

APPLICATION FOR NEW COURSE

1. Submitted by College of Education Date February 17, 2005
 Department/Division offering course Special Education and Rehabilitation Counseling

2. Proposed designation and Bulletin description of this course

a. Prefix and Number EDS 652 b. Title* Distance Education: Management and Support

*NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts

Distance Ed.: Management

c. Lecture/Discussion hours per week 2 1/2

d. Laboratory hours per week 0

e. Studio hours per week 0

f. Credits 3

g. Course description

An increasing number of institutions of higher education programs. In particular, IHEs that have embraced distance education as a means where there are no accessible preparation programs however, have limited or no prior experience before they undertake such an endeavor. Since

around a unique set of issues, this course has been designed for those faculty or future faculty who may be involved in the administration of distance education programs, especially in areas of need, such as special education. This course will focus on current issues and challenges in distance education support and management, including such topics as provision of quality support services; distance education policy issues at the local state, national, and international level; model administrative structures; instruction and technology funding, and emerging virtual institutions. Relevant and up-to-date WEB links, interviews with experienced distance education administrators, review of current literature, and panel discussion will enhance and enliven core content.

NEW COURSE DESCRIPTION: This course has been designed for those faculty or future faculty who plan to manage or direct programs delivered through distance education technology. The course will focus on current issues and challenges in distance education administration, including such topics as provision of quality support services; policy issues at the local state, national, and international level; model administrative structures; instruction and technology funding; and virtual institutions.

h. Prerequisites (if any)

Master's degree

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

4. To be cross-listed as

Prefix/Number Signature, Chairman, cross-listing department

5. Effective Date Fall, 2005

6. Course to be offered Fall ___ Spring Summer

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

The course has been offered on an annual basis under an experimental number in special education since the Fall of 2001. It is anticipated that the course will continue to be offered during the Fall or the Summer sessions on an annual basis as part of a newly proposed 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. This is especially true in IHEs that offer complete programs to prepare special education personnel. 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. Institutionalizing this course will allow faculty and students to plan programs of study with this course offered on a permanent basis. In addition, the course is attractive to students across disciplines who want to gain expertise in distance education and will be part of a newly proposed 12-hour graduate certificate in distance education. This certificate can serve as an outside area in doctoral programs to give graduates an added skill in the search for employment. Finally, the course also will continue to be offered through online delivery to faculty across the state (e.g., Kentucky Community and Technical College System) and across the nation (e.g., Utah State University).

9. a. By whom will the course be taught? Faculty from EDSRC in conjunction with personnel from UK Distance Learning Programs

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

If not, what plans have been made for providing them? Since this is an online course, classroom space will not be required.

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

11. Will this course serve students in the Department primarily? Yes No

Will it be of service to a significant number of students outside of the Department?
If so, explain. Yes No

Although this course will serve EDSRC students, it also will be part of a new graduate certificate in distance education that will be offered to graduate across disciplines at UK and at other participating institutions.

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

12. Check the category most applicable to this course

traditional; offered in corresponding departments elsewhere

relatively new, now being widely established

not yet to be found in many (or any) other universities

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

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.

14. Will adding this course change the degree requirements in one or more programs?*
 Yes 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. (See attached syllabus.)

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


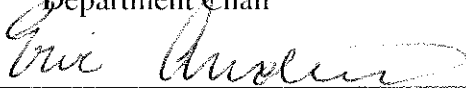
17. Within the Department, who should be contacted for further information about the proposed course?

Name Dr. Belva C. Collins Phone Extension 257-8591

*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:

<u></u>	<u>2/17/05</u>
Department Chair	Date
<u></u>	<u>3/14/05</u>
Dean of College	Date
_____	Date of Notice to the Faculty
*Undergraduate Council	Date
*University Studies	Date
_____	Approved by Graduate Council on April 14, 2005
*Graduate Council	Date
*Academic Council for the Medical Center	Date
_____	Date of Notice to University Senate
*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/GS 600 COURSE SYLLABUS – Fall 2004

Distance Education: Management and Support (3 credits)

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Prerequisites

Master's degree or consent of instructor

Schedule

Students will access the course via the Internet and be involved in weekly assignments and discussions. The course will include assigned readings; interviews via video streaming; Power Point slides; WEB links to distance learning resources; access to national listserves through the instructor and e-mail discussions.

Instructor

Constance M. Baird, M.L.S.; M.Ed. Media
Director, Distance Learning Programs
2-2 William T. Young Library
Office Phone: 257-8135
Office Hours: by appointment
e-mail: bairdc@email.uky.edu

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Purpose

The course will provide faculty, future faculty, administrators, and professional staff with an overview and examination of the different systems, structures and issues that comprise the management and support of distance education.

Description

Distance Education – Management and Support is one course in a proposed graduate series in distance education designed for administrators, faculty and support staff at all levels of higher education that plan to be or are engaged in distance education development, planning, funding, support and programming. The course will review and examine current issues and challenges in distance education management and support including such topics as provision of quality support services (academic, administrative, technical) to distance learning faculty and students; access to and research using electronic resources and distance education information services; program planning and development; distance education policy issues; instruction and technology funding and emerging virtual institutions. Core content will be presented through current literature review; relevant and up-to-date WEB links; access to nationally subscribed listserves in the distance education field through the instructor; interviews with experienced distance education faculty and administrators and panel discussion.

Objectives

Upon completion of this course in distance education management and support, learners will be able to:

- Demonstrate the expertise to search and analyze sources of information through use of electronic databases and WEB resources and through the weekly posting of articles and websites on various distance education topics
- Describe various technologies used in distance education delivery and compare and contrast the strengths and weaknesses of different distance education delivery systems
- Examine and evaluate an existing distance education program of their choice – in a discipline in which they teach or study
- Identify key management and support services that are critical to the success of a distance education program
- Identify key cost and funding issues that are critical to the success of a distance education program
- Identify at least three key policy issues that are part of the distance education environment

- Describe key aspects of collaboration within and outside of an institution that determine the success and/or failure of a distance learning efforts
- Discuss the direct impact of distance education on the higher education environment as reflected in readings and interviews
- Critique emerging distance education models through selection and review of a unique virtual institution
- Identify at least three future challenges for administrators, faculty and staff involved in distance education

Class Methods and Activities:

This course will provide a strong collaborative and flexible learning environment for the delivery of content on distance education management and support. Learners will be encouraged and expected to actively participate in the sharing of resources and the exchange and examination of ideas and issues related to the 10 topic modules through weekly and semester assignments and projects. Online weekly module components of the course will include:

- Electronically posted weekly readings
- PP slides with audio commentary on assigned readings
- Website exploration
- Video clips of expert interviews
- Module discussion question or exercise
- Weekly citation/annotation posting
- Weekly website/URL posting

To actively achieve course objectives, learners will be expected to accomplish the following:

1. Participation in an introductory bibliography instruction module on how to access electronic resources on distance education. This is critical to your ability to identify and abstract the required weekly article and website on a distance education module topic
2. Identify, abstract and share online 1 current article and 1 current website per week on discussion topics 2-11. Students will serve as contributors, compilers and WEB-publishers of the final product - an up-to-date bibliography/webliography on distance education management and support. The topic of distance education in higher education is ever changing and dynamic - with wide variance of opinion within and outside of institutions of higher and adult education. To stay current on the topic, it is critical that students develop the expertise to successfully research electronic databases and information resources online to

identify scholarly, professional and trade highlight, feature or include distance learning as a recurring theme.

3. Read, critically discuss and respond to weekly questions and/or exercises posed in relation to assigned readings and interviews. Active participation will be accomplished through e-mail and threaded discussion emphasizing both teacher/learner and learner/learner interaction. In addition to assigned articles, students will have weekly access through the instructor to cutting edge information sources.
4. Shadow and observe a member of a distance education management and support services team as described in Modules IV. and V. during a particular distance education activity (course development; course delivery; student orientation; student registration; marketing development; library resource access etc.); interview that person about the activity and then summarize your own observations using the outline provided in Appendix A.
5. Interview a distance learning administrator or faculty member who has been a key player in the planning process of a specific distance education program. The DE program may be in any discipline at the community college, undergraduate, graduate or professional level and can be at the state, regional, national or international level. Based on information provided in the interview and individual research on the program (student interviews, critique of program delivery, published articles, etc.) analyze how the program is being/has been assessed, planned, developed, implemented and evaluated using the outline provided in Appendix B. Identify successful strategies within the program plan and target areas for improvement, restructuring and reevaluation.

It is critical that all students in the course keep a hardcopy or a separate electronic copy of all work/responses submitted in the event of online loss of materials or unforeseen technological problems.

Tentative Course Schedule, Required Readings and Assignments

**Week of:
August 30th**

**Topic:
I. Bibliographic Instruction/Electronic Resources
Module; Overview of Course**

Bunker, D. (1998). Gaining Perspective for the Future of Distance Education from Early Leaders. The American Journal of Distance Education, 12(2), 46-53

Moore, M. (2000). Charles Wedemeyer – The Father of Distance Education. In Michael G. Moore & Namin Shin (Eds.), Speaking Personally about Distance Education: Foundations of Contemporary Practice (pp. 1-6). University

Park, PA: The American Center for the Study of Distance Education

Moore, M. (2000). ICDE – The World Body of Distance Education. In Michael G. Moore & Namin Shin (Eds.), Speaking Personally about Distance Education: Foundations of Contemporary Practice (pp. 71-75). University Park, PA: The American Center for the Study of Distance Education

Moore, M. (1993). Is Teaching Like Flying? A Total Systems View of Distance Education. The American Journal of Distance Education, 7(1), 1-10

Boaz, M., Elliott, B., Foshee, D., Hardy, D., Jarmon, C. & Olcott, D. (1999). Glossary of Terms. In Teaching at a Distance – A Handbook for Instructors (pp. 87-92). Mission Viejo, California: League for Innovation in the Community College and Archipelago Productions

Supplementary Reading:

Armstrong, L. (2000) Distance Learning – An Academic Leader’s Perspective on a Disruptive Product. Change, 32(6), 20-27

Complete bibliographic instruction module, answer the discussion question and post first abstracted article/website by **September 10th** as a “test exercise”. Please send a copy of your abstracted article and website to Pat Wilson, Distance Learning Librarian, for feedback at pwilson@uky.edu

September 13th II. Distance Education Technologies and Related Issues

Readings:

Yoakam, M. (1999). Introduction to Distance Learning. In Distance Learning: A Guide to System Planning and Implementation (3rd ed.) (pp. 5-11). Bloomington, Indiana: Indiana University.

Boaz, M., Elliott, B., Foshee, D., Hardy, D., Jarmon, C. & Olcott, D. (1999). Instructional Technologies – Part Two Strategies for Instructor Success – Selecting and Using Distance Education Technologies. In Teaching at a Distance – A Handbook for Instructors (pp. 26-29; 31-39). Mission Viejo, California: League for Innovation in the Community College and Archipelago Productions

Spitzer, D.R. (1998). Rediscovering the Social Context of Distance Learning. Educational Technology, 38(2), 52-56

**Supplementary
Reading:**

Wulf, William A. (2003) Higher Education Alert: The Information Railroad Is Coming, *Educause* 38 (1), 12-21.

Response to weekly question and posting of article and website due no later than **September 19th**. Response to student posting due by **noon on September 20th**.

September 20th III. Planning and Development of a Distance Education Program

Readings:

Dasher-Alston, R.M. & Patton, G.W. (1998) Evaluation Criteria for Distance Learning. *Planning for Higher Education*, 27 (Fall), 12-17

Sedlak, R.A. & Cartwright, G.P. (1997). Two Approaches to Distance Education: Lessons Learned. *Change*, 29 (1), 54-56.

Smith, T.A., Raybould, T.P., & Hardison, J.D. (1998). A Distance Learning Program in Advanced General Dentistry. *Journal of Dental Education*, 62 (12), 975-984.

Nixon, M.A. & Leftwich, B.R. (1998). Leading the Transition from the Traditional Classroom to a Distance Learning Environment. *THE Journal*, 26 (1), 54-58.

Chepesiuk, R. (1998). Learning Without Walls. *American Libraries*, 29(9), 62-65

Lezberg, A.K. (1998) Quality Control in Distance Education: The Role of Regional Accreditation. *The American Journal of Distance Education*, 12 (2), 26-35

**Supplementary
Reading:**

Bunn, M.D. (2001) Timeless and Timely Issues in Distance Education Planning. *The American Journal of Distance Education*, 15(1), 55-68

Response to weekly question and posting of article and website due no later than **September 26th**. Response to student posting due by **noon on September 27th**.

September 27th IV. Academic, Administrative and Technological Support Services and Management Teams

- Readings: Potter, J. (1998). Beyond Access: Student Perspectives on Support Service Needs in Distance Learning. Canadian Journal of University Continuing Education, 24(1), 59-82
- Rockwell, K., Schauer, J., Fritz, S. & Marx, D. (2000). Faculty Education, Assistance and Support Needed to Deliver Education via Distance. Online Journal of Distance Learning Administration, 3 (2), 1-10
<http://www.westga.edu/~distance/rockwell32.html>
- Aoki, K. & Pogroszewski, D. (1998). Virtual University Reference Model: A Guide to Delivering Education and Support Services to the Distance Learner. Online Journal of Distance Learning Administration, 1(3), 1-15
<http://www.westga.edu/~distance/aoki13.html>
- Walling, L.L. (1996). Going the Distance: Equal Education, Off Campus and On. Library Journal, 121(20), 59-62
- Curry, R.F., Baldwin, R.G. & Sharpe, M.S. (1998) Academic Advising in Baccalaureate Distance Education Programs. The American Journal of Distance Education, 12 (3), 42-52
- Weekly response to question and posting of article and website due no later than **October 3rd**. Response to student posting due by **noon on October 4th**.

October 4th

V. Distance Learning Library/Electronic Resources and Virtual Libraries

- Readings: Niemi, J.A., Ehrhard, B.J. & Neeley, L. (1998) Off-Campus Library Support for Distance Adult Learners. Library Trends, 47 (1), 65-73
- Cooper, R., Dempsey, P.R., Menon, V., & Millson-Martula, C. (1998) Remote Library Users – Needs and Expectations. Library Trends 47 (1), 42-64
- ACRL Standards & Guidelines: Guidelines for distance learning library services. (2000, December). C&RL News, 61(11) #, 1023-1029.
- Luther, Judy (1998). Distance Learning and the Digital Library, or What Happens When the Virtual Student Needs to Use the Virtual Library in a Virtual University. Educom-Review, 33 (4), 22-26.
- Kirk, E.E. & Bartelstein, A.M. (1999). Libraries Close in on Distance Education. Library Journal, 124(6), 40-42

Buckman, R. (2001, March 12). Writing a New Chapter. The Wall Street Journal, pp.1-8.

Supplementary Readings:

Buchanan, E.A. (2000). Going the Extra Mile: Serving Distance Education Students. Online Journal of Distance Education Administration, 3(1), 1-7
www.westga.edu/~distance/buchanan31.html

Hawkins, B.L. (2001). Information Access in the Digital Era: Challenges and a Call for Collaboration. Educause Review, 36(5), 50-57

Weekly response to question and posting of article and website due no later than **October 10th**. Response to student posting due by **noon on October 11th**.

October 11th **Week to Shadow and Interview Distance Learning Management/Support Services Team Personnel**

October 18th **VI. Institutional Funding of Distance Education**

Readings: Texas Higher Education Coordinating Board (1996). Master Plan for Distance Learning: An Evolving Technological Process. In Response to House Bill 85 of the 74th Texas Legislature. Austin, TX: Texas Higher Education Coordinating Board Universities Division. (ERIC Document Reproduction Service No. ED 401 804, pp. 26-29)

Schifter, C.C. (2000) Compensation Models in Distance Education. Online Journal of Distance Learning Administration, 3 (1), 1-10
www.westga.edu/~distance/schifter31.html

Lawton, S. & Barnes, R. (1998) Developing Distance Learning Courses in a Traditional University. Quality Assurance in Education, 6 (2), 106-111.

Morgan, Brian M. (2000). Is Distance Learning Worth It? Helping to Determine the Costs of Online Courses. (Master's Thesis, Marshall University, 2000), 13-28

<http://webpages.marshall.edu/~morgan16/onlinecosts/distancelearning.pdf>.

Weekly response to question/exercise and posting of article and website due no later than **October 24th**.

Please note – for this module, all points are given for weekly response to instructor. No response to student posting required.

October 25th

VII. Distance Education Policy Issues

Readings:

Gellman-Danley, B. & Fetzner, M.J. (1998) Asking the Really Tough Questions: Policy Issues for Distance Learning. Online Journal of Distance Learning Administration (1) 1, 1-7
www.westga.edu/~distance/danley11.html

Berge, Z.L. (1998) Barriers to Online Teaching in Post-Secondary Institutions: Can Policy Changes Fix It? Online Journal of Distance learning Administration (1) 2, 1-11
www.westga.edu/~distance/Berge12.html

King, J.W., Nugent, G.C., Russell, E.B., Eich, J. & Lacy, D.D. (2000) Policy Frameworks for Distance Education: Implications for Decision Makers. Online Journal of Distance Learning Administration (3) 2, 1-5
www.westga.edu/~distance/king32.html

Olcott, D. & Schmidt, K. (2000). Redefining Faculty Policies and Practices for the Knowledge Age. In D.E. Hanna (Ed.), Higher Education in an Era of Digital Competition – Choices and Challenges (pp.259-285). Madison, WI: Atwood Publishing

Chambers, G. Toward Shared Control of Distance Education. (1999, November 19). The Chronicle of Higher Education, p. B 8

University of North Texas (2000). Distributed Learning - Creation, Use, Ownership, Royalties, Revision and Distribution of Electronically Developed Course Materials
www.unt.edu/legalaffairs/distributed_learning.html

Weekly response to question and posting of article and website due no later than **October 31st**. Response to student posting due by **noon on November 1st**.

November 1st

VIII. Distance Education Structure in Higher Education: Models, Mission and Strategic Planning

Readings:

Olcott, D. (1996) Destination 2000: Strategies for Managing Successful Distance Education Programs. Journal of Distance Education, 11 (2), 103-115

Holt, D.M. & Thompson, D.J. (1998) Managing Information Technology in Open and Distance Higher Education. Distance Education, 19 (2), 197-227

Hartman, J.L., Dziuban, C. & Moskal, P. (2000) Faculty Satisfaction in ALNs: A Dependent or Independent Variable? Journal of Asynchronous Learning Networks, 4(4), 1-22
<http://www.aln.org/alnweb/journal/jaln-vol4issue3.htm>

Panel Discussion of Distance Education Administrators

Management/Support Services Team activity due November 5th

Weekly response to question and posting of article and website due no later than **November 7th**. Response to student posting due by **noon on November 8th**.

November 8th **Week to Interview Faculty or Administrator/Research a Distance Education Program Planning and Development Process**

November 15th **IX. Institutional Collaboration Through Distance Education**

Readings: Gatliff, B. & Wendel, F.C. (1998). Inter-Institutional Collaboration and Team Teaching. The American Journal of Distance Education, 12 (1), 26-37.

Canadian Studies Online Program Memorandum of Agreement

Gilbert, S. (2000). Information Technology in the Consortium Setting The Edutech Report, October 2000, 1-6

Carliner, S. (2001) Administering Distance Courses Taught in Partnership and Other Institutions Online Journal of Distance Learning Administration 4 (2), 1-20
www.westga.edu/~distance/ojdl/summer42/carliner42.html

Weekly response to question and posting of article and website due no later than **November 21st**. Response to student posting due by **noon on November 22nd**.

November 22nd X. Emergence of New Distance Education Models - e.g. Virtual, Corporate, For-Profit

- Readings: Starr, D.R. (1998) Virtual Education: Current Practices and Future Directions The Internet and Higher Education 1 (2), 157-165
- Klor de Alva, J. Remaking the Academy: 21st Century Challenges to Higher Education in the Age of Information. EDUCAUSE Review, 35(2), 32-38
- Hanna, D.E. (2000). The Distance Education/Technology-Based Universities. In D.E. Hanna (Ed.), Higher Education in an Era of Digital Competition – Choices and Challenges (pp.117-137). Madison, WI: Atwood Publishing
- Hanna, D.E. (2000). New Players on the Block: For-profit, Corporate, and Competency-based learning Universities. In D.E. Hanna (Ed.), Higher Education in an Era of Digital Competition – Choices and Challenges (pp.139-162). Madison, WI: Atwood Publishing
- Thomas, P., Carswell, L., Price, B. & Petre, Marian (1998) A Holistic Approach to Supporting Distance Learning Using the Internet: Transformation, Not Translation British Journal of Educational Technology, 29 (2), 149-161
- Lenn, M.P. (1998) The New Technologies and Borderless Higher Education: the Quality Imperative Higher Education in Europe, 23 (2), 241-251

Supplemental Reading:

Stallings, D. (2000) The Virtual University: Legitimized at Century's End; Future Uncertain for New Millennium The Journal of Academic Librarianship 26(1), 3-14

Weekly response to question and posting of article and website due no later than **November 28h.**

Please note – for this module, all points are given for weekly response to instructor. No response to student posting required.

November 29th XI. Distance Education – Changing Environment and Future Directions

- Readings: Sorensen, A. A. & Snider, J.C. (1998) Linking the University Campus with the Global Village in the 21st Century. Journal of Continuing Higher Education, 46 (3) 2-7

Leonard, D.C. (1999) The Web, the Millennium, and the Digital Evolution of Distance Education Technical Communication Quarterly, 8 (1), 9-20

Dunn, S.L. (2000) The Virtualizing of Education The Futurist, 32(2), 34-38

Guernsey, L. (1998, March 27). Colleges Debate the Wisdom of Having On-Campus Students Enroll in On-Line Classes. The Chronicle of Higher Education, pp.1-4

Mahoney, J. (1998) Higher Education In a Dangerous Time: Will Technology Really Improve the University Journal of College Admission, v. 161, Fall 1998, 24-30

Supplementary
Reading:

Hawkins, B.L. (2000) Technology, Higher Education and a Very Foggy Crystal Ball Educause Review 35 (6), 64-70

**Distance Education Program Planning activity due
December 3rd**

Weekly response to question and posting of article and website due no later than **December 5th**. Response to student posting due by **noon on December 6th**.

December 6th **XIV. Review and explore submissions to DE Management and Support Bibliography/Webliography**

December 13th **XV. Course evaluation due**

Evaluation and Grading Criteria (see assignment details under Class Methods and Activities:

1. Participate in an introductory bibliography instruction module on how to identify and access electronic resources on distance education
2. Identify, abstract and share online 1 current article and 1 website per week on discussion topics 2-11. Students will serve as contributors, compilers and WEB-publishers of the final product - an up-to-date bibliography/webliography on distance education management and support. (30%)

10 submissions consisting of 1 article and 1 website graded on the following scale:

Each submission equals 3.0%

1% - submissions are on time

1% - submissions are clearly annotated and relevant to the topic

1% - article submission is from a refereed and/or appropriate journal as outlined in the Introductory Module; website submission is from an authoritative website as outlined in the introductory Module

- 3. Option A:** Read, critically discuss and respond to weekly questions and/or exercises posed by instructor in relation to assigned readings and interviews. Review student postings for each weekly question and choose one for an additional response. **(30% total whether using Option A or B)**

Responses graded on the following scale

Each response equals 3%

1% - original response is submitted by due date on syllabus

1% - response to instructor-posed question is presented clearly and addresses the question posed

1% - response to student posting is presented clearly, relates to the topic and is submitted by the due date. (This provides students with time to review original student postings and respond.)

Option B: Working within an assigned student group, read, critically discuss and respond to weekly questions and/or exercises posed by instructor in relation to assigned readings and interviews. Decide on a group leader to post a group response to the question – illustrating varying viewpoints (if indeed viewpoints vary!) from all participants.

Each group response equals 3%

1% - group response is submitted by due date on syllabus

1% - group response to instructor-posed question is presented clearly and addresses the question posed

1% - group response clearly illustrates and includes viewpoints from all participants

4. Shadow, observe and analyze the role played by a member of a distance education management and support services team as described in Modules IV. and V. using the outline provided in Appendix A (15%)
5. Interview a distance learning administrator or faculty member who has been a key player in the planning process of a specific distance learning program. Analyze how the program is being/has been planned,

developed, implemented and evaluated using the program planning model provided in Appendix B. Identify successful strategies within the program plan and target areas for improvement, restructuring and reevaluation. (25%)

Incomplete

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

- (1) Student has completed and earned 70% or more of the points
- (2) Student has a detailed outline or rough draft of the incomplete project(s)
- (3) Student has written permission of the instructor

Plagiarism

Plagiarism will result in a grade course of E and referral to the Graduate Admissions and Standards Committee for disposition

Course Grading Scale

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

APPENDIX A – DISTANCE EDUCATION SUPPORT SERVICES AND MANAGEMENT TEAMS ASSIGNMENT

Shadow, observe and analyze the role played by a member of a distance education management and support services team as discussed in Modules IV and V. Response should include but not be limited to completion of the questions below. All questions must be addressed to receive full points.

1. What type of management or support team (member) are you interviewing?
 - a. Instructional/academic?
 - b. Administrative?
 - c. Technical?
 - d. Information/library resources?
 - e. Combination?

Please describe.

2. What type of support is being provided? needed?
3. For whom is the team member or team providing support?

4. For what type of programming (specific or general) are they providing support?
5. What types of technologies are being utilized to deliver the programming? to provide the support?
6. How is the team member or team funded? Internally? Externally?
7. In what academic or administrative unit does your team or team member work?
8. Are there inter- or intra-institutional relationships vital to the services provided by the team or the team member? If so, please describe.
9. Is there any evaluation instrument or mechanism linked to the support activity? If not, should there be?
10. Provide and describe support materials that illustrate the service(s) provided such as websites; “handouts”; evaluation instruments; marketing materials, etc.

APPENDIX B – DISTANCE EDUCATION PROGRAM PLANNING ASSIGNMENT

Using the questions listed below as a guide, interview a distance learning administrator or faculty member who has been a key player in the planning process of a specific distance education program. Using information gathered from the interview; supplemental readings on the program and other discovery activities, provide a detailed paper on the DE Program to include, but not be limited to, those program planning components covered in the questions. All questions must be addressed to receive full points.

- Please introduce the academic program by providing type of institution in which program is offered; level of program; discipline, geographic area served and program description
- Did the DE program develop awareness of needs through seeking input from prospective students; community leaders; K-12; business and industry; government agencies; others?
- Did the DE program conduct a formal needs assessment prior to delivery?
- How was curriculum design and modification for DE handled by the DE program?
- Did the DE program conduct a technology assessment prior to delivery? How was (were) the technology (ies) used to delivery the program chosen?
 - How does (do) the technology (ies) design/capabilities respond to delivery of the program content?

- With whom did the program work to make technology decisions?
- Did the DE Program develop a plan for support services - instructional; administrative; technical; resource relate
 - For their students?
 - For their faculty?
 - With whom did the program work to develop a support services plan?
- Did the DE Program identify any institutional/academic policy issues that needed to be addressed or modified to successfully delivery the program?
 - If so, what were the policy(ies) in question?
 - Were the issues resolved satisfactorily?
- How did the DE program address the program plan approval process at the institutional, state and regional levels? With subject-specific accrediting bodies?
- Did the DE program examine needs for partnerships and collaborations within and outside of the institution?
 - If so, is the DE program part of a collaboration or partnership?
- Did the DE program implement a delivery plan with a specific timetable?
 - If so, was the timetable followed? Still in process? Modified for new delivery?
- What types of recruitment strategies did the DE program utilize?
- What types of specific electronic and print media were utilized to advertise and market the program?
- How was the DE program funded?
 - Faculty course development/teaching stipends
 - Technology?
 - Support Services?
 - Current Expenses?
 - Internal/External Grants?
- What type of DE Program evaluation was utilized?
 - Was there a separate evaluation instrument designed specifically for this program?
- Is the DE Program you chose ongoing?
 - If so, what changes and/or improvements have been made to the program based on experience and evaluation
 - If not, what were the reasons for terminating the program?
 - Summary comments

APPENDIX C – DISTANCE EDUCATION EXPERTS

Will be sent as a separate attachment.

Application for New Course Department of Special Education & Rehabilitation Counseling

Prefix and Number: EDS 652

Title: Distance Education: Management and Support

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

Credits: 3

Course description: An increasing number of institutions of higher learning are developing distance education programs. In particular, IHEs that prepare special education teachers have embraced distance education as a means for serving underserved regions where there are no accessible preparation programs. Most administrators, however, have limited or no prior experience with distance learning delivery before they undertake such an endeavor. Since distance education revolves around a unique set of issues, this course has been designed for those faculty or future faculty who may be involved in the administration of distance education programs, especially in areas of need, such as special education. This course will focus on current issues and challenges in distance education support and management, including such topics as provision of quality support services; distance education policy issues at the local state, and international level; model administrative structures; instruction and technology funding, and emerging virtual institutions. Relevant and up-to-date WEB links, interviews with experienced distance education administrators, review of current literature, and panel discussion will enhance and enliven core content.

Prerequisites Master's degree

Rational 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. This is especially true in IHEs that offer complete programs to prepare special education personnel. However, most IHE faculty and administrators have little , if any , prior experience with distance learning 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 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. Institutionalizing this course will allow faculty and students to plan programs of study with this course offered on a permanent basis. In addition, the course is attractive to students across disciplines who want to gain expertise in distance education and will be part of a newly proposed 12-hour graduate certificate in distance education. This certificate can serve as an outside area in doctoral programs to give graduates an added skill in the

search for employment. Finally, the course also will continue to be offered through online delivery to faculty across the state(e.g., Kentucky Community and technical College System) and across the nation(e.g., Utah State University).