



EDG 6931

Distance Education Leadership and Management



The University of Florida Educational Technology program facilitates, studies and disseminates the ways in which innovative technologies and emerging physical, virtual and blended learning environments empower educators and learners and impact society.

The mission of the College of Education is to prepare exemplary practitioners and scholars; to generate, use and disseminate knowledge about teaching, learning and human development; and to collaborate with others to solve critical educational and human problems in a diverse global community.

Syllabus

Course web site:	http://online.education.ufl.edu/
Professor:	Dr. Cathy Cavanaugh
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Office Hours:	By appointment
Telephone:	352-273-4176
Email Address:	cathycavanaugh@coe.ufl.edu
Instructor web site:	http://education.ufl.edu/faculty/cathycavanaugh

Required text:

Anderson, T. (Ed.), (2008). Theory and Practice of Online Learning, 2nd ed. Edmonton, AB: Athabasca Press. http://cde.athabasca.ca/online_book/second_edition.html

Other online readings as related to course topics.

Course Description

This course examines the roles and responsibilities of leaders and managers in distance education programs. It focuses on characteristics that contribute to quality program delivery across contexts: K-12, higher education, corporate, healthcare, international. Designed for instructors and administrators as well as trainers and instructional designers from all professional settings, the course focuses on the application of research and effective practice to the development and implementation of distance education policy, program oversight, and innovation. Skills and knowledge acquired in the course will contribute to online and onground education leadership.

Topics include:

- Concepts and issues in distance education leadership and management
- Contexts for distance education leadership and management: K-12, higher education, healthcare, corporate
- Profiles and perspectives of distance education leaders
- Distance education leadership and management standards
- Planning for distance education program success

Course Goals

This course is about distance education leadership and management. A successful distance education program depends on course-level concerns including technology, curriculum, instructional design and teaching. In contrast, an understanding of leadership and management addresses program-, institutional-, and jurisdictional-level concerns including vision, purpose, working with teams, funding, policy, and quality standards. Thus, the course focuses primarily on administrative issues that are associated with operating a high-quality program of a special kind. In short, this is a course about *the system in which distance education happens*, not technology. We will be discussing such questions as:

- What is organizational leadership?
- What are the contexts in which distance education leaders work?
- What are the roles and responsibilities of distance education leaders?

- What are the characteristics of successful distance education programs and leaders?

This course is paced, which means that there is an established start and end date, and it is a cohort based course, meaning you are one of a group that will proceed through the course at a similar pace. One of the benefits of this is that the course is designed to give you opportunity to have regular interaction with other students who are studying the same topic as you.

The aims of this course are:

- to provide you with an overview of current and emerging contexts for distance education
- to provide awareness of the levels at which distance education program leaders influence practice
- to provide an introduction to policy climates in distance education
- to scaffold your development of conceptions of effective leadership

This course is project-oriented: development efforts culminate in a case of a successful distance education program and leader. Via the project and course experiences, the goal of the course is to provide opportunities to practice disciplined and collaborative processes for inquiring about distance education program issues, and for inquiring about the value of alternative strategies for addressing these issues.

Diversity Considerations and Accommodations

The course includes methods for designing instruction to meet the needs of all students. *Students requesting accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.*

About Online Learning

This online course is time and place-independent and incorporates a degree of individual choice in assignments and projects, to capitalize on the diversity of experience and prior knowledge of the students; but is not entirely self-paced. Online interactions will be most productive if everyone completes the activities as assigned. Deadlines will be scheduled to keep us on track, but sufficient time should be available to complete the assignments in your own time frame. If you find yourself in a situation where you will not be able to meet a deadline for any reason (i.e., business trip, I was in the hospital, the dog ate my computer, etc.) it is your responsibility to let me know, preferably prior to the due date! Accommodations can be made if I am notified of the situation. Credit is deducted for each week your assignments are late, but if one is turned in on time and you receive a grade lower than you would like, you are encouraged to resubmit the work (along with the feedback you received) with improvements to increase your score. I will allow one resubmission of each assignment but late work cannot be resubmitted. Interactions take place quickly and resubmission of discussion will not be feasible, so please take this into consideration.

Although this course does not meet face-to-face for 6 hours weekly over the 8-week course term as a campus class would, it still has a requirement for hours of instruction. For this reason, you should expect to spend the 6 hours you would normally spend in class plus the time you would normally spend studying on your own for a graduate level course on reading and participation in the discussions or synchronous sessions. This is just a guideline that relates to the more familiar

example of face-to-face courses. You may need more or less time depending on your learning style and experience. You will also need time to accomplish the assignments and reflect on what you are learning. Please be sure you plan the time necessary for you to be successful in this course.

Course Expectations and Grading Procedures

The course is 8 weeks in length and is segmented into units of study as follows:

1. Concepts and issues in distance education leadership and management
2. Contexts for distance education leadership and management: K-12, higher education, healthcare, corporate
3. Contexts for distance education leadership and management: international
4. Profiles of distance education leaders
5. Perspectives of distance education leaders
6. Lessons from distance education leaders
7. Distance education leadership and management standards
8. Planning for distance education program success

The course is organized into sessions. The beginning of each session is devoted to reading and reflecting; then the main focus is participation in the online interaction environments. Reading continues as you prepare a written assignment. In general, you should plan on spending 6-10 hours per week on the course.

GRADING PROCEDURES

Course grades are based on activities, projects, and assignments.

Professional Conduct is necessary to earn an excellent or good grade.
All written work must be turned in electronically.

Activity / Requirement	Point Value
Leader podcast	30
Interaction participation	40
Case study project	30
Total for course	100

All assignments have a 10% penalty per week for lateness, with no work accepted two weeks after the due date. A grade of C- is NOT considered a passing grade for a graduate course.

B+ = 87-89	A = 93 or above	A- = 90-93
C+ = 77-79	B = 83-86	B- = 80-82
D+ = 67-69	C = 73-76	C- = 70-72
E = 59 or below	D = 63-66	D- = 60-62

Assignment details and rubrics:**1. Professional conduct**

Read assignments and engage in a positive way in all class activities. Regular participation is required. Know and follow university policy regarding academic honesty. In your online work, follow standards of netiquette: be accountable for what you send, acknowledge online sources you reference.

2. Interaction participation

Interactions will use both asynchronous and synchronous online spaces. Interactions will involve class members and occasional outside guests and experts.

Active participation is a critical component of building an effective online learning community. You are expected to be a regular and active participant in online activities. This means you will contribute original material and thoughts as well as reply to comments submitted by others. Reading will come from a variety of online resources to prepare you to engage in the interactions. The quality of interaction will be driven by the extent of your preparation. The purpose of the interactions is to promote a learning community and encourage critical thinking in order to synthesize concepts. The interaction topics have been specifically designed to encourage thinking and collaboration, so you have an integral role in this process.

Interaction rubric: (40% of course grade)

Value	Meets/exceeds all criteria: 40%	Meets some criteria: 20%	Meets few/no criteria: 0
Quality of comments	Contributions address the topic and purpose; additional information to advance group learning	Superficial or inappropriate contribution	Requirement absent
Level of participation	Contributions address other comments in constructive ways	Contributions address only the initial topic or do not contribute constructively	Requirement absent

3. Leader podcast

In order to learn firsthand of the challenges faced by today's distance education leaders and the skills they apply in their work, you will record an audio or video interview with a leader. The leader will be a professional at a top level in a distance education organization or program. Your questions will address core concepts and competencies of leaders. The leader will approve the content of the podcast before you place it online in email or another text form. You will develop a transcript of the podcast and a short introduction to the leader, including his/her title, organization and professional biography. The full podcast should be 3-10 minutes in length. Please include the following components in the podcast and transcript:

- Introduction: identify speakers, purpose, date
- Content: questions and responses addressing core concepts and competencies of leaders. Use open-ended questions and follow-up that draw interesting and relevant information from the interviewee.
- Conclusion: summarize key points and state where listeners may get more information about the leader and his/her program/organization
- Media: if music or images are used, they must be copyright free or used with permission.

Leader podcast rubric: (30% of course grade)

Value	Meets/exceeds all criteria: 30%	Meets some criteria: 15%	Meets few/no criteria: 0
Quality of content	Discussion addresses key leadership concepts and competencies, providing guidance for emerging leaders	Discussion of leadership is superficial	Requirement absent
Quality of audio	Audio is clearly audible and smoothly edited	Contributions address only the initial topic or do not contribute constructively	Requirement absent
Introduction, content and conclusion	Components are engaging and spoken with standard grammar	Irrelevant content and language errors are present	Requirement absent

4. Case study project

Through course readings and interactions, you will learn the qualities that distinguish an effective distance education program and leader. You will choose a program to profile in a case study. The case study is a way for you to learn in depth about an exemplary program and to enable others to learn about it. For our purposes, the case study is a collection and presentation of detailed information about a particular distance education program in written, spoken or multimedia form in order to illustrate its success factors.

The format of the case study is flexible, but should include the following components:

- The broad context for the program: the niche of the program within its “market” or field
- Description of the program: level and type of learners, purpose, scope, size, age, brief history
- Leadership structure: organization of leaders
- Enabling policy: legislation, governmental oversight, accreditation, and other policies
- Success factors
- Analysis connected to reading
- Summary and recommendations for other programs

Case study project rubric (30% of grade):

	30%	15%	0
Context	The program is clearly described	The program is described with minimal detail	No context or background information
Writing Skill	The writing is totally free of errors	There are occasional errors	Errors are frequent
Contents	The case includes required elements and enhances the understanding of the successful attributes of the program	The case includes most required elements and peripherally addresses success factors	The case does not contribute to understanding of the program
Media Format	The format enhances understanding of the program and has high production quality	The format somewhat enhances understanding of the program and has acceptable production quality	The format impedes understanding and has low quality
Program Features and Success Factors	The case identifies and elaborates on the program's purpose, structure and success factors	The case identifies the program's purpose, structure and success factors, but offers no detail or insight	The program's purpose, structure and success factors are not identified
Analysis of the Program	Insightful and thorough analysis of multiple program features and factors is present and tied to reading	Superficial analysis of program features and factors is present	Analysis of program features and factors is absent

Tentative schedule

<i>Week/Date</i>	<i>Topic</i>	<i>Starting Points for Reading:</i> See online course materials and add your readings.	<i>Assignment due by midnight on Sunday</i> <i>Each week</i>
1. Sept. 19-25	Concepts and issues in distance education leadership and management	Karakas, 2007 Anderson, chapter 5 Watson & Gemin, 2009	Define leadership and management in distance education. Leadership experience forum.
2. Sept. 26- Oct. 2	Contexts for distance education leadership and management: K-12, higher education, healthcare, corporate	Journal and web reading in your context.	Read case studies and make contacts for creating your case. Draft a case study prospectus . See course site for starting points.
3. Oct. 3-9	Contexts for distance education leadership and management: international	Journal and web reading about programs outside of the U.S.	Identify characteristics of successful distance education programs on course site.
4. Oct. 10-16	Profiles of distance education leaders	Cavanaugh, 2002	High-level taxonomy of leadership and management roles – Mind Meister or Publ.us. Interview question forum.
5. Oct. 17-23	Perspectives of distance education leaders	Patrick podcasts from inacol.org	Podcast interview with a leader posted online.
6. Oct. 24-30	Lessons from distance education leaders		Identify characteristics of successful distance education leaders posted online.
7. Oct. 31- Nov. 6	Distance education leadership and management standards		Apply standards and lessons to case study project posted online.
8. Nov. 7-11	Planning for distance education program success	Pacific report	Complete case study project

INSTRUCTOR POLICIES

- Academic integrity: Follow the guidelines of the Student Honor Code located at <http://www.dso.ufl.edu/judicial/procedures/studenthonorcode.php>
- Assignment and quality of work: Completion of all assignments is expected during the week indicated. Assignments submitted after the due date are considered late, and a 10% reduction in grade will occur for each class day the assignment is late.

Session details

1.	Concepts and issues in distance education leadership and management	Karakas, 2007 Anderson, chapter 5 Watson & Gemin, 2009	Define leadership and management in distance education – wiki.
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What is organizational leadership in the 21st century?

Karakas, F. (2007). The Twenty-First Century Leader: Social Artist, Spiritual Visionary, and Cultural Innovator. *Global Business and Organizational Excellence*, March/April 2007, 44-50. <http://ssrn.com/abstract=976762>

Issues leaders and managers face, roles and responsibilities of leaders and managers in DE

Watson, J. & Gemin, B. (2009). Management and Operations of Online Programs: Ensuring Quality and Accountability. Vienna, VA: International Association for K-12 Online Learning. <http://inacol.org/resources/promisingpractices/index.php>

Davis, A., Little, P. & Stewart, B. (2008). DEVELOPING AN INFRASTRUCTURE FOR ONLINE LEARNING. In T. Anderson (Ed.), Theory and Practice of Online Learning, 2nd ed. Edmonton, AB: Athabasca Press. http://cde.athabascau.ca/online_book/second_edition.html

2.	Contexts for distance education leadership and management: K-12, higher education, healthcare, corporate	Journal and web reading in your context.	Read case studies and make contacts for creating your case. Draft a case study prospectus.
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Case study prospectus:

1. Overview of the distance education program that will be profiled. Discuss its relevance in the field and the value of the case study to you and to others.
2. Describe the media formats you are considering for the completed case study.
3. Outline of work plan. Describe what you will do to collect information for your case and provide a timeline.

3.	Contexts for distance education leadership and management: international	Journal and web reading about programs outside of the U.S.	Identify characteristics of successful distance education programs -- wiki
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What characteristics contribute to the success of online education programs? Be specific and document your list with references and examples.

4	Profiles of distance education leaders	Cavanaugh, 2002	High-level taxonomy of leadership and management roles – Bubbl.us
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Cavanaugh, C. (2002). Distance Education Quality: Success Factors for Resources, Practices and Results. In The Design and Management of Effective Distance Learning Programs. Discenza, R., Howard, C. & Schenk, K., Eds. Hershey, PA: Idea Group Publishing. In Moodle as a PDF

5	Perspectives of distance education leaders	Patrick podcasts	Podcast interview with a leader -- iTunesU
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Susan Patrick, CEO of iNACOL:

- <http://www.stevhargadon.com/2007/03/susan-patrick-on-online-learning-school.html>
- <http://lcpsofbox.blogspot.com/>
- <http://web.mac.com/glyer/iWeb/Site/Podcast/5D3E69CB-BE85-4CF3-B02A-83C47189E874.html>

6	Lessons from distance education leaders		Identify characteristics of successful distance education leaders -- wiki
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What characteristics contribute to the success of online education leaders? Be specific and document your list with references and examples.

7	Distance education leadership and management standards	Anderson, chapter 13 Ferdig, Cavanaugh & Dawson, 2009	Apply standards and lessons to case study project – wiki
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Parker, N. (2008). THE QUALITY DILEMMA IN ONLINE EDUCATION REVISITED. In T. Anderson (Ed.), Theory and Practice of Online Learning, 2nd ed. Edmonton, AB: Athabasca Press. http://cde.athabasca.ca/online_book/second_edition.html

Ferdig, R.E., Cavanaugh, C., DiPietro, M., Black, E.W, & Dawson, K. (2009). Virtual schooling standards and best practices for teacher education. Journal of Technology and Teacher Education. 17(4).

8	Planning for distance education program success	Pacific report	Complete case study project
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Cavanaugh, C. (2009). Distance Education Capacity Study. Stockton, CA: University of the Pacific. PDF in Moodle.

Starting Points for Context-Specific Reading –

K-12

- The Distance Education Clearinghouse K-12 resources, <http://www.uwex.edu/disted/k12.cfm>
- Kowch, E. (2009). New Capacities for Cyber Charter School Leadership: An Emerging Imperative. *Tech Trends*, 55(4), 41-48.
- Cavanaugh, C. (2004). Development and management of virtual schools Issues and trends. Hershey, PA: Information Science Pub. Online at UF library: <http://uf.catalog.fcla.edu.lp.hscl.ufl.edu/permalink.jsp?20UFO02981671>
- Berge, Z. L., & Clark, T. A. (2005). *Virtual schools: Planning for success*. New York: Teachers College Press.
- Resources of the International Association for K-12 Online Learning, <http://inacol.org/resources/>
- The bibliography of the UF Virtual Schools Clearinghouse, <http://www.vsclearinghouse.com/Bibliographies.aspx>

Higher education

- The Distance Education Clearinghouse higher education resources, <http://www.uwex.edu/disted/highered.cfm>
- Howard, C., Schenk, K., & Discenza, R. (2004). Distance learning and university effectiveness Changing education paradigms for online learning. Hershey, PA: Information Science Pub. Online at UF library: <http://uf.catalog.fcla.edu.lp.hscl.ufl.edu/permalink.jsp?20UFO02981670>
- Duffy, T. M., & Kirkley, J. R. (2004). Learner-centered theory and practice in distance education Cases from higher education. Mahwah, N.J.: Lawrence Erlbaum Associates. Online at UF library: <http://uf.catalog.fcla.edu.lp.hscl.ufl.edu/permalink.jsp?20UFO03081665>
- Rovai, A. P., Ponton, M. K., & Baker, J. D. (2008). *Distance learning in higher education: A programmatic approach to planning, design, instruction, evaluation, and accreditation*. New York: Teachers College Press.
- NationalCenter for Education Statistics. (2008). *Distance Education at Degree-Granting Postsecondary Institutions: 2006-07*. Washington, DC: U.S. Department of Education. <http://nces.ed.gov/pubSearch/pubsinfo.asp?pubid=2009044>
- *The Internet and Higher Education*, Elsevier. http://www.elsevier.com/wps/find/journaldescription.cws_home/620187/description#description

Corporate:

- The Distance Education Clearinghouse business and industry resources, <http://www.uwex.edu/disted/business.cfm>

Healthcare:

- The Distance Education Clearinghouse healthcare resources, <http://www.uwex.edu/disted/health.cfm>

International:

- The Distance Education Clearinghouse international resources, <http://www.uwex.edu/disted/international.cfm>
- Perraton, H. D., & Lentell, H. (2004). *Policy for open and distance learning*. World review of distance education and open learning, v. 4. London: RoutledgeFalmer. <http://uf.catalog.fcla.edu.lp.hscl.ufl.edu/permalink.jsp?20UFO03172696>

- Carr-Chellman, A. A. (2005). Global perspectives on e-learning: Rhetoric and reality. Thousand Oaks, Calif: Sage Publications.
- Sharma, R. C., & Mishra, S. (2007). Cases on global e-learning practices: Successes and pitfalls. Hershey, PA: Information Science Pub.
- Powell, A. & Patrick, S. (2006). International Perspective of K-12 Online Learning: A Summary of the 2006 NACOL International Survey. Vienna, VA: International Association for K-12 Online Learning.
<http://inacol.org/resources/docs/InternationalSurveyResultsSummaries.pdf>
- Barbour, M. & Stewart, R. (2008). A Snapshot State of the Nation Study: K-12 Online Learning in Canada. Vienna, VA: International Association for K-12 Online Learning.
<http://inacol.org/resources/bookstore/detail.php?id=1>

General references:

- Andrews, R., & Haythornthwaite, C. A. (2007). The Sage handbook of e-learning research. London: SAGE.
- Bramble, W. J., & Panda, S. K. (2008). Economics of distance and online learning: Theory, practice, and research. New York: Routledge.
- Haythornthwaite, C. A., & Kazmer, M. M. (2004). Learning, culture, and community in online education: Research and practice. Digital formations, v. 21. New York: P. Lang.
- Hricko, M., & Howell, S. L. (2006). Online assessment and measurement: Foundations and challenges. Hershey, PA: Information Science Pub.
- Moore, M. G. (2007). Handbook of distance education. Mahwah, N.J.: L. Erlbaum Associates.
- Preston, D. S. (2004). Virtual learning and higher education. At the interface/probing the boundaries, v. 8. Amsterdam: Rodopi.
- Williams, D. D., Hricko, M., & Howell, S. L. (2006). Online assessment, measurement, and evaluation: Emerging practices. Hershey, PA: Information Science Pub.

Journals:

- American Journal of Distance Education, Routledge. <http://www.ajde.com/>
- Distance Education, Taylor & Francis. <http://www.tandf.co.uk/journals/titles/01587919.asp>
- Educational Technology Research and Development, Springer.
<http://www.springer.com/education/learning+&+instruction/journal/11423>
- International Review of Research in Open and Distance Learning, Athabasca University.
<http://irrodl.org>
- Journal of Asynchronous Learning Networks, Sloan.
<http://www.aln.org/publications/jaln/index.asp>
- Journal of Distance Education, <http://www.jofde.ca>
- Online Journal of Distance Learning Administration, University of West Georgia.
<http://www.westga.edu/~distance/ojdla/browsearticles.php>
- Open Learning: The Journal of Open and Distance Learning, Taylor & Francis.
<http://www.tandf.co.uk/journals/carfax/02680513.html>