APPLICATION FOR NEW COURSE

1. Submitted by College of <u>Education</u>   Date <u>February 17, 2005</u>

   Department/Division offering course <u>Special Education and Rehabilitation Counseling</u>

2. Proposed designation and Bulletin description of this course

   a. Prefix and Number <u>EDS 651</u> b.   Title* <u>Distance Education: Delivery</u>
      *NOTE: If the title is longer than 24 characters (including spaces), write a
      sensible title (not exceeding 24 characters) for use on transcripts
      ___<u>Distance Ed.: Delivery</u>___

   c. Lecture/Discussion hours per week

   d. Laboratory hours per week   <u>0</u>

   e. Studio hours per week   <u>0</u>

   f. Credits   <u>3</u>

   g. Course description

      <u>An increasing number of institutions of higher learning are developing distance
      learning programs. This is of particular value in programs, such as special
      education, that must reach underserved regions. However, most faculty have no
      prior experience with distance learning technology before they are required to
      teach such a course. Since distance education requires a unique set of skills that
      includes the development of materials, setting reasonable timelines for delivery,
      facilitating interactions with and between multiple sites, and projecting a
      competent delivery of content, this course has been designed for those faculty or
      future faculty who plan to teach via distance learning technology. This course
      will review current literature on how to deliver distance education content, with
      an emphasis on delivery models that have been used in higher education to
      prepare special education personnel, and will provide activities for planning such
      delivery.</u>

      NEW COURSE DESCRIPTION: This course has been designed for those faculty or future faculty who plan to teach via distance education technology. This course will review current literature on how to deliver distance education content with attention to developing materials, setting delivery timelines, facilitating interactions, and using appropriate teaching strategies.

   h. Prerequisites (if any)

      <u>Master's degree</u>

   i. May be repeated to a maximum of _____ (if applicable)

4. To be cross-listed as

   _____   _____

5.   Effective Date Fall, 2005

6.   Course to be offered   _ Fall   X Spring   X Summer

7.   Will the course be offered each year?   X Yes   _ No
      (Explain if not annually)

      The course will be offered on an annual basis in either spring or summer. The course will
      be part of a special education track within a graduate certificate in distance education.

8.   Why is this course needed?

      An increasing number of institutions of higher education (IHEs), throughout Kentucky,
      the nation, and the world, are exploring the development and offering of credit courses
      and programs via a wide variety of distance education technologies. Due to the paucity of
      certification programs in special education, institutions that prepare personnel in special
      education, in particular, have found distance education delivery to be an effective way to
      prepare teachers in underserved regions. However, most IHE faculty and administrators
      have little, if any, prior experience with distance education technologies and need a
      unique set of skills before they are required to offer, support, and teach in such programs.
      The University of Kentucky has a history of offering innovative programs in distance
      education across a variety of technologies. In particular, faculty in the Department of
      Special Education and Rehabilitation Counseling have offered graduate degrees through
      distance education since 1989 and currently offer a doctoral degree with a focus in
      distance education. The proposed course was first offered to EDSRC doctoral students
      through a special topics course number. Because of the demand for the course, the course
      has been open to graduate students and faculty across disciplines at UK and other
      institutions (i.e., Utah State University, Kentucky Community and Technical College
      System) on an annual basis since that time. Institutionalizing the course will allow faculty
      and students to plan programs of study with this course offered on a permanent basis
      under a permanent course number. In addition, the course will allow students to gain
      expertise in distance education delivery as a requirement to complete a newly proposed
      9-hour certificate in distance education. The certificate can serve as an outside area in
      doctoral programs to give graduates an added skill in the search for employment.

9.   a.   By whom will the course by taught? Faculty in EDSRC (Dr. Belva C. Collins
            developed this course. At present, she teaches the course as a special topic; she or
            other faculty in EDSRC will continue to teach the course once it is
            institutionalized.)

      b.   Are facilities for teaching the course now available? X Yes   ___ No

            If not, what plans have been made for providing them? The course is offered in an
            online format and does not require classroom space.

10. What enrollment may be reasonably anticipated? <u>Enrollment will be limited to 15 to allow the instructor to effectively interact with students.</u>

11. Will this course serve students in the Department primarily?   __ Yes   X No
Will it be of service to a significant number of students outside of the Department?
If so, explain.   X Yes   __ No

<u>Although this course will serve EDSRC doctoral students, it is anticipated that the course will continue to serve a significant number of students outside of the Department as well, especially since it will be part of the proposed graduate certificate in distance education.</u>

Will the course serve as a University Studies Program course? __ Yes   X No

12. Check the category most applicable to this course

__   traditional; offered in corresponding departments elsewhere

__   relatively new, now being widely established

<u>X</u>   not yet to be found in many (or any) other universities

13. Is this course part of proposed new program?   __ Yes   X No
If so, which?

<u>The course will be part of the existing options in the doctoral program in personnel preparation in the EDSRC. In addition, it will be part of a new certificate in distance education to be offered through the Graduate School.</u>

14. Will adding this course change the degree requirements in one or more programs?*

                                                            __ Yes   X No
If yes, explain the change(s) below

15. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used. <u>(See attached syllabus.)</u>

16. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

17. Within the Department, who should be contacted for further information about the proposed course?

Name <u>Dr. Belva C. Collins</u>   Phone Extension   <u>257-8591</u>

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

APPLICATION FOR NEW COURSE

Signatures of Approval:

_____   _____
Department Chair   2/17/05
                                         Date

_____   _____
Dean of College   3/14/05
                                         Date

                                      _____
                                      Date of Notice to the Faculty

_____   _____
*Undergraduate Council   Date

_____   _____
*University Studies   Date

_____   _____
*Graduate Council   Date

_____   _____
*Academic Council for the Medical Center Date

_____   _____
*Senate Council (Chair)   Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

_____
ACTION OTHER THAN APPROVAL

EDS 647 COURSE SYLLABUS

Distance Education: Delivery
(3 credits)

TABLE OF CONTENTS

Prerequisites

Master's degree

Schedule

Online course with weekly modules

Instructor

Belva Collins, Ed.D.

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University of Kentucky
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Description

An increasing number of institutions of higher learning are developing distance learning programs. However, most faculty have little or no prior experience with distance learning technology before they are required to teach such a course. Since distance education requires a unique set of skills that includes the development of materials, setting reasonable timelines for delivery, facilitating interactions with and between multiple sites, and projecting a competent delivery of content, this course has been designed for those faculty or future faculty who plan to teach via distance learning technology. This course has been designed to review current literature on how to deliver distance education content and to provide hands-on experience in such delivery.

Relationship to Colleges' Conceptual Framework and Kentucky Education Reform Act

Distance education technology is increasingly being used in Kentucky to deliver coursework to train teachers in the practices dictated under the Kentucky Education Reform Act (KERA). Learners in this course will become prepared to delivery such course content using distance education technology. In addition, the learners will design a lesson for a course that will contain content specifically related to KERA to be delivered using distance learning technology. The KERA new educator outcomes addressed in the content of the lesson designed by each student will be specific to each student's selected topic and area of expertise.

Objectives

Upon completion of this course in distance education, learners will be able to critically discuss "state of the art" and "best practice" models for delivering educational programs via distance learning technology (e.g., satellite, interactive video, internet). More specifically, learners will be able to design a higher education distance learning course, including course syllabi, supplemental materials, and individual lesson plans. Students will be encouraged to investigate and prepare for delivery in their content area of expertise (e.g., special education). This will be accomplished through the following objectives:

1.   Read and discuss the professional literature that relates to the delivery of distance education courses.

2.   Participate in cooperative activities with other distance educators via an online discussion.

2.   Design the framework (development activities, timelines, syllabus) for a course framework using distance education technology.

3.   Design a course session (outline, timelines, materials, activities, assessment) using distance education technology.

Class Organization and Management

The purpose of presenting videoclips of seminar meetings is to present a discussion of issues pertaining to the delivery of educational content via distance education technology (e.g., satellite, interactive video, internet). Students will be enrolled in a course which utilizes videostreaming on the internet. In spite of the delivery mode, <u>active participation</u> is encouraged and expected. All students will have Blackboard access and will be able to interact with each other through email and online discussions.

This will be accomplished through the following learning activities:

1.   Read and critically discuss all assigned readings through responses to guided questions.

2.   Identify various technologies used in delivering distance education coursework.

3.   Prepare timelines and activities for planning the delivery of a distance education course and class session.

4.   Create graphic and supplemental materials suitable for distance education delivery.

5.   Design activities and guidelines for facilitating interactions in distance education delivery.

6.   Create a means for testing student mastery of content offered through distance education.

7.   Create a means of evaluating the effectiveness of coursework offered through distance education.

8.   Design activities for preparing students and instructors to participate in distance education delivery.

9.   Identify potential problems and solutions associated with distance education in higher education.

10.   Create a model for distance education delivery.

11.   Identify issues in collaboration associated with distance education delivery.

Required Textbook

Course readings are available in two formats. First, a collection of readings for the course will be available for purchase through Johnny Print, 547 South Limestone Street, Lexington, KY, for those who wish to purchase hard copies. Distant students may order the packet by calling (859) 254-6139. The course readings also are available online for those who wish to access them electronically. See the course materials section in Blackboard.

Course Procedure, Products, and Due Dates

Below each topic of the course outline are a series of required readings that are included in the reading packet. For purposes of class pacing and interactive activities, all students are expected to work through the modules at the same pace.

Module Dates   Topic and Assignment

6/10-6/17   Topic 1: Overview of Course and Distance Learning Technology

Gruenhagen, K., McCracken, T., & True, J. (1999). Using distance education
    technologies for the supervision of student teachers in remote rural schools. *Rural
    Special Education Quarterly, 18*(3/4), 58-64.
Hains, A. H., Belland, J., Conceicao-Runlee, S., Santos, R. M.., & Rothenberg, D.
    (2000). Instructinal technology and personnel preparation. *Topics in Early Childhood
    Special Education, 20,* 132-145.
Ludlow, B. L., & Brannan, S. A. (1999). Distance education program preparaing
    personnel for rural areas: Current practices, emerging trends, and future directions.
    Rural Special Educaiton Quarterly, 18(3/4), 5-21.
Paulsen, K. J., Higgins, K., Miller, S. P., Strawser, S., & Boone, R. (1998). Delivering
    instruction via interaction television and videotape: Student achievement and
    satisfaction. *Journal of Special Education Technology, 13*(4), 59-77.
Spooner, F. Spooner, M., Algozzine, B., & Jordan, L. (1998). Promises, practices, and
    potential pitfalls. *Teacher Education and Special Education, 21*(2), 1221-131.
Zirkle, C. (2002). Distance education and the trade and industry educator. *Tech
    Directions, 62*(4), 32-37.

6/17-6/21   Topic 2: Planning a Distance Education Course

Ferrell, K. A., Persichitte, K. A., Lowell, N., & Roberts, S. (2001). The evolution of a
    distance delivery system that supports content, students, and pedagogy. *Jorunal of
    Visual Impairment & Blindness, 95*(10), 597-609.

Ludlow, B. L., Foshay, J. D., Brannan, S. A., Duff, M. C., & Dennison, K. E. (2002).
    Updating knowledge and skills of practitioners in rural areas: A web-based model.
    *Rural Special Education Quarterly, 21*92), 33-44.

Meyen, E. L., & Lian, C. H. T. (1997). Developing online instruction. *Focus on Autism
    & Other Developmental Disabilities, 12,* 159-166.

Murphy, K. L., Cathcart, S., & Kodali, S. (1997). Integrating distance education
    technologies in a graduate course. *TechTrends, 42*(1), 24-28.

Schrum, L. (1996). Teaching at a distance: Strategies for successful planning and
    development. *Learning and Leading with Technology,* 30-33.

Willis, B. (1998). Effective distance education planning: Lessons learned. *Educational
    Technology, 38*(1), 57-59.

6/21-6/24   Topic 3: Preparing Materials for Distance Education Delivery

Collins, B. C., Schuster, J. W., Ludlow, B. L., & Duff, M. (2002). Planning and delivery
    of online coursework in special education. *Teacher Education and Special
    Education, 25,* 171-186.

Ho, C. P. (1991). Instructional strategies for interactive television. *Journal of Special
    Education Technology, 11,* 91-98.

Philips, V. (1995). Five essential rules for designing distance degree outreach materials
    for adult learners. *Adult Learning, 6*(3), 10-11.

Roberts, D. W. (1998). Effective use of distance education materials for on-campus
    learning. *Distance Education, 19*(2), 358-374.

Schnorr, J. M. (1999). Devloping and using technology for course delivery. *Teacher
    Education and Special Educaiton, 22,* 114-122.

6/24-6/28   Topic 4: Planning for Interactions in a Distance Education Course

Bruce, S. M., & Hwang, T. T. (2001). Web-based teacher preparation in visual
    impairment: Course development, teaching, learning, & quality assurance. *Journal of
    Visual Immpairment & Blindness, 95*(10), 609-623.

Carmichael, J. (1995). Voice mail and the telephone: A new student support strategy in
    the teaching of law by distance education. *Distance Education, 16*(1), 7-23.

Gilbert, L., & Moore, D. R. (1998). Building interactivity into web courses: Tools for
    social and instructional interaction. *Educational Technology, 38*(3), 29-35.

Hassenplug, C. A., & Harnish, D. (1998). The nature and importance of interaction in
    distance education credit classes at technical institutes. *Community College Journal
    of Research and Practice, 22*(6), 591-605.

Mikovsky, E. (1997). Techniques for distance learning instruction. *Media & Methods,
    34*(1), 24.

Smith, C. R. (1996). Taking the distance out of distance learning. *Training and
    Development, 50,* 87-89.

6/28-7/1   Topic 5: Planning a Distance Education Class Session

Keesler, D., & Keefe, B. (1999). Going the distance. *American School & University,* *71*(11), 44-47.

Luetke-Stahlman, B. (1995). Deaf education in rural/remote areas: Using compressed/interactive television. *Rural Special Education Quarterly, 14,* 37-42.

Piercy, K. W. (2000). Teaching gerontology via distance education: Variety is the key to success. *Educational Gerontology, 26*(7), 665-676.

Shaeffer, M B.. & Shaeffer, J. M. (1993). Audio teleconferencing: Creating a bridge between rural areas and the university in early childhood/special education. *Rural Special Education Quarterly, 12,* 23-29.

Tift, C. (1989). Elements of a successful technology-based distance education program. *Rural Special Education Quarterly, 9,* 37-42.

Zabala, J., & Collins, B. C. (2003). No surprises! A collaborative planning guide for professional development via interactive video. In S. Smith, Teacher education: Asssociate editor's column. *Journal of Special Education Technology. 18,* 51-57.

7/8   Midterm Assignment Due

7/8-7/12   Topic 6: Testing and Evaluation of Distance Education Students

Beard, L. A., & Harper, C. (2002). Student perceptions of online versus on campus instruction. *Eduction, 122,* 658-664.

Blackhurst, A. E., Lahm, E. A., & Harrison, E. M., & Chandler, W. G. (1999). A Framework for aligning technology with transition competencies. *Career Development for Exceptional Individuals, 22,* 153-183..

Cheung, D. (1998). Developing a student evaluation for distance etching. *Distance Education, 19*(1), 23-42.

Cooke, N. L., & deBettencourt, L. (2001). Using distance education technology to train teachers: A case study. *Teacher Education and Special Education, 24,* 220-228.

Miller, C., & Smith, C. (1998). Professional development by distance education: Does distance lend enhancement? *Cambridge Journal of Education, 28,* 221-231.

Sherry, A. C., Fulford, C. P., & Zhang, S. (1998). Assessing distance learners' satisfaction with instruction: A quantitative and qualitative method. *American Journal of Distance Education, 12*(3), 4-28.

7/12-7/15   Topic 7: Preparing Students and Faculty as Distance Education Participants

Baird, M. (1995). Training distance education instructors: Strategies that work. *Adult Learning, 7*(1), 24-26.

Bruce, M. A., & Shade, R. A. (1995). Effective teaching and learning strategies using compressed video. *Tech Trends, 40,* 18-22.

Collins, B. C., & Grisham-Brown, J. (2001). Guidelines for distance learning content delivery. In B. L. Ludlow & F. Spooner (Eds.), *Distance education in special education: Personnel preparation applications.* Reston, VA: Council for Exceptional Children.

Collins, B. C., Schuster, J. W., & Grisham-Brown, J. (1999). So you're a distance learner? Tips and suggestions for special education personnel involved in distance learning. *Rural Special Education Quarterly, 18*(3/4), 66-71.

Lawrence, B. H. (1996-97). Online course delivery: Issues of faculty development. *Journal of Educational Technology Systems, 252*), 127-131.

Meyen, E. L., & Lian, C. H. T. (1997). Teaching online courses. *Focus on Autism & Other Developmental Disabilities, 12,* 166-175.

7/15-7/19 Topic 8: Considering Student Issues in Distance Education Delivery

Cain, H. M., Merrill, Z. (2001). Distance education for master's students with visual impairments: Technology and support. *Journal of Visual Impairment & Blindness, 95*(9).

Day, J. N., & Sebastion, J. P. (2002). Preparing vision specialists at a distance: A qualitative study on cmputer-enhanced learning. *Journal of Visual Impairment & Blindness, 96*(11), 796-808.

Fichten, C. S., Asuncion, J. F., Varile, M. Fossey, M., & Simone, C. (2000). Access to educational and instructional computer technologies for post-secondary student with disabilities: Lessons from three empirical studies. *Journal of Educational Media, 25,* 179-202.

Miller, G. (1998). Learning strategy and learner characteristic variables related to achievement in agriculture courses delivered by videotape. *Journal of Agricultural Education, 39,(4),* 37-44.

Phillips, M. R., & Peters, M. J. (1999). Targeting rural students with distance learning courses: A comparative study of determinants. *Journal of Education for Business, 74*(6), 351-357.

Spooner, F., Jordan, L., Algozzine, B., & Spooner, M. (1999). Student ratings of instruction in distance learning and on-campus classes. *Journal of Education Research, 92*(3), 132-140.

7/19-7/22 Topic 9: Comparison of Distance Education Models

Brolin, D. E., Cook, I. D., & O'Keefe, S. (1994). Going the distance with life centered career education. *Rural Special Education Quarterly, 13,* 64-65.

Collins, B. C. (1997). Training rural educators in Kentucky through distance learning: A model with follow-up data. *Teacher Education and Special Education, 20,* 234-248.

Royce, P., Cummings, R., & Cheney, C. (1991). Project NETWORK: A distance learning model in early childhood special education. *Rural Special Education Quarterly, 10,* 2-4.

Jordan, L., Spooner, F., Calhoun, M. L., Beattie, J., Algozzine, B., & Galloway, T. (1999). Life beyond the large city: A distance education program in learning disabilities. *Rural Special Education Quarterly, 18*(3/4), 44-58.

Wood, W. M., Miller, K., & Test, D. W. (1998). Using distance learning to prepare supported employment professionals. *Jorunal of Rehabilitation, 64,* 48-54.

Zentall, S. S., & Javorsky, J. (1997). Attention deficit hyperactivity disorder research-to-practice through distance education. *Teacher Education and Special Education, 20,* 146-155.

7/22-7/26   Topic 10: Working Collaboratively to Deliver Distance Education Coursework

Artesani, J., Smith, V., & Goessling, D. (1998). Collaborative instruction over interactive television: The agony and the ecstasy. *Rural Special Education Quarterly, 17,* 3-11.

Gatliff, B., & Wendel, F. C. (1998). Inter-institutional collaboration and team teaching. *American Journal of Distance Education, 12*(1), 26-37.

Graham, M. & Scarborough, M. G. (2001). Enhancing the learning environment for distance education students. *Distance Educationn, 22,* 232-244.

Grisham-Brown, J. G., Knoll, J. A., Collins, B. C., & Baird, C. M. (1998). Multi-university collaboration via distance learning to train rural special education teachers and related services personnel. *Journal of Special Education Technology, 13,* 110-121.

Knapczyk, D., Rodes, P., chung, H., & Chapman, C. (1999). Collaborative teacher education in off-campus rural communities. *Rural Special Education Quarterly, 18*(3/4), 36-44.

Murphy, K. L., & Cifuenteses, L. (2001). Using Web tools, collaborating, and learning online. *Distance Education, 22,* 285-305.

8/2   Final Assignment Due

Evaluation and Grading Criteria

1.   Independent Responses to Readings (25%)

Learners will be evaluated on each topic by their responses to a set of questions to accompany each module's readings that will be posted on the first day of a topic. Answers to each topic reading response questions are to be submitted to the course instructor in person, via mail, via email, or via Blackboard by 7:00 a.m. on the day that a new topic begins. A four point scale will be used by the instructor to evaluate student responses on each topic.

Scale:

4   Exceptional
3   Professional
2   Marginal
1   Unacceptable/Inappropriate
0   No response

2.   Cooperative Discussion Board Activities (25%)

All students will participate in cooperative activities via the discussion board as they work through each topic. Students must participate in these discussion activities a minimum of two times during a topic period. Only those responses that are posted on the discussion board by 7:00 a.m. on the day that a new topic begins will be graded. These activities will consist of the following:

Topic 1   providing an overview of the students, the student's experience with distance education, and available distance education options at the student's educational institution

Topic 2   planning the format of a distance education course (e.g., content, team members, receiving sites, technology, communication, etc.)

Topic 3   generating a list of supplemental materials to be provided for a distance education course

Topic 4   designing guidelines for student-teacher interaction outside of a distance education course

Topic 5   developing timelines for preparing a class session

Topic 6   generating a list of items for evaluating a distance education course

Topic 7   generating a list of activities or materials to prepare students to be distance learners

Topic 8   identifying potential problems and solutions specific to the delivery of distance education coursework at the undergraduate or graduate level

Topic 9   identifying ways computer technology can be used to enhance distance education course delivery

Topic 10   identifying issues in collaboration between students, faculty, disciplines, and institutions

Each discussion response will be graded separately and an overall grade for participation will be based on the average grade. Discussion participation will be graded by the following scale:

Scale:

4   Exceptional
3   Professional
2   Marginal
1   Unacceptable/Inappropriate
0   No participation

3.   **Mid-term and Final Independent Activities (50%)**

All students will complete two independent activities, one at mid-term and one at the end of the semester. These activities will be due by 7:00 a.m. on the due dates. Students may submit these activities to the instructor in person, via mail, via email, or via Blackboard. Students should preview the independent activities

in advance since some activities may require advance planning. Independent activities will be explained in the announcement section of the module and will consist of the following:

Midterm project:	preparing a list of development activities for distance education course, timelines for implementing the activities, and a syllabus for the course
Final project:	preparing an outline for a course session, including timelines for activities within the session, course materials, activities, and assessment of student learning

4. Incomplete

A grade of Incomplete will be given under the following conditions only:

(1) Completed and earned 80% or more of the points available.
(2) Submitted a detailed outline or rough draft of incomplete projects by the 1st day of the course.
(3) Has the written permission of the instructor.

If a grade of incomplete is granted, the learner will have until the first day of the Fall semester to complete the course.

8. Plagiarism (See Appendix C)

Plagiarism will result in a grade course of E and referral to the Graduate Admissions and Standards Committee for disposition. Students should consult the American Psychological Association manual for guidelines in citing references.

9. Course Grading Scale:

Percent of Points	Grade
90-100	A
80- 89	B
70- 79	C
69 or below	E

Appendix A

Source: *Student Rights & Responsibilities. University of Kentucky, 1979.*

3.1   Plagiarism

All academic work, written or otherwise, submitted by a student to his instructor or other academic supervisor, is expected to be the result of his own thought research, or self-expression. In any case in which a student feels unsure about a question of plagiarism involving his work, he is obliged to consult his instructor on the matter before submitting it.

When a student submits work purporting to be his own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the student is guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, he must carefully acknowledge exactly what, where and how he has employed them. If he uses the words of someone else, he must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part the public domain.

Application for New Course Department of Special Education & Rehabilitation Counseling

Prefix and number: EDS 651

Title : Distance Education: Delivery

Lecture/ Discussion: hours per week 2 1/2 hours

Credits: 3

Course Description: An increasing number of institutions of higher learning are developing distance learning programs. This is of particular value in programs, such as special education, that must reach underserved regions. However, most faculty have no prior experience with distance learning technology before they are required to teach such a course. Since distance education requires a unique set of skills that includes the development of materials, setting reasonable timelines for delivery, facilitating interactions with and between multiple sites, and projecting a competent delivery of content, this course has been designed for those faculty or future faculty who plan to teach via distance learning technology. This course will review current literature on how to deliver distance education content, with an emphasis on delivery models that have been used in higher education to prepare special education personnel, and will provide activities for planning such delivery.

Prerequisites: Master's degree
Rational An increasing number if institutions of higher education(IHEs), throughout Kentucky, the nation, and the world, are exploring the development and offering of credit courses and programs via a wide variety of distance education technologies. Due to the paucity of certification programs in special education, institutions that prepare personnel in special education, in particular, have found distance education delivery to be an effective way to prepare teachers in underserved regions. However, most IHE faculty and administrators have little, if any, prior experience with distance education technologies and need a unique set of skills before they are required to offer, support, and teach in such programs. The University of Kentucky has a history of offering innovative programs in distance education across a variety of technologies. In particular, faculty in the Department of Special Education since 1989 and currently offer a doctoral degree with a focus in distance education. The proposed course was first offered to EDSRC doctoral

students through a special topics course number. Because of the demand for the course, the course has been open to graduate students and faculty across disciplines at UK and other institutions (i.e., Utah State University, Kentucky Community and Technical College System) on an annual basis since that time. Institutionalizing the course will allow faculty and students to plan programs of study with this course offered on a permanent basis under a permanent course number, In addition, the course will allow students to gain expertise in distance education delivery as a requirement to complete a newly proposed 9-hour certificate in distance education. The certificate can serve as a outside area in doctoral programs to give graduates an added skill for search for employment.