August 23, 2002

Memo to: Douglass S. Kalika
From: James E. O'Reilly
Subject: Online Versions of EDC 543, 547, 548, and 607

The Department of Curriculum & Instruction and the College of Education have forwarded to me the attached document, which addresses the "equivalency" of four distance-learning graduate-level courses offered via a combination of distance-learning technologies to their respective on-campus versions. University and SACS procedures require that courses in which all or most of the instructional delivery is done by distance-learning technology be so reviewed and reported to the University Senate, and eventually to the CPE and SACS.

The four courses are offered as part of the Instructional Systems Design program. The courses and their page numbers in the packet of materials are:

- EDC 543 pp. 10-16
- EDC 547 pp. 2-9
- EDC 548 pp. 17-23
- EDC 607 pp. 24-29

[I rearranged the order of the courses in the original packet to put them in increasing numerical order.]

I have reviewed this document. I believe they have done a very thorough and convincing job in clearly displaying the equivalency of these on-line versions to the traditional on-campus courses. The Department and College should be commended for their efforts to follow the University's reporting procedures for distance-learning and multi-media courses.

I can therefore recommend this group of courses to you for your review and positive recommendation to the Graduate Council for their review and approval. Given the similarity of the courses and of the presentations, I think that all four can be considered simultaneously as a group.

c: Gary Anglin, Linda Levstik, Robert Shapiro
\DL\course approve\EDC DL courses.doc

An Equal Opportunity University
August 21, 2002

Dear Dean O'Reilly:

The following proposal equates online sections of the courses comprising the Instructional Systems Design program with those sections taught on campus. The proposal was approved by the College of Education Courses and Curricula committee in October 2001; however, the proposal was never forwarded to your office for approval.

Enclosed are course descriptions, materials, and correspondence pertaining to these equivalencies.

Thank you for your time and attention.

Sincerely,

Robert Shapiro
Associate Dean for Research and Graduate Studies
Dear Dr. Levstik,

The Instructional Systems Design program would like to propose that the following instructional systems design courses be adapted for distance delivery:

- EDC 543 Video for Distance Education and Multimedia
- EDC 547 Instructional Computing I
- EDC 548 Instructional Computing II
- EDC 607 Instructional Design I

We have followed the Graduate School "Approval Guidelines for Delivery of Graduate Courses in Multi-Media Format" when writing the proposal. The graduate school guidelines are posted on the graduate school web-site (http://www.rgs.uky.edu/gs/GSMulti-Media.html).

I have also included a paper copy of the Graduate School Guidelines at the end of the proposal.

If possible, we would like to have the proposal considered by the department at the next departmental faculty meeting.

Respectfully,

Gary J. Anglin
Associate Professor and
Program Coordinator, Instructional Systems Design
Proposal for the Adaptation of Existing Courses
For New Delivery System
Instructional Systems Design Program
Department of Curriculum and Instruction
University of Kentucky

October 12, 2001
Memorandum

To: Courses and Curricula
CC:

From: Department of Curriculum and Instruction
Date: 10/16/2001
Re: Instructional Systems Design program proposal

The Department of Curriculum and Instruction agreed unanimously that the enclosed proposal for alternative delivery of existing graduate courses in ISD in multimedia format provides for equivalent experiences with on existing on campus courses. The graduate school guidelines indicate that this proposal be approved by courses and curricula. Since the procedure in such cases is somewhat different than our usual one, the committee should reference the appropriate regulations (http://www.rgs.uky.edu/gs/GSMulti-Media.html). See attachment, too.
EDC 607 Instructional Design I
Equivalence of On-Campus and Online Delivery Option

Instructor: Gary J. Anglin
137 Taylor Education Building
Office Telephone: 257-5972
Email: ganglin@uky.edu

Instructional Design I (EDC 607) is an introduction to instructional design and development. There are two major components of the course. First, the students are introduced to the foundations of instructional technology. They read numerous articles and each article is discussed by the class members. Second, the students are introduced to an instructional design model and they complete major instructional design project. Equivalent course activities for the on campus and online delivery of the course are listed in Table 1.

Table 1. Equivalence of On-campus and Online Course. *

<table>
<thead>
<tr>
<th>Feature</th>
<th>On Campus Delivery</th>
<th>Web Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course temporal length</strong></td>
<td>One academic semester as described in the UK Schedule book</td>
<td>Temporal length of the course will “correspond roughly to that of the term (semester or summer session) in which it is offered” **</td>
</tr>
<tr>
<td><strong>Readings</strong></td>
<td>Two books, packet from copy service</td>
<td>Two books, packet from copy service, and online book</td>
</tr>
<tr>
<td><strong>Office Hours</strong></td>
<td>Regular campus office hours plus email</td>
<td>Online office hours (Chat room)</td>
</tr>
<tr>
<td><strong>Class Interaction and Participation</strong></td>
<td>Moderated in class discussions, online chats, threaded discussions, email, list serves, and telephone conversations related to assigned readings and projects</td>
<td>Moderated online chats, threaded discussions, email, list serves, and telephone conversations related to assigned readings and projects</td>
</tr>
</tbody>
</table>

**Evaluation of Students**

<table>
<thead>
<tr>
<th>Instructional Design Project</th>
<th>Turn in written document to instruction</th>
<th>Submit to instructor by posting document file to the Web or email</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Assignment 1 (statement of topic)</td>
<td>Turn in written document to instructor</td>
<td>Submit to instructor by posting document file to the Web or email</td>
</tr>
<tr>
<td>b) Assignment 2 (design evaluation)</td>
<td>Turn in written document to instructor</td>
<td>Submit to instructor by posting document file to the Web or email</td>
</tr>
<tr>
<td>c) Documentation Report</td>
<td>Turn in written document to instructor</td>
<td>Submit to instructor by posting document file to the Web or email</td>
</tr>
</tbody>
</table>

**Instructional Materials Package**

| d) Instructor manual                | Turn in written document to instructor | Submit to instructor by posting document file to the Web or email |
| e) Student manual                   | Turn in written document to instructor | Submit to instructor by posting document file to the Web or email |
| f) Instructional Materials          | Turn in written document to instructor | Submit to instructor by posting document file to the Web or email |

**Feature**

| g) Tests                            | Turn in written document to instructor | Submit to instructor by posting document file to the Web or email |

**Group Presentation (Mager)**

| Turn in written document to instructor | Power-point presentation posted to the Web |
- Note 1: For both the online and on campus course the Web portion of the course will be developed and delivered using Blackboard.
- Note 2: See Approval Guidelines for Delivery of Graduate Courses in Multi-Media Format (http://www.rgs.uky.edu/gs/GSMulti-Media.html).
Course Outline, EDC 607 - Regular On-Campus Delivery

INSTRUCTIONAL DESIGN I

Instructor: Gary J. Anglin
335 Dickey Hall
Office Telephone: 257-5972
Office Hours: After class and by appointment
Email: anglin@uky.edu

Textbooks:


I. **Instructional Design I** (EDC607)

EDC 607 is a basic course in the development of instructional systems in education and training. Topics include instructional systems, instructional outcomes, varieties of learning, designing instruction, and delivery systems for instruction. Student involvement in the instructional development process will be emphasized.

II. **Course Goals**

A. View instructional development as a process.

B. Introduce students to several instructional development models and consider their use in a systems approach to instruction.

C. Discuss pros and cons of a systems approach.

D. Describe common elements found in many instructional development models.

E. Define terms used by instructional developers.

F. Introduce students to the basic processes in learning and instruction including instructional outcomes and varieties of learning.

G. Introduce students to various delivery systems for instruction.

H. To acquaint students with resources such as journals, books and professional organizations in the area of instructional development.

J. Conduct a major instructional development project.
K. Identify critical issues in the field of instructional design and technology and discuss each issue.

L. Discuss and describe the foundations of distance education and web-based instruction, including virtual learning communities, instructional design, server software, and lessons learned from practice. (The emphasis will be on the instructional design for distance delivery.)

M. Use appropriate computer software in the instructional design process and for instructional design project management.

III. **Course Requirements**

A. Instructional development project.
B. Group Report (Mager).
C. Threaded discussions
D. Online Chat

IV. **Evaluation**

**Instructional Development Project**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1 (statement of topic)</td>
<td>S or U*</td>
</tr>
<tr>
<td>Assignment 2 (design evaluation)</td>
<td>10 points</td>
</tr>
<tr>
<td>Documentation Report</td>
<td>60 points</td>
</tr>
<tr>
<td>Instructional Materials Package</td>
<td></td>
</tr>
<tr>
<td>instructional manual</td>
<td>120 points</td>
</tr>
<tr>
<td>instructional materials</td>
<td></td>
</tr>
<tr>
<td>tests</td>
<td></td>
</tr>
<tr>
<td>instructor's manual</td>
<td></td>
</tr>
<tr>
<td>Group Report (Mager)</td>
<td>50 points</td>
</tr>
<tr>
<td>Class Participation</td>
<td></td>
</tr>
<tr>
<td>In Class and Threaded Discussions (online)</td>
<td>70 points</td>
</tr>
<tr>
<td>Chat Participation (online)</td>
<td>20 points</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>330 points</strong></td>
</tr>
</tbody>
</table>

* Each student must obtain an S before proceeding with the instructional development project.

**Note:** All tests and assignments should be completed at the time specified. Assignment or course grades may be lowered if assignments are not completed on the specified date.
Course Outline, EDC 607 - Online Delivery

INSTRUCTIONAL DESIGN I

Instructor: Gary J. Anglin
335 Dickey Hall
Office Telephone: 257-5972
Office Hours: After class and by appointment

Textbooks:


I. Instructional Design I (EDC607)

EDC 607 is a basic course in the development of instructional systems in education and training. Topics include instructional systems, instructional outcomes, varieties of learning, designing instruction, and delivery systems for instruction. Student involvement in the instructional development process will be emphasized.

II. Course Goals

A. View instructional development as a process.

B. Introduce students to several instructional development models and consider their use in a systems approach to instruction.

C. Discuss pros and cons of a systems approach.

D. Describe common elements found in many instructional development models.

E. Define terms used by instructional developers.

F. Introduce students to the basic processes in learning and instruction including instructional outcomes and varieties of learning.

G. Introduce students to various delivery systems for instruction.

I. To acquaint students with resources such as journals, books and professional organizations in the area of instructional development.

J. Conduct a major instructional development project.

K. Identify critical issues in the field of instructional design and technology and discuss each issue.
L. Discuss and describe the foundations of distance education and web-based instruction including virtual learning communities, instructional design, server software, and lessons learned from practice. (The emphasis will be on the instructional design for distance delivery).

M. Use appropriate computer software in the instructional design process and for instructional design project management.

III. **Course Requirements**

A. Instructional development project.
D. Group Report (Mager).
E. Threaded discussions
D. Online Chat

IV. **Evaluation**

Instructional Development Project:
- Assignment 1 (statement of topic) S or U*
- Assignment 2 (design evaluation) 10 points
- Documentation Report 60 points
- Instructional Materials Package 120 points
  - instructional manual
  - instructional materials
  - tests
  - instructor's manual
- Group Report (Mager) 50 points
- Threaded Discussions (online) 60 points
- Chat Participation (online) 30 points

TOTAL 330 points

* Each student must obtain an S before proceeding with the instructional development project.

**Note:** All tests and assignments should be completed at the time specified. Assignment or course grades may be lowered if assignments are not completed on the specified date.