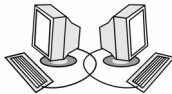


Chapter XII

Course and Program Management



Abstract

Now that we have covered technology knowledge and skills, it is time to review other issues that can impact success in a distance course or program. A major consideration is course or program management. This is an area with a variety of policies and guidelines. Course and program policies, procedures, and management may be coordinated by a centralized unit within an institution, but instructors and instructional designers need to be aware of the applications of management issues. What are the policies and procedures that should be implemented to ensure that best practices are met?

Introduction

Distance training and education is desirable for working adults and others who want flexibility and control over their own learning. The mobility of today's

workforce, the needed skill upgrades, and a generation reared on interactive media and various technologies help to promote its acceptance.

Distance learning programs that are highly successful do not just happen overnight; they are a result of careful planning and management. There are many ways to structure management for distance learning programs. This chapter will discuss the keys to success in the planning and implementation of distance programs: conducting a needs assessment, distance learning as a way to revitalize existing programs, using multi-area evaluation, focusing on learning and not the technology, marketing the program, and using technicians. Also, academic policies, fiscal policies and budgeting, faculty policies, copyright and fair use guidelines, and student support issues will be discussed.

Keys to Successful Distance Learning Programs

Chute, Thompson, and Hancock (1999) provide keys to successful management of distance learning courses and programs. These keys, and others we will discuss as well, can be adopted in for-profits, nonprofits, governmental organizations, and the military, both in the United States or in other countries.

Conduct a Needs Assessment

The first key to a successful distance learning program is to determine why the program is needed and who the potential audience is. It is imperative that a proper assessment of needs by potential learners and institutions to be served be completed before the first class or training program is offered. This could include soliciting information from individuals (key informants) whose testimony or description of what exists or what is needed for the client population is available and credible. You could also host a community forum to take the pulse of the community and to garner grassroots support for the training need. Another practice is to develop case studies in which greater in-depth analyses of training needs could be done. Convening a focus group of employers in the field to determine gaps in the preparation of their employees can also help program planners design for a match between content delivery and need of participants. Convening a focus group of employees to determine their needs

25 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/course-program-management/4270

Related Content

Gauging the E-Readiness for the Integration of Information and Communication Technology Into Pre-Tertiary Education in Ghana: An Assessment of Teachers' Technological Pedagogical Content Knowledge (TPACK)

Patrick Ohemeng Gyaase, Samuel Adu Gyamfiand Alfred Kuranchie (2019). *International Journal of Information and Communication Technology Education* (pp. 1-17).

www.irma-international.org/article/gauging-the-e-readiness-for-the-integration-of-information-and-communication-technology-into-pre-tertiary-education-in-ghana/223469

The Educational Affordances of Mobile Instant Messaging (MIM): Results of Whatsapp® Used in Higher Education

Amarolinda Zanela Klein, José Carlos da Silva Freitas Junior, Juliana Vitória Vieira Mattiello Mattiello da Silva, Jorge Luis Victória Barbosaand Lucas Baldasso (2018). *International Journal of Distance Education Technologies* (pp. 51-64).

www.irma-international.org/article/the-educational-affordances-of-mobile-instant-messaging-mim/201861

Delivering Course Material via the Web: An Introduction

Karen S. Nantzand Terry D. Lundgren (2002). *Challenges of Information Technology Education in the 21st Century* (pp. 146-165).

www.irma-international.org/chapter/delivering-course-material-via-web/6534

Online Social Constructivism: Theory Versus Practice

Jennifer Ehrhardt (2010). *Distance Learning Technology, Current Instruction, and the Future of Education: Applications of Today, Practices of Tomorrow* (pp. 67-82).

www.irma-international.org/chapter/online-social-constructivism/39450

E-book Usability in Educational Technology Classes: Teachers and Teacher Candidates' Perception toward E-book for Teaching and Learning

Sunghye Shin (2014). *International Journal of Distance Education Technologies* (pp. 62-74).

www.irma-international.org/article/e-book-usability-in-educational-technology-classes/117182