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 651
   b. Title* Distance Education: Delivery

   *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.: Delivery___

   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 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.

   h. Prerequisites (if any)

   Master’s degree

   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 be 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? 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? Yes No

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.

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
   x 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?*
If yes, explain the change(s) below
   Yes No

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:

[Signature]
Department Chair
Date: 2/17/05

[Signature]
Dean of College
Date: 3/14/05

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)

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Prerequisites

Master’s degree

Schedule

Online course with weekly modules

Instructor

Belva Collins, Ed.D.

Department of Special Education and Rehabilitation Counseling
229 Taylor Education Building
University of Kentucky
Lexington, KY 40506-0001
Office Phone: 859-257-8591; Home Phone: 859-268-0641

Office Hours: by appointment

E-mail: bcoll01@uky.edu

Fax: 859-257-1325

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, active participation 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.

<table>
<thead>
<tr>
<th>Module Dates</th>
<th>Topic and Assignment</th>
</tr>
</thead>
</table>

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


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

Updating knowledge and skills of practitioners in rural areas: A web-based model. 
*Rural Special Education Quarterly, 21*(192), 33-44.
& Other Developmental Disabilities, 12*, 159-166.
Schrum, L. (1996). Teaching at a distance: Strategies for successful planning and 
development. *Learning and Leading with Technology, 30*-33.
Technology, 38*(1), 57-59.

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

of online coursework in special education. *Teacher Education and Special 
Education Technology, 11*, 91-98.
for adult learners. *Adult Learning, 6*(3), 10-11.
learning. *Distance Education, 19*(2), 358-374.
Education and Special Education, 22*, 114-122.

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

impairment: Course development, teaching, learning, & quality assurance. *Journal of 
Visual Impairment & 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.
distance education credit classes at technical institutes. *Community College Journal 
of Research and Practice, 22*(6), 591-605.
34*(1), 24.
Development, 50*, 87-89.

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

7/8 Midterm Assignment Due

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


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


**7/15-7/19**

**Topic 8: Considering Student Issues in Distance Education Delivery**


**7/19-7/22**

**Topic 9: Comparison of Distance Education Models**


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


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:**

<table>
<thead>
<tr>
<th>Percent of Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>69 or below</td>
<td>E</td>
</tr>
</tbody>
</table>
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 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 since 1989 and currently offer a doctoral degree with a focus in distance education. The proposed course was first offered to EDSRC doctoral
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