



## Graduate Course Syllabus

### IDT 550: Learning Design I

Center: Online

#### Course Prerequisites

IDT 520 and IDT 530

#### Course Description

Instructional designers can plan learning for diverse sets of learners in various environments. Through the use of case studies, this course prepares students to conduct a needs assessment, to fashion learner outcomes based on institutional/client needs, and to align those outcomes with specific instructional and learning activities. Students are required to integrate technological enhancements and solutions where appropriate.

#### Course Outcomes

- Construct and execute needs assessments that accurately identify learner performance gaps and the requirements of the organization
- Select research-based instructional design approaches that are appropriate for the needs of learners and organizations
- Create cohesive course plans using relevant instructional design principles
- Design exercises that reinforce learners' ability to meet the stated objectives and learner outcomes
- Design authentic assessments that validly measure the learner's mastery of established outcomes

#### Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, [MBS Direct](#), rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

#### *Designing Effective Instruction*

Morrison, Ross, Kalman, and Kemp

John Wiley & Sons

7th Edition

2013

ISBN: 978-1-118-35999-0

### Books 24/7 (free to students via Shapiro Library)

This course uses a Books24x7 resource. Review the [instructions for accessing Books24x7](#). Prior to using Books24x7 content linked within a course, you must always log in to Books24x7 first and then proceed to the linked content.

[ISD From the Ground Up: A No-Nonsense Approach to Instructional Design](#)

[A Practical Guide to Needs Assessment](#)

[Needs Assessment Basics](#)

### Chalk & Wire Account

With your mySNHU account, you will have access to obtain a Chalk & Wire account. This online platform will be used throughout the MS IDT program for building your Professional Portfolio. Your Chalk & Wire account and portfolio design should have been set up in the IDT 510: Instructional Design and Technology as a Profession course. If you currently do not have a Chalk & Wire account, please see the [Creating Your Chalk and Wire Account](#) document for setup instructions.

### Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place in Blackboard on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions forum in Blackboard so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

### Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	9	20	180
Assignments	4	75	300
Final Project One			
Milestone One	1	50	50
Milestone Two	1	50	50
Final Submission	1	160	160
Final Project Two	1	260	260
		<b>Total Course Points:</b>	1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

## University Grading System: Undergraduate

Total Points. 1,000				
Grade	Numerical Equivalent	Points	Points Equivalent	
			Lower	Upper
A	93-100	4.00	930	1000
A-	90-92	3.67	900	929
B+	87-89	3.33	870	899
B	83-86	3.00	830	869
B-	80-82	2.67	800	829
C+	77-79	2.33	770	799
C	73-76	2.00	730	769
F	0-72	0.00	0	729
I	Incomplete			
IF	Incomplete/Failure*			
W	Withdrawn			

\*Please refer to the [policy page](#) for information on the incomplete grade process.

### Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Course Information area in the Assignment Guidelines and Rubrics folder.

### Weekly Assignment Schedule

The Learning Modules area in Blackboard contains one module folder for each week of the course. All reading and assignment information can be found in the folders. Assignments and discussion board posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module in Blackboard.

Module	Topics and Assignments
1	Introduction to Needs Assessment Strategies <i>Designing Effective Instruction</i> , Chapters 1 and 2 <i>A Practical Guide to Needs Assessment</i> , Chapter 2 1-1 Discussion: Fast, Cheap, or Good – Pick Two 1-2 Final Project One, Milestone One: Case Study and Strategy
2	Conducting a Needs Assessment <i>Needs Assessment Basics</i> , Chapters 3–5 2-1 Discussion: Survey Criteria

3	Analyzing and Understanding Needs Assessment Data <i>Needs Assessment Basics</i> , Chapter 6 <i>A Practical Guide to Needs Assessment</i> , Chapter 3 3-1 Discussion: Survey Challenges 3-2 Final Project One, Milestone Two: Needs Assessment Data Collection Tool
4	Summarizing and Communicating Needs Assessment Data, Part 1 <i>Needs Assessment Basics</i> , Chapter 7 <i>A Practical Guide to Needs Assessment</i> , Chapter 8 4-1 Discussion: Working With Subject Matter Experts 4-2 Assignment: Taking a Holistic View
5	Summarizing and Communicating Needs Assessment Data, Part 2 <i>Needs Assessment Basics</i> , Chapter 8 5-1 Discussion: There's Bad News and There's Bad News 5-2 Final Project One: Submit
6	Designing Instruction <i>Designing Effective Instruction</i> , Chapters 3–5 6-1 Discussion: Learning Outcomes With No Needs Assessment 6-2 Assignment: Designing a Tutorial
7	Building a Design Plan <i>Designing Effective Instruction</i> , Chapters 6 and 7 <i>ISD From the Ground Up: A No-Nonsense Approach to Instructional Design</i> , Chapter 10 7-1 Discussion: Design Document Models – Find/Compare 7-2 Assignment: Whose Design Is It Anyway?
8	Designing Exercises and Activities <i>ISD From the Ground Up: A No-Nonsense Approach to Instructional Design</i> , Chapter 11 8-1 Discussion: The Role of Activities in Course Design 8-2 Assignment: Designing an Exercise
9	Designing Assessments <i>Designing Effective Instruction</i> , Chapters 11 and 12 9-1 Final Project Two: Submit 9-2 Archiving Your Coursework to Chalk & Wire
10	Seeking Solutions Through Communities of Practice 10-1 Discussion: Instructional Design Blog Round-Up

### Attendance Policy

Online students are required to submit a graded assignment/discussion to Blackboard during the first week of class. If a student does not submit a posting to the graded assignment/discussion during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

### Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

## **SNHU College of Online and Continuing Education Student Handbook**

Review the [student handbook](#).

### **ADA/504 Compliance Statement**

Southern New Hampshire University is dedicated to providing equal access to individuals with disabilities, including intellectual disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities.

As soon as you become aware of a disability, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the OAC. Note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed.

Contact Information:

Online Accessibility Center

Phone: 866-305-9430

Email: [oad@snhu.edu](mailto:oad@snhu.edu)

For questions concerning support services, documentation guidelines, or general disability issues, visit the [Online Accessibility Center](#) website.

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the [Disability Services](#) webpage.

### **Academic Honesty Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

### **Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

### **SNHU College of Online and Continuing Education Withdrawal Policy**

Review the [full withdrawal policy](#).

### **Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).

**Assessment Calibration and Student Work Samples**

For the purpose of continuous improvement of our educational training, Southern New Hampshire University's College of Online and Continuing Education may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you have any questions or concerns, contact your advisor. If you would like to withdraw permission for use of your work, please contact the assessment calibration administrator at [assessmentcalibration@snhu.edu](mailto:assessmentcalibration@snhu.edu). See [this document](#) for more information.