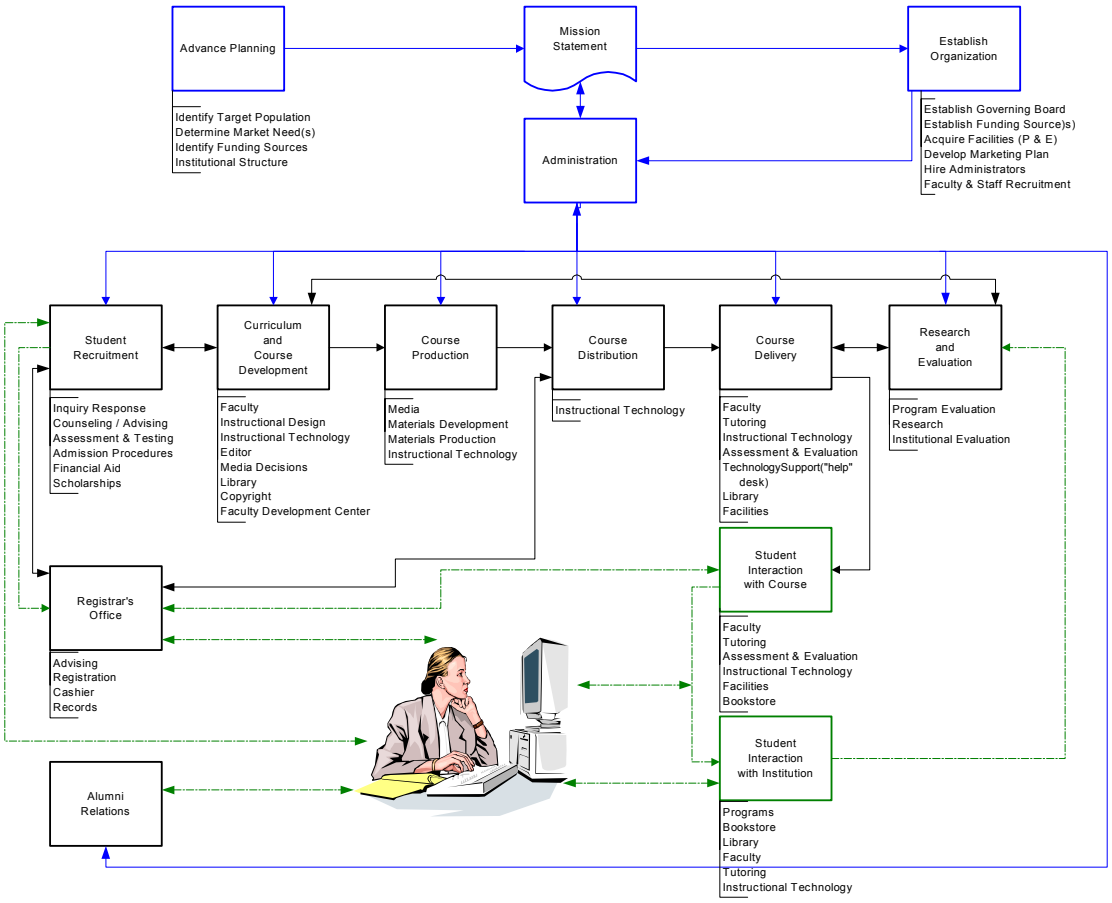
Holly Denney
Assignment #4
OMDE-0602
Distance Education System



Advance Planning

A student-centered approach requires that the institution's organizers look at the institution in a multi-dimensional way.

- Provision must be made within each component for it to interact with and respond to students, which may take different forms depending upon the target population of students.
- Market needs should always be considered, but the evaluation must be done from the perspective of the identified student population.
- Funding sources must be responsive to the needs of the students as well as of the institution, and those additional criteria must be considered during this phase.
- The institutional structure may also be determined by the needs of the student population.

Mission Statement

Once the organizers have determined that a student-centered approach is viable, that they can meet market needs, find appropriate and sufficient funding sources, and craft a workable institutional structure, the mission statement is written to reflect the desired results. The mission statement is of prime importance, and all of the organizers must come to consensus on the wording of the document. Once the mission statement is in place, the organizers can proceed with the steps to establish the organization.

Establish Organization

The organizers now begin the process of either eliminating themselves, individually or as a group, or transforming their roles from conceptualization to formation.

- A governing board is established, which will assume responsibility for guiding this next phase of the development.
- Contractual agreements are made between the institution and the identified funding sources.
- Decisions are made regarding the type of facilities needed and the ownership status of those facilities.
- A marketing plan is developed, which will announce the new institution to many markets – potential faculty and staff, potential administrators, and future students.
- Administrators are hired, who may or may not be members of the governing board.
- Faculty and staff are hired, whether as employees of the institution or as independent contractors.

Administration

The administration assumes responsibility for the on-going operations of the institution. Among its responsibilities will be the clear communication of the institution's mission statement, the expectation of full compliance with it by all members of the institution's community, and potential consequences for non-compliance.

- Student Services – the area with first – and on-going – contact with the students

- Institutional Advancement – the area that interacts with news media, with potential and existing donors, and with alumni.
- Academic Affairs – the area that develops courses and programs and that supports the on-going development of faculty and staff.
- Evaluation, Research, and Planning – the area that performs assessment of the institution, of its programs, of its students reactions to the institution as a whole, and also does comparative research to ensure the institution maintains its position within the academic community.
- Finance & Administration – the area that develops budgets, accounts for revenue and expenditures, helps to identify and secure grants, and takes responsibility for the acquisition and maintenance of facilities.

Course development, production and distribution

The course development function of a distance education system is responsible for

- course design and development
- program design and development
- assessment and evaluation
- delivery methods
- instructional support with technology provision
- production, storage, distribution of course materials

Student Services

The student services function of a distance education system is responsible for:

- responding to inquiries from the public, enrolled learners, and alumni
- admission procedures
- registration of enrolled learners into courses
- counseling / advising
- bookstore
- library
- tutoring
- "help"
- records management
- financial aid

Research and Evaluation

An on-going process is the evaluation of the institution and its programs. This area ensures that the institution is operating within the parameters within its mission statement. It also surveys students, whether actively enrolled or in a "stop out" mode, and may survey graduates as well, to determine their overall satisfaction with the institution, its programs, and its faculty. In addition, this area researches trends within the academic community. Information gathered is used to prepare the institution's forward-looking strategic plans.

Alumni Relations

This area works to maintain current information on the institution's graduates and plans special events to reunite the alumni with the institution.

References

Athabasca Systems Chart.

Chute, A., Thompson, M., & Hancock, B. (1999). The McGraw-Hill Handbook of Distance Learning. Chapter 4: The distance learning system: More than just a collection of hardware. New York: McGraw-Hill.

Dodd, J. Activity scheduling. In Kaye, A., & Rumble G. (eds.). Distance teaching for higher education. London: Croom Helm. 73-88.

Erdos. (n.d.) A systems description of distance education in model form. 11.

Friedman, Z. Systems for student administration. 123-140.

Kaye, A., & Rumble, G. Analysing distance learning systems. 227-246.

Keegan, D. (1996). Foundations of distance education. Chapter 9: Planning distance systems. London: Routledge.

Kovel-Jarboe, P. (1990). Organization and administration of distance education. In Moore, M. (Ed.). Contemporary issues in American distance education.

Moore, M., & Kearsley, G. (1996). Distance education: A systems view. Chapter 1: Fundamentals of distance education. Belmont, CA: Wadsworth Publishing Company.

Moore, M., & Kearsley, G. (1996). Distance education: A systems view. Chapter 9: Administration, management and policy. Belmont, CA: Wadsworth Publishing Company.

Peters, O. (1998). Learning and teaching in distance education. London: Kogan Page.

Reid, J. Managing learning support. In Lockwood, F. (Ed.). Open and distance learning today. London: Routledge.

Rumble, G. (1992). The management of distance learning systems. Chapter IV: Organizing and controlling. Paris: UNESCO. 48-79.

SAP Solutions map for higher education. (2000). [On-line]. Available: http://www.sap.com/cvm/index.htm

Tait, A. (1996). Student support in open and distance learning. In Lockwood, F. (ed.). Open and distance learning today. London: Routledge.

Appendix A

Appendix A is the re-written Assignment 3, originally submitted on December 1, 2000.

Word Counts: (Advance Planning: 101; Establish Institution: 44; Administration: 47; Course Development: 136; Student Services: 152; Research & Evaluation: 26; Alumni Relations: 11)

Advance Planning

- finance (cash management, investments, grant funding, capital markets)
- formulating and supporting the institution's mission statement (includes identifying its target learner population)
- determining the operating mode of the institution (single-, dual-, or mixed-mode)
- determining the structure of the institution (institution, academic unit, program) and the number of programs offered
- determine whether or not to join consortium (includes types of partners)
- determining the kind of credit received (diploma, certificate, none) and from whom (institution itself, consortium partner)
- determining whether or not to seek accreditation and from whom
- alumni relations (includes definition of "alumni")

Establish Institution

- marketing institution to potential students (includes media mix to be used)
- finance (cash management, investments, grant funding, capital markets)
- faculty and staff recruitment, hiring, development, and benefits provision
- determining kinds of facilities needed, acquisition and maintenance of facilities

Administration

- marketing institution to potential students (includes media mix to be used)
- human resources
- student support
- program development
- evaluation, research, and planning
- finance (cash management, investments, grant funding, capital markets)
- determining kinds of facilities needed, acquisition and maintenance of facilities

Course development, production and distribution

The course development function of a distance education system is responsible for

- course design and development (in-house by individual faculty member or by a team; outsource part or all of process; purchase from content provider)
- program design and development (in accordance with Administration's decisions; in-house by a team; outsource part or all of process; purchase from content provider)
- assessment and evaluation (of courses and programs, by learners and by instructors; formative, summative, or both; of course platforms)
- delivery methods (print, live audio / video, recorded audio / video, internet, combination of some or all)

- instructional support with technology provision (instructors' manuals and training programs, "help" desk)
- production, storage, distribution of course materials (timelines, in-house or outsource production, order quantity, warehouse environment, packaging and shipping facilities)

Student Services

The student services function of a distance education system is responsible for:

- responding to inquiries from the public, enrolled learners, and alumni (either as a single-source or as an informed "referrer" to the appropriate individual)
- admission procedures (processing related paperwork timely)
- registration of enrolled learners into courses (ensuring courses not oversubscribed; reassigning learners if courses or sections don't make)
- counseling / advising (either as a single-source or as an informed "referrer")
- bookstore (either on-ground or on-line; ensuring course texts available in advance of course start date if on-ground)
- library (either on-ground or on-line; developing and maintaining resources appropriate for institution's mission; interlibrary loan)
- tutoring (face-to-face, telephone/voice mail, on-line; as primary course instructors or as supplemental instruction)
- "help" (with technology problems)
- records management (ensure learners progress through requirements; compile grades, course withdrawals)
- financial aid (student loans and grants, work study, TAs)

Research and Evaluation

- evaluation of programs (formative and summative from students)
- evaluation of institution (from students, from faculty, from staff)
- research (comparability studies)

Alumni Relations

- maintain contact
- plan and host special events

References

Athabasca Systems Chart.

Chute, A., Thompson, M., & Hancock, B. (1999). The McGraw-Hill Handbook of Distance Learning. Chapter 4: The distance learning system: More than just a collection of hardware. New York: McGraw-Hill.

Dodd, J. Activity scheduling. In Kaye, A., & Rumble G. (eds.). Distance teaching for higher education. London: Croom Helm. 73-88.

Erdos. (n.d.) A systems description of distance education in model form. 11.

Friedman, Z. Systems for student administration. 123-140.

Kaye, A., & Rumble, G. Analysing distance learning systems. 227-246.

Keegan, D. (1996). Foundations of distance education. Chapter 9: Planning distance systems. London: Routledge.

Kovel-Jarboe, P. (1990). Organization and administration of distance education. In Moore, M. (Ed.). Contemporary issues in American distance education.

Moore, M., & Kearsley, G. (1996). Distance education: A systems view. Chapter 1: Fundamentals of distance education. Belmont, CA: Wadsworth Publishing Company.

Moore, M., & Kearsley, G. (1996). Distance education: A systems view. Chapter 9: Administration, management and policy. Belmont, CA: Wadsworth Publishing Company.

Peters, O. (1998). Learning and teaching in distance education. London: Kogan Page.

Reid, J. Managing learning support. In Lockwood, F. (Ed.). Open and distance learning today. London: Routledge.

Rumble, G. (1992). The management of distance learning systems. Chapter IV: Organizing and controlling. Paris: UNESCO. 48-79.

SAP Solutions map for higher education. (2000). [On-line]. Available: http://www.sap.com/cvm/index.htm

Tait, A. (1996). Student support in open and distance learning. In Lockwood, F. (ed.). Open and distance learning today. London: Routledge.