Course Change Request

Date Submitted: 01/24/18 1:32 pm

Viewing: EHRD 673 : Introduction to Distance Learning

Last edit: 01/26/18 10:25 am

Changes proposed by: ksmith

Catalog Pages referencing this course: EHRD - Ed. Human Res. Develop.

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kerri Smith</td>
<td><a href="mailto:ksmith@tamu.edu">ksmith@tamu.edu</a></td>
<td>979-847-9098</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit Other

Explain other rationale Submitting for approval to be taught in a non-traditional format.

Course prefix ECHR Course number 673

Department Educ Admin & Human Resource Dev

College/School Education & Human Development

Academic Level Graduate

Academic Level Undergraduate (alternate)

Effective term 2019-2020

Complete Course Title Introduction to Distance Learning

Abbreviated Course Title INTRO DISTANCE LEARNING

Catalog course description

Introduction to the field of distance learning; application of distance learning principles to training settings via a variety of distance learning modalities; examination of the concepts surrounding distance learning, the theories that underpin the field, and the impact that they have on practice.

Prerequisites and Restrictions

Graduate classification.

Concurrent Enrollment No

Should catalog prerequisites/concurrent enrollment be enforced? No

Crosslistings No Crosslisted With

In Workflow

1. EAH Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 01/24/18 1:48 pm Mario Torres (mstorres): Approved for EAH Head
2. 01/26/18 10:25 am Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 01/26/18 10:26 am Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 02/13/18 3:42 pm Beverly Iryb (irbyb): Approved for ED Committee Chair GR
5. 02/13/18 3:45 pm Beverly Iryb (irbyb): Approved for ED College Dean GR
6. 02/16/18 12:53 pm Meagan Kelly (meagankelly): Approved for GC Preparer
7. 03/01/18 3:14 pm LaRhisa Johnson (lrjohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
Stacked: No

Semester: 3
Credit Hour(s): 3
Contact Hour(s) (per week):
Repeatable for credit?: No
Three-peat?: No
CIP/Fund Code: 1312060004
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction:
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)
Will sections of this course be taught as non-traditional? Yes

Learning Outcomes
Meets traditional face-to-face learning outcomes.
Describe how learning outcomes are met or provide justification why they are not met.
EHRD 673 is a full traditional semester length course delivered online. The course and reading content and learning activities are of the same amount, level and rigor as they are in a conventionally delivered course.
Students are required to read and write threaded discussion posts about the content on a weekly basis.
Students are not only required to learn about the subject through reading, but are also required to develop and submit deliverables through weekly learning activities that also demonstrate learning outcomes for the course, including developing online learning modules, learning objects, research papers about pedagogy online, as well as a semester project that requires them to apply instructional design models and online learning theory.

Hours
Meets traditional face-to-face hours.
Describe how hours are met or provide justification why they are not met.

Will this course be taught as a distance education course?
Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.
Yes No

Is 100% of this course going to be taught in Texas?
Yes

Will classroom space be needed for this course?
No

This will be a required course or an elective course for the following programs:
<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MS-EHRD) Master of Science in Educational Human Resource Development</td>
</tr>
</tbody>
</table>

## Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upload syllabus</td>
<td>EHRD_673_Syllabus.pdf</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional information</td>
<td></td>
</tr>
<tr>
<td>Reviewer Comments</td>
<td></td>
</tr>
<tr>
<td>Reported to state?</td>
<td>No</td>
</tr>
</tbody>
</table>

Key: 5030
Welcome to Introduction to Distance Learning (EHRD 673) online. Prerequisites: Graduate status.

Course Description: This course is an introduction to the field of distance learning. The course explores the application of distance learning principles to training settings via a variety of distance learning modalities. Concepts surrounding distance learning are examined as well as the theories that underpin the field and the impact that they have on practice.

Course Purpose: The purpose of the course is to give learners hands-on experience with designing an online course using the principles of systematic instructional design while applying theories of learning, teaching, and distance education. Learners will work with the Dick and Carey Model of systematic instructional design based upon the ADDIE model (analyze, design develop, implement, and evaluate) to design a SCORM compliant online course module to be deployed on a learning management system. Learners will identify strategies for maximizing learner to instructor, learner to learner, and learner to content interactions while designing effective and interactive learning experiences to engage learners.
Learning Outcomes and Course Objectives

By the end of the course, learners will be able to:

• Define distance education and describe the historical and theoretical foundations
• Demonstrate competence in the application of research based instructional design principles by designing an online learning unit using a systematic instructional design model
• Apply theories of distance education, teaching, and learning
• Design and use a learning management system to house SCORM compliant content
• Identify and discuss contemporary issues in distance education
• Use communication technology methods to communicate synchronously and asynchronously
• Identify and critique tools and technologies used to enhance content delivery online
• Evaluate the quality of an online course

Textbooks and Resources Required


Technology Requirements

Learners are required to have reliable access to the Internet. Learners are required to watch videos, access PowerPoint presentations, complete and upload projects, etc. and will need a computer capable of these tasks. Learners will be required to work with eLearning and multimedia software including Camtasia and Captivate. Failure to have the required technology may affect the ability to complete assignments and will affect the learner’s grade. This is an online class based upon learners having the appropriate technology and equipment. Open Access Labs on campus may be used.

This course is deployed through eCampus, http://ecampus.tamu.edu/. All course materials except the textbook can be downloaded from the course site. Supplemental readings and other materials assigned during the semester will be on eCampus.

Learners will be synchronously meeting with the class and the instructor online (using technology such as Collaborate, Skype, Google Hangouts, etc.). Access to this technology will be needed.
Privacy and Security

In today’s online environment security and privacy are critical issues. The table below lists the technology learners will be using in the course and the link to the information and policy concerning security and privacy:

<table>
<thead>
<tr>
<th>Type of Technology</th>
<th>Name</th>
<th>Link to Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Management System</td>
<td>Blackboard eCampus</td>
<td><a href="http://www.blackboard.com/footer/privacy-policy.aspx">http://www.blackboard.com/footer/privacy-policy.aspx</a></td>
</tr>
<tr>
<td></td>
<td>CourseSites</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Firefox</td>
<td><a href="https://www.mozilla.org/en-US/privacy/">https://www.mozilla.org/en-US/privacy/</a></td>
</tr>
<tr>
<td></td>
<td>Safari</td>
<td><a href="http://www.apple.com/privacy/">http://www.apple.com/privacy/</a></td>
</tr>
<tr>
<td></td>
<td>Chrome</td>
<td><a href="https://www.google.com/chrome/browser/privacy/">https://www.google.com/chrome/browser/privacy/</a></td>
</tr>
<tr>
<td></td>
<td>Google Hangouts</td>
<td><a href="https://www.google.com/policies/privacy/">https://www.google.com/policies/privacy/</a></td>
</tr>
<tr>
<td>Video</td>
<td>YouTube</td>
<td><a href="https://www.youtube.com/static?template=privacy_guideline">https://www.youtube.com/static?template=privacy_guideline</a></td>
</tr>
<tr>
<td>Course Tools</td>
<td>Camtasia</td>
<td><a href="https://www.techsmith.com/privacy-policy.html">https://www.techsmith.com/privacy-policy.html</a></td>
</tr>
</tbody>
</table>

Help with Technical Issues

Sometimes, when we are working with technology problems can occur. When learners are taking an online course this is especially frustrating. If learners have technical issues they should do the following:

1. Let your instructor know the nature of the issue. If it has to do with the design of the course the instructor can help you with the problem. If the instructor can't help you she will steer you in the right direction for help.
2. If you experiencing issues with eCampus contact the TAMU help desk at:
   - Email: helpdesk@tamu.edu
   - Phone: (979) 845-8300
3. You can also contact the College of Education Help Desk at http://it.education.tamu.edu/
Class Structure

To accomplish the learning outcomes, learners will be involved in a variety of learning experiences. The course format will emphasize lectures, learner discussions, videos, group activities, individual assignments, etc. This course is hands-on, as learners will use technology to actually produce learning objects and instructional materials. An outline of the lecture topics and associated course material is attached. The course will be taught in an online environment. Even though this is an online course, learners are expected to be engaged and participate in assignments and discussions. Learners are responsible for reading and learning the material in the textbook and well as other assigned materials. Learners are also responsible for watching all videos assigned and listening to podcasts and other multimedia materials provided by the instructor. A list of activities for each week will be placed on eCampus. Learners are responsible for checking the list and completing all activities while meeting deadlines for all deliverables.

Grading Criteria

Performance in this course will be evaluated according to the following criteria:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Participation</td>
<td>200</td>
<td>10%</td>
</tr>
<tr>
<td>Group Discussion/Activities (7*50 pts)</td>
<td>350</td>
<td>18%</td>
</tr>
<tr>
<td>Research Paper on a Distance Education Topic</td>
<td>250</td>
<td>13%</td>
</tr>
<tr>
<td>Presentation and Discussion on a Distance Education Topic</td>
<td>200</td>
<td>10%</td>
</tr>
<tr>
<td>CourseSites Setup with Video</td>
<td>200</td>
<td>10%</td>
</tr>
<tr>
<td>Instructional Design Project (Dick and Carey Text):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1 Deliverable – Choose Topic</td>
<td>20</td>
<td>1%</td>
</tr>
<tr>
<td>Chapter 2 Deliverable – Needs Assessment and Instructional Goal</td>
<td>80</td>
<td>4%</td>
</tr>
<tr>
<td>Chapter 3 Deliverable – Classify Instructional Goal &amp; Goal Analysis</td>
<td>50</td>
<td>3%</td>
</tr>
<tr>
<td>Chapter 4 Deliverable – Subordinate and Entry Skills</td>
<td>50</td>
<td>3%</td>
</tr>
<tr>
<td>Chapter 5 Deliverable – Analyzing Learners and Contexts</td>
<td>50</td>
<td>3%</td>
</tr>
<tr>
<td>Chapter 6 Deliverable – Performance Objectives</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td>Chapter 7 Deliverable – Assessment Instruments</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td>Chapter 8/9 Deliverable – Instructional Strategy</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td>Completion of Formative Evaluation – Determining Quality</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>150</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>2000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The final grade in the course is based on the total points earned throughout the semester.
<table>
<thead>
<tr>
<th>Final %</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>Over 1800</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>1600-1799</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>1400-1599</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>1200-1399</td>
<td>D</td>
</tr>
<tr>
<td>0-59%</td>
<td>Less than 1200</td>
<td>F</td>
</tr>
</tbody>
</table>

Assignments and Evaluation

General Participation (200 points)

Since this is an online course there are no physical meetings of the class. However, each learner will be presenting and leading a discussion about a topic in distance education and the rest of the class is required to attend and participate in the discussion online synchronously. Participation also involves learners being actively engaged with the course material.

Class participation through the campus eLearning platform at https://ecampus.tamu.edu is essential for learner success; therefore, learners are required to promptly and regularly login to the web site to complete assignments and remain informed about course information. Each learner is expected to be in the course at least four days per week, and to check his or her email daily. Grades for the course will be recorded in eCampus. Absences from participating in the online structure of the course may only be excused as defined by the Texas A&M University Student Rules available at http://learner-rules.tamu.edu/rule07.

Total points for class participation will be determined by:

- 100 points determined by your group members through peer evaluations. Each person will complete a peer evaluation form evaluating themselves and their group members.
- 100 points determined by the instructor and will be based upon your overall participation and engagement in the course and will be graded using a rubric. Learners who fail to attend every session where online presentations and discussions are occurring will not receive the 100 points.

Group Activities and Discussions (350 points)

Each learner will be assigned to a small group and each group will meet to discuss course materials and complete activities (7 activities/discussions at 50 points each). The purpose of the activities/discussions is for learners to have a forum to discuss some of the issues and current trends involving distance education and instructional technology and design and to carry out activities related to the instructional design project. The groups are meant to be a resource or a ‘design team’ to talk about ideas for the project. In the real world instructional design issues are often handled by utilizing a team approach and the group process in this...
course is meant to simulate the collaborative process that actually occurs. Groups may meet in person, but are encouraged to meet using communication technology such as Collaborate, Skype, or Google Hangouts. Each learner must fully participate in order to receive the maximum points. Some weeks this discussion may be based on personal experience or require research to find evidence of a particular topic in the real world and post your findings. During other weeks learners will be required to integrate what they have learned. Each group will submit a report outlining their discussion and answering the questions posed as well as listing who participated that week. A rubric (accessed in the discussion assignment) will be used to grade the discussions. Discussions will be graded by the Wednesday following the Sunday night due date. The Instructor and/or Teaching Assistant will be attending at least one of your meetings virtually. Groups can also invite either or both of them to attend any of the discussion meetings.

**Research Paper on a Distance Education Topic (250 points):**

Each learner will choose a topic to research during the first week of the semester. Research papers are due the last week of the semester according to the course schedule.

**Presentation and Discussion on a Distance Education Topic (200 points):**

Each learner will present their distance education topic in a synchronous forum and lead a discussion on the topic. Topics and dates will be assigned during the first week of the semester.

**CourseSites Set-Up with Video (200 points):**

The purpose of the CourseSites set-up with video assignment is to give learners the opportunity to utilize a learning management system (LMS) by developing and adding content to an LMS (CourseSites). Each learner will create an introduction video with the purpose being to give learners hands-on experience with video planning, production, and editing.

**Instructional Design Project (550 points):**

Using the Dick and Carey Model learners will complete eight individual assignments for the project as described in the project instructions. The purpose of this assignment is to give learners hands-on experience with designing a training module for online delivery.

**Completion of Formative Evaluation (100 points):**

The purpose of this assignment is to give learners a chance to take training developed by an instructional technology and design student and provide formative feedback. Each learner will follow the instructions, complete the evaluation using a provided checklist and upload the checklist to eCampus. Learners will also email the checklist with feedback to the designer of the course being reviewed. The assignment will be graded within one week of the due date.
Final Reflection (100 points) – Each learner will answer a series of questions about the course and their experience and reflect upon what was learned, problems encountered, and what could have been done differently.

Guidelines for Late Work

All assignments are due on the day and time specified. Assignments submitted after the due date and time will be considered LATE. Unless otherwise stated in writing for an assignment, 20% will be deducted for each day assigned work is late. Assignments will be submitted via eCampus.

Accessibility and Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all learners with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Learner Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Texas A&M is committed to ensuring that all university information on websites is accessible to everyone. For additional information, visit, http://cio.tamu.edu/Accessibility_Statement.php.

You will be using some different types of technology in this course. The table below contains links to the accessibility information for these technologies:

<table>
<thead>
<tr>
<th>Type of Technology</th>
<th>Name</th>
<th>Link to Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Management System</td>
<td>Blackboard eCampus CourseSites</td>
<td><a href="http://www.blackboard.com/accessibility.aspx">http://www.blackboard.com/accessibility.aspx</a></td>
</tr>
<tr>
<td>Browser</td>
<td>Internet Explorer</td>
<td><a href="https://www.microsoft.com/enable/products/ie11/">https://www.microsoft.com/enable/products/ie11/</a></td>
</tr>
<tr>
<td></td>
<td>Safari</td>
<td><a href="http://www.apple.com/accessibility/">http://www.apple.com/accessibility/</a></td>
</tr>
<tr>
<td></td>
<td>Chrome</td>
<td><a href="https://www.google.com/accessibility/products-features.html">https://www.google.com/accessibility/products-features.html</a></td>
</tr>
<tr>
<td>Communication Technology</td>
<td>Skype</td>
<td><a href="https://support.skype.com/en/skype/windows-desktop/everythingelse/accessibility/">https://support.skype.com/en/skype/windows-desktop/everythingelse/accessibility/</a></td>
</tr>
</tbody>
</table>

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Scholastic misconduct is defined broadly as “any act that violates the rights of another learner in academic work or that involves misrepresentation of your own work.” The handouts used in this course are copyrighted by the instructor or the original creator. ‘Handouts’ means all materials generated for this class, which include, but are not limited to, syllabuses, quizzes, exams, videos, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, learners do not have the right to copy the handouts, unless the instructor or creator expressly grants permission.

As commonly defined, plagiarism consists of passing off, as one’s own, the ideas, words, writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Self-plagiarism is turning in work in a class that you completed for a different class, even if it is for the same instructor, and is expressly prohibited unless prior permission is obtained from the course instructor.

According to Texas A&M University Faculty Senate, “Plagiarism is one of the worst academic sins because the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. Texas A&M University learners are responsible for authenticating all work submitted to an instructor. Each learner must produce proof that the item submitted is indeed his/her own. Learners must keep appropriate records. The inability to authenticate academic work is sufficient grounds to initiate an academic dishonesty case.”

Any incident involving academic dishonesty may result in a grade of ‘F’ for the individual assignment or for the entire course (based on severity of the incident) and learners will be referred to the Aggie Honor Code Office for academic and/or disciplinary action.

For many years Aggies have followed a Code of Honor, which is stated in this very simple verse:

“An Aggie does not lie, cheat or steal or tolerate those who do.”
The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

For additional information please visit: http://aggiehonor.tamu.edu

Communication Policies

Netiquette

When taking an online class participants need to be aware of netiquette. Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that that they are interacting with other real people. The following bullet points cover some basics about communicating online:

- Be sensitive to the fact that there will be different cultural and linguistic backgrounds, as well as different political and religious beliefs, plus other differences in general.
- Use good taste when composing your responses in discussion forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Do not use all capital letters when composing your responses as this is considered shouting on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others’ views and opinions and avoid ‘flaming’ (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterwards, for example: Frequently Asked Questions (FAQ). After that you may use the acronym freely throughout your message.
- Use good grammar and spelling and avoid using text-messaging shortcuts. Make all of your net communication as professional as possible.
Email Policy

The preferred method for communication in this course is email. I check my email several times per day. When using e-mail it is critical that you follow the following protocol:

• You must use your official TAMU.edu email account. I will not, under any circumstances, send emails to Hotmail, Yahoo mail, Gmail, or other 3rd party clients. There are legal and privacy issues that need to be followed.
• Your course number goes first in the subject line. Make sure you put EHRD 673 in the subject line. I teach several classes and this helps keep everything organized and I can respond to you more quickly.
• All emails must have a proper salutation. Please use Dear Dr. Mark, or Howdy Dr. Mark, or just Dr. Mark.
• All emails MUST have your name at the end of your message. I have hundreds of learners, and will not memorize your e-mail address. Even though you think it is obvious, I often do not automatically know the email address is yours.
• All emails must be typographically and grammatically correct. These are professional and formal written documents and the same care and diligence should be used for their creation. Emails with typos and hideous grammatical errors will be deleted.
• All emails must be free from capitalization errors, dropped punctuation, and goofy abbreviations. Please remember that I am not one of your chat or text buddies, but rather a professional business contact.
• Finally, remember that conveying any kind of tone in an email is nearly impossible, so be careful that you do not convey the wrong message. It is not in your best interest to send your instructors email that appears to be angry, demanding, or condescending, especially if you are asking for some sort of dispensation or assistance.

During the week I will do my best to respond to your email within 24 hours of receipt, providing it conforms to the above standards. I do monitor my email on weekends but sometimes I may not get back to you on weekends until Sunday night.

Meeting Venues

In general, it is always best to meet with the instructor personally during regularly scheduled office hours or make an appointment to meet in person. If this is not possible, the instructor utilizes a variety of electronic technology to keep connected with learners:
• Office Phone: I am not very good at checking office voice mail, so use the office phone ONLY during scheduled office hours. Your frantic voice mail might not be heard until months later, if ever. This phone is never to be used to leave ‘absence’ messages.

• Skype: My Skype ID is ‘Christine L. Mark’. This application is generally not running, so if you want to initiate a Skype call, please send an email and I will connect to Skype at a mutually convenient time. I will be happy to chat with you live via Skype, with or without video.

• Google Hangouts – my Google Hangouts ID is “Christine Mark”. Send me an email and I would be happy to chat with you on Google Hangouts at a mutually convenient time.

• Second Life: I maintain a presence as Crystal Outlander in Second Life. If your avatar would like to meet your instructor’s avatar for a chat or some intellectual repartee’ you are heartily invited to IM me when you are on-line. Get a free account—it’s fun and addicting.

**Important**

PLEASE TALK WITH ME IF YOU HAVE ANY ISSUES OR PROBLEMS CONCERNING THE COURSE OR ASSIGNMENTS. If you have a problem relating to the course and would like to discuss it with me, please contact me during my scheduled office hours at 979.862.2935. If these hours are not convenient, you may contact me at any time using the methods listed above. I may also be reached by email at cmark@tamu.edu.

*If you are experiencing an issue or problem please contact me as soon as you can because if you wait until the last week of the semester there is probably nothing we can do solve your issue or problem.*
**Tentative Class Schedule – Fall 2017**

**EHRD 673 Introduction to Distance Learning**

**Section 700 – Online**

<table>
<thead>
<tr>
<th>Week(s) Ending</th>
<th>Topic</th>
<th>Assignments/Activities (To Be Completed by Midnight on Sunday)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 3</td>
<td>Syllabus, Course Schedule, Group Assignments, Selection of Research Paper – Presentation and Discussion Topic, Chapter 1 (Dick &amp; Carey): Introduction to Instructional Design, Chapter 1 (Simonson): Foundations of Distance Education, Chapter 5 (Simonson): Instructional Design for Distance Education</td>
<td>Complete Activities in ‘Start Here’ Become Familiar with Course on eCampus Complete All Activities in Week 1 Folder Choose Topic for Paper, Disc/Pres. Project: Deliverable 1 - Choose Topic</td>
</tr>
<tr>
<td>Sept 10</td>
<td>Chapter 2 (Dick &amp; Carey): Identifying Instructional Goals Using Front-End Analysis, Chapter 2 (Simonson): Definitions, History, and Theories of Distance Education, Chapter 3 (Simonson): Research and Distance Education</td>
<td>Complete all Activities in Week 2 Folder Group Activity/Discussion 1 Project: Deliverable 2 – Needs Assessment and Instructional Goal</td>
</tr>
<tr>
<td>Sept 17</td>
<td>Chapter 3 (Dick &amp; Carey): Conducting a Goal Analysis</td>
<td>Complete all Activities in Week 3 Folder Group Activity/Discussion 2 Project: Deliverable 3 – Classify Instructional Goal and Goal Analysis</td>
</tr>
<tr>
<td>Sept 24</td>
<td>Chapter 4 (Dick &amp; Carey): Identifying Subordinate and Entry Skills, Chapter 4 (Simonson): Technologies, the Internet, and Distance Education, Learning Management Systems (LMS), SCORM</td>
<td>Complete all Activities in Week 4 Folder Group Activity/Discussion 3 Distance Education Presentation 1 Distance Education Presentation 2</td>
</tr>
<tr>
<td>Oct 1</td>
<td>Chapter 4 (Dick &amp; Carey): Identifying Subordinate and Entry Skills (Cont.), Learning Management Systems (LMS), SCORM (cont.)</td>
<td>Complete all Activities in Week 5 Folder CourseSite Set-Up with Instructor Video Project: Deliverable 4 – Subordinate and Entry Skills</td>
</tr>
<tr>
<td>Oct 8</td>
<td>Chapter 5 (Dick &amp; Carey): Analyzing Learners and Contexts, Chapter 6 (Simonson): Teaching and Distance Education, Chapter 7 (Simonson): The Student and Distance Education</td>
<td>Complete all Activities in Week 6 Folder Distance Education Presentation 3 Distance Education Presentation 4 Project: Deliverable 5 – Analyzing Learners and Contexts</td>
</tr>
<tr>
<td>Oct 15</td>
<td>Chapter 6 (Dick &amp; Carey): Writing Performance Objectives</td>
<td>Complete all Activities in Week 7 Folder Group Activity/Discussion 4</td>
</tr>
<tr>
<td>Oct 22</td>
<td>Chapter 6 (Dick &amp; Carey): Writing Performance Objectives (Cont.)</td>
<td>Complete all Activities in Week 8 Folder Distance Education Presentation 5 Distance Education Presentation 6 Project: Deliverable 6 – Performance Objectives</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Chapter (Dick &amp; Carey) : Topic</td>
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</tr>
</tbody>
</table>
| 9    | Oct 29  | Chapter 7: Developing Assessment Instruments  
Chapter 9: Assessment for Distance Education | Complete all Activities in Week 9 Folder  
Group Activity/Discussion 5 |
| 10   | Nov 5   | Chapter 7: Developing Assessment Instruments (Cont.) | Distance Education Presentation 7  
Distance Education Presentation 8  
Project: Deliverable 7 – Assessment Instruments |
| 11   | Nov 12  | Chapter 8: Planning The Instructional Strategy – Theoretical Basis  
Chapter 8: Support Materials and Visualization for Distance Education | Distance Education Presentation 9  
Distance Education Presentation 10 |
| 12   | Nov 19  | Chapter 9: Planning Logistics and Management for the Instructional Strategy | Distance Education Presentation 9  
Distance Education Presentation 10 |
| 13   | Nov 26  | Chapter 10: Developing Instructional Materials | Distance Education Presentation 9  
Distance Education Presentation 10 |
| 14   | Dec 3   | Chapter 11: Designing and Conducting Formative Evaluations | Distance Education Presentation 9  
Distance Education Presentation 10 |
| 15   | Dec 6   | Wrapping up the Semester | Complete all Activities in Week 15 Folder  
by December 6th  
Final Reflection Paper  
Research Paper |

*Instructor may change schedule at any time