ACE 635 Issues in Distance Education-DEAdd-2015-09-23

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Form Information

Page Naming Example: CRIM 101 Intro to Criminology-DEAdd-2015-08-10

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Indicates a required field

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Course Level*	graduate-level

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

Course Prefix /Number	ACE 635
Course Title	Issues in Distance Education
Type of Proposal	*See CBA, Art. 42.D.1 for Definition* online

Brief Course Outline	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments*
	
	As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or
	
	direct faculty instruction, there should be a minimum of two hours of out of class student work.
	
	Brief Course Outline:
	
	This course may be offered as a classroom-based course or online. The course outline is described below:
	
	1. Readings will be assigned based on current research and literature on distance education. An option for the textbook is: Moore, M. G. (Ed.). (2013). *Handbook of Distance Education* (3rd Ed.). New York: Routledge.
	
	2. Major topics to be covered in the course follow the objectives and include:
	
	    a. historical development of distance education in the United States.
	
	    b. organizational settings in which distances education programs occur to include higher education, business and industry, health care, and government.
	
	    c. issues of program management, organizational support systems, and cost effectiveness of distance education programs.
	
	    d. current and emerging technologies for distance education delivery systems and their effectiveness.
	
	    e. issues related to online pedagogy including the effectiveness of student learning in distance education programs.
	
	    f. models and methods of training and professional development for online educators.
	
	3. Instructional methods will include assigned readings, individual research, small group work, and participation in online discussions. Students will be encouraged (through small group work and whole class discussions) to interact with each other and share what they have learned so that students are learning from assigned readings, individual and group research, and interaction with other students as well as the instructor.
	
	4. Learning will be assessed based on the quality of student participation in discussions and the quality of the individual and group papers submitted to meet the objectives for the course

	Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor (s) qualified **in the Distance Education delivery** **method as well as the discipline?**	I have successfully developed and taught courses online since 2010 in the Master of Arts in Adult and Community Education. I am currently conducting an extensive research project on distance education in my sabbatical (Spring, 2015). This research will be presented at a national conference in Nov. 2015.	
For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.**	How outcomes will be achieved: Objective 1. Summarize key issues in the historical development of distance education in the United States. To achieve objective 1 students will participate in two activities: First, working individually, students will complete an Historical Distance Education Program Annotated Bibliography and submit their annotated bibliographies via the course dropbox. Second, students will post a synopsis of what they learned about their topic to a discussion forum in the LMS designated for this purpose. All students in the course will comment on and ask questions about other students' posts. Objective 2. Discuss organizational settings in which distance education programs occur. Objective 3. Analyze issues of program management, organizational support systems, and cost effectiveness of distance education programs. To achieve objectives 2 and 3 students will participate in two activities: First, working in small groups, students will identify, research, and write a profile on a Current Distance Education Program. Each group will submit their papers to the course dropbox and a discussion forum in the LMS. Second, each group will share their research with the class by posting it to a discussion forum in the LMS dedicated to this topic. All students will participate in this discussion by asking questions about, and critiquing each other's profiles. Objective 4. Evaluate current and emerging technologies for distance education delivery systems and their effectiveness. Objective 5. Critique the effectiveness of student learning in distance education programs. Students will achieve objectives 4 and 5 by working individually to write a paper in which they identify and describe at least three current and emerging distance education technologies. Students will submit their papers to the course dropbox in the LMS. Objective 6. Critique models and methods of training and professional development for online and distanced educators. **Students will achieve objective 6 by working individually to write a paper in which they identify and describe at least three current and emerging distance education technologies. Students will submit their papers to the course dropbox in the LMS.**	
How will the instructor-student and **student-student interaction take place?** **(if applicable)**	1. Student-student interaction will be achieved in four ways. First, students will be encouraged to share personal items of interest (i. e., their careers and interests) through a discussion forum dedicated for this purpose. Students can also exchange ideas and questions on topics not specifically related to the course in this forum. Second, there will be a General Course Forum in which students can post questions and comments about the course as a whole. Third, students will be required to post to whole class discussions for each module in which students are required to respond to questions posed by the instructor. Fourth, students will work in small groups to analyze case studies and complete assignments. 2. Instructor-Student Interaction is achieved through the instructor being an active participant in the module discussion forums posing initial questions for discussion and posting comments and critiques on students' posts	

| **How will student achievement be evaluated?** | Overall grading for the course:

Historical Distance Education Program Annotated Bibliography = 15% (15 points)

Contemporary Distance Education Program Profile = 20% (20 points)

Technology and Learning Assignment = 20% (20 points)

Case Studies in Professional Development = 15% (15 points)

Participation in Discussions = 30% (30 points)

Total 100% (100 points)

A = 91% (91-100 point\s)

B = 81% (81 to 90 points)

C = 71% (71 to 80 points)

F = 70% or less (70 or fewer points)

Student achievement for each objective will be measured by the following:

Objective 1. Summarize key issues in the historical development of distance education in the United States. Assessment of objective 1 is based on two methods.

First, the **Historical Distance Education Program Annotated Bibliography** submitted by students will be assessed using the following criteria: a minimum of 8 academic sources relevant to the topic reported in proper APA style with annotated descriptions of each source that is succinct and accurate. This assignment is worth 15% (15 points) of the total course grade.

Second, students will **participate in a discussions forum** in which they will post a synopsis of what they learned through completing the annotated bibliography. In this discussion, students will comment on and ask questions of each other's research. A Discussion Participation Rubric has been developed to assess the quality of student participation in the discussions. Participation in this discussion is factored into the total discussion grade for the course which is 30% (30 points) of the total course grade.

Objective 2. Discuss organizational settings in which distance education programs occur.

Objective 3. Analyze issues of program management, organizational support systems, and cost effectiveness of distance education programs. Objectives 2 and 3 will be assessed by two methods:

First, the **Contemporary Distance Education Program Profile** submitted by groups will be assessed using a rubric developed for this assignment.   This assignment is worth 20% (20 points) of the total course grade.

Second, **participation in the discussion forums** for this assignment will be graded using the Discussion Participation Rubric. This discussion is factored into the total discussion grade which is 30% (30 points) of the course grade.

Objective 4. Evaluate current and emerging technologies for distance education delivery systems and their effectiveness.

Objective 5. Critique the effectiveness of student learning in distance education programs.

Assessment of objectives 4 and 5 is based on the **Technology and Learning Assignment** which will be graded using a rubric designed for this assignment. This assignment is worth 20% (20 points) of the total course grade.

Objective 6. Critique models and methods of training and professional development for online and distanced educators. Assessment of objective 6 is based on two methods.

First, assessment is based on the group papers submitted for the **Case Studies in Professional Development** and will be assessed using a rubric developed for this assignment. This assignment is worth 15% (15 points) of the total course grade.

Second, assessment is based on **participation in the discussion forums** for this assignment which will be graded using the Discussion Participation Rubric. This discussion is factored into the total discussion grade which is 30% (30 points) of the course grade. |

| How will academic honesty for tests and assignments be addressed? | Academic Honesty:

Students will be made aware of the IUP Graduate School's Academic Integrity Policy, located at http://www.iup.edu/page.aspx?id=127235. This policy will be referenced in the course syllabus.

Students will be required to submit papers involving referenced works (i.e., literature reviews) to Turn-it-In.

Assignments will be designed to minimize the potential for violations of academic integrity. Group assignments inhibit cheating and plagiarism because group members tend to be self-policing. Also, group members are required to conduct their discussions in the LMS discussion forums where the instructor can observe the discussions and development of the group papers. Individual assignments require students to incorporate their personal experiences and perspectives. |
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