: 210 Points/100%

Grading

- **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.
- **Grading scale:** 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%).

Letter Grade	Total Percentage Points Earned
A+	97%-100%
A	94%-96%
A-	90%-93%
B+	86%-89%
B	83%-85%
B-	80%-82%
C	70%-79%
F	<70%

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>Week 1 Jan. 4-Jan. 10</p>	<p style="text-align: center;">THE LEARNING DESIGN PROFESSION IN CONTEXT: DESIGNING TO IMPROVE PERFORMANCE</p> <ul style="list-style-type: none"> • Read the course SYLLABUS carefully • Bb Collaborate Web Conferencing Session on Monday, January 4, 7:30 PM EST • Click on the WEEK 1 link in the left-hand navigation menu of our course site • Read the <i>Week 1 Outcomes</i> • Assigned readings/videos in the W1 Learning Materials folder: <ul style="list-style-type: none"> ○ Williams van Rooij textbook: Introduction, Chapters 1 & 2 ○ Foshay et al article ○ Videos (2): <i>The Learning Design Profession in Contexts</i>, and <i>15 Epic Change Management Fails</i> • Virtual Roundtable Discussion #1 (Ungraded, Practice): <ul style="list-style-type: none"> ○ Initial posting due by 11:59 PM on Wednesday, January 6 ○ Response to fellow group member postings by 11:59 PM on Friday, January 8 ○ Group summaries due by 11:59 PM on Saturday, January 9 ○ Comments on group summaries by 11:59 PM on Sunday, January 10 • Submit your preliminary Business case idea to the instructor via Bb MAIL by 11:59 PM on Sunday, January 10
<p>Week 2 Jan. 11-Jan. 17</p>	<p style="text-align: center;">NEEDS ASSESSMENT: CHOOSING INTERVENTIONS</p> <ul style="list-style-type: none"> • Click on the WEEK 2 link in the left-hand navigation menu of our course site • Read the <i>Week 2 Outcomes</i> • Assigned readings/videos in the W2 Learning Materials folder: <ul style="list-style-type: none"> ○ Williams van Rooij textbook: Chapters 3 & 4 ○ Video: <i>From Performance Gap to Needs Analysis</i> • Virtual Roundtable Discussion #2 (Graded): <ul style="list-style-type: none"> ○ Initial posting due by 11:59 PM on Wednesday, January 13 ○ Response to fellow group member postings by 11:59 PM on Friday, January 15 ○ Group summaries due by 11:59 PM on Saturday, January 16 ○ Comments on group summaries by 11:59 PM on Sunday, January 17 • Post your video reflections to My Reflections #1 via the VLOGS link in the left-hand navigation menu of our course site by 11:59 PM on January 17

DATES	TOPICS/ACTIVITIES/DELIVERABLES
<p>Week 3 Jan. 19-Jan. 24</p> <p>Monday, Jan. 18, is MLK Day: No Classes</p>	<p style="text-align: center;">ORGANIZATIONAL CULTURE AND INTRODUCTION TO BUSINESS CASE WRITING</p> <ul style="list-style-type: none"> • Click on the WEEK 3 link in the left-hand navigation menu of our course site • Read the <i>WK 3 Outcomes</i> • Assigned readings/videos in the W3 Learning Materials folder: <ul style="list-style-type: none"> ○ Williams van Rooij textbook: Chapters 5 & 8 ○ Egan article ○ Videos (3): <i>What is Organizational Culture?; Why Culture Matters to Your Organization; Preparing the Business Case</i>, and; <i>Writing the Business Case</i> • Virtual Roundtable Discussion #3 (Graded): <ul style="list-style-type: none"> ○ Initial posting due by 11:59 PM on Wednesday, January 20 ○ Response to fellow group member postings by 11:59 PM on Friday, January 22 ○ Group summaries due by 11:59 PM on Saturday, January 23 ○ Comments on group summaries by 11:59 PM on Sunday, January 24 • Upload a draft of the first three sections of your Business Case (Nature of the Learning Challenge/Opportunity, Alternatives to Consider, Assumptions & Risks of Each Alternative) to the Peer Review #1 forum on DISCUSSIONS by 11:59 PM on Sunday, January 24
<p>Week 4 Jan. 25-Jan. 31</p>	<p style="text-align: center;">STAKEHOLDER ANALYSIS</p> <ul style="list-style-type: none"> • Bb Collaborate Web Conferencing Session on Monday, January 25, 7:30 PM EST • Click on the WEEK 4 link in the left-hand navigation menu of our course site • Read the <i>WK 4 Outcomes</i> • Assigned readings/videos in the W4 Learning Materials folder: <ul style="list-style-type: none"> ○ Williams van Rooij textbook: Chapter 6 • Virtual Roundtable Discussion #4 (Graded): <ul style="list-style-type: none"> ○ Initial posting due by 11:59 PM on Wednesday, January 27 ○ Response to fellow group member postings by 11:59 PM on Friday, January 29 ○ Group summaries due by 11:59 PM on Saturday, January 30 ○ Comments on group summaries by 11:59 PM on Sunday, January 31 • Peer Review #1 comments by 11:59 PM on Sunday, January 31

DATES	TOPICS/ACTIVITIES/DELIVERABLES
<p>Week 5 Feb. 1-Feb. 7</p>	<p align="center">BUDGETING AND COST MANAGEMENT</p> <ul style="list-style-type: none"> • Click on the WEEK 5 link in the left-hand navigation menu of our course site • Read the <i>WK 5 Outcomes</i> • Assigned readings/videos in the W5 Learning Materials folder: <ul style="list-style-type: none"> ○ Williams van Rooij textbook: Chapter 9 • Virtual Roundtable Discussion #5 (Graded): <ul style="list-style-type: none"> ○ Initial posting due by 11:59 PM on Wednesday, February 3 ○ Response to fellow group member postings by 11:59 PM on Friday, February 5 ○ Group summaries due by 11:59 PM on Saturday, February 6 ○ Comments on group summaries by 11:59 PM on Sunday, February 7 • Upload a draft of your full Business Case (excluding the Executive Summary and Appendix) to the Peer Review #2 forum on DISCUSSIONS by 11:59 PM on Sunday, February 7 • Post your video reflections to My Reflections #2 via the VLOGS link in the left-hand navigation menu of our course site by 11:59 PM on February 7
<p>Week 6 Feb. 8-Feb. 14</p>	<p align="center">EVALUATION AND EMOTIONAL INTELLIGENCE</p> <ul style="list-style-type: none"> • Click on the WEEK 6 link in the left-hand navigation menu of our course site • Read the <i>WK 6 Outcomes</i> • Assigned readings/videos in the W6 Learning Materials folder: <ul style="list-style-type: none"> ○ Williams van Rooij textbook: Chapters 11 & 7 ○ Brackett, Rivers, & Salovey article ○ Video: <i>Daniel Goleman Introduces Emotional Intelligence</i> • Peer Review #2 comments by 11:59 PM on Sunday, February 14
<p>Week 7 Feb. 15-Feb. 21</p>	<p align="center">BUSINESS CASE DEVELOPMENT AND PROFESSIONAL ETHICS</p> <ul style="list-style-type: none"> • Click on the WEEK 7 link in the left-hand navigation menu of our course site • Read the <i>WK 7 Outcomes</i> • Assigned readings/videos in the W6 Learning Materials folder: <ul style="list-style-type: none"> ○ Williams van Rooij textbook: Chapter 13 • Upload two (2) copies of the final, completed Business Case by 11:59 PM on Sunday, February 21 as follows: <ul style="list-style-type: none"> ○ One copy to the W7 Business Case assignment drop box ○ One copy to the Peer Review #3 forum on DISCUSSIONS
<p>Week 8 Feb. 22-Feb. 28</p>	<p align="center">BUSINESS CASE DEBRIEF AND COURSE WRAP-UP</p> <ul style="list-style-type: none"> • Click on the WEEK 8 link in the left-hand navigation menu of our course site • Read the <i>WK 8 Outcomes</i> • Post your video reflections to My Reflections #3 via the VLOGS link in the left-hand navigation menu of our course site by 11:59 PM on February 28 • Peer Review #3 comments by 11:59 PM on Sunday, February 28

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 <https://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

- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Business Case Grading Rubric

(Total Possible Points: 40)

IBSTPI COMPETENCY	Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
20, 1	Executive Summary	Summary misses most components of the Business Case or is unclear; exceeds word limit <i>0.00-1.59 points</i>	Provides a summary of most components of the Business Case; exceeds word limit <i>1.60-1.94 points</i>	Provides a clear summary of all components of the Business Case in 300 words or less <i>1.95-2.00 points</i>
22, 6	Nature of the Learning Challenge/ Opportunity	Learning challenge/ opportunity definition not clearly stated, gap and cause analysis incomplete or missing <i>0.0-4.79 points</i>	Clear learning challenge/ opportunity definition but supporting gap and cause analysis incomplete <i>4.80-5.94 points</i>	Clear learning challenge/ opportunity definition supported by gap and cause analysis <i>5.95-6.00 points</i>
20, 6	Alternatives to Consider	Pros and cons either not provided or do not flow logically from evidence presented <i>0.0-3.19 points</i>	Some pros and cons provided and flow logically from evidence presented <i>3.20-3.94 points</i>	Pros and cons of each alternative (including “maintain status quo”) are provided and flow logically from evidence presented <i>3.95-4.00 points</i>
20	Assumptions and Risks of Each Alternative	Assumptions, consequences and risks of each alternative are not defined, no supporting evidence <i>0.0-3.19 points</i>	Some assumptions, consequences and/or risks associated with each alternative are defined, some supporting evidence <i>3.20-3.94 points</i>	Assumptions, consequences and risks associated with each alternative are clearly defined with supporting evidence <i>3.95-4.00 points</i>
20, 21	Financial Metrics and Measures	Financial metrics/KPIs and intangible measures for each alternative are not defined, no evidence of input from the organization’s Finance Dept. <i>0.0-4.79 points</i>	Financial metrics/KPIs and intangible measures for each alternative are defined but with little or no evidence of input from the organization’s Finance Dept. <i>4.80-5.94 points</i>	Financial metrics/KPIs and intangible measures for each alternative are clearly defined, with evidence of input from the organization’s Finance Dept. <i>5.95-6.00 points</i>

IBSTPI COMPETENCY	Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
20, 1	Business Impact of Each Alternative	Outcomes and benefits for each scenario not indicated, features not illustrated in charts, graphics <i>0.0-4.79 points</i>	Some outcomes and benefits indicated, with features illustrated in charts, graphics <i>4.80-5.94 points</i>	Main outcomes (who will be affected, how) and benefits for each scenario are clearly indicated, with features illustrated in charts, graphics <i>5.95-6.00 points</i>
20, 4	Conclusions and Recommendations	No specific alternative recommended or no rationale provided for recommendation <i>0.0-3.19 points</i>	States which specific alternative is optimal, rationale for recommendation not fully supported by evidence <i>3.20-3.94 points</i>	Clearly states which specific alternative is optimal, along with evidence-based rationale for recommendation <i>3.95-4.00 points</i>
22	High-level Implementation and Evaluation Plan	Plan does not identify tasks, responsibilities, resources or timelines, no success indicators <i>0.0-3.19 points</i>	Plan identifies some tasks, responsibilities and resources, general success indicators <i>3.20-3.94 points</i>	Plan clearly identifies tasks, responsibilities, timelines, material and human resources, along with observable, measurable indicators of success <i>3.95-4.00 points</i>
22	Appendix	No references, supporting documents provided <i>0.0-1.59 points</i>	Contains some supporting documents, other supporting documents that should be in the Appendix are in the main text <i>1.60-1.94 points</i>	Contains detailed tables, charts, references and other supporting documents <i>1.95-2.00 points</i>
1	Language:	Rules of English grammar, usage, spelling and punctuation are not followed, multiple language errors throughout the business case document <i>0.0-1.59 points</i>	Rules of English grammar, usage, spelling and punctuation are generally followed throughout the business case document, one or two minor language errors <i>1.60-1.94 points</i>	Rules of grammar, usage, spelling and punctuation are followed consistently throughout the business case document, no language errors <i>1.95-2.00 points</i>