ONLINE ADMINISTRATIVE MODELS - ANNOTATED

Allen, C. D. and R. I. Dorn (2008). "Graduate Degrees in Geographic Education: Exploring an Online Model." California Geographer **48**: 87-103.

The national demand for online teacher graduate degrees has led to a national explosion of pedagogically oriented curriculum and instruction master's degrees in private and public universities. Subject-matter-rich online graduate degrees for teachers have been slow to follow. This paper describes the design and implementation of the only online geography master's degree in geographic education in the United States. The collectively rich national bank of K-12 geography education materials makes this type of degree possible. In a partnership with College of Education faculty, the program of study combines 24 semester credits in geography and 6 credits in education leading to a capstone project. [ABSTRACT FROM AUTHOR]

Amrein-Beardsley, A., et al. (2007). "Examining the Development of a Hybrid Degree Program: Using Student and Instructor Data to Inform Decision-Making." Journal of Research on Technology in Education **39**(4): 331-357.

This paper investigates the questions and considerations that should be discussed by administrators, faculty, and support staff when designing, developing and offering a hybrid (part online, part face-to-face) degree program. Using two Web questionnaires, data were gathered from nine instructors and approximately 450 students to evaluate student and instructor perceptions and opinions of hybrid instruction and activities. In comparison to prior research, the results of this study offer larger and more significant policy and programmatic implications for degrees based on the hybrid format, including instructional technology training and support for students and instructors, creation of common class procedures and expectations, and development of consistent schedules that maximize benefit and flexibility for students and instructors. (Contains 5 figures and 1 table.)

Anderson, S., et al. (2010). "Online Graduate Study in Education: An Examination of Tuition Costs and Faculty Salaries for Public, Private, and Proprietary Institutions of Higher Learning in Texas." Academic Leadership (15337812) **8**(1): 1-6.

The article offers information on the examination of tuition costs and faculty salaries between traditional and online programs at various educational institutions including public, private and proprietary in Texas. It mentions that the willingness of the faculty, to participate in the delivery of online course, determines the success of distance education. It states that the information related to the programs giving online degrees is essential in the development of quality programs.

Baker, R. C. and K. O. Lewis (2007). "Online master's degree in education for healthcare professionals: early outcomes of a new program." Medical Teacher **29**(9/10): 987-989.

Background: The Online Master's Degree in Education for Healthcare Professionals program, a collaboration of the University of Cincinnati Colleges of Medicine and Education, was launched nationally in 2002. The purpose of this survey-based, descriptive study was to describe the early outcomes of this new program. Methods: Surveys were sent via email to 32 eligible students (students who have completed at least 6 of 12 required courses in the program) which included all 8 graduates. Results: Based on 21 returns (66%) participants have had 19 journal publications, 99 national presentations, 13 teaching awards, 5 promotions, and acquisition of extramural funding for educational projects totaling over $3 million. Conclusions: Based on early results, graduates of the program are productive in academic medical education. We anticipate that graduates of the program will have a significant impact on medical education and will achieve promotion and advancement at their institutions. [ABSTRACT FROM AUTHOR]

Benson, A. D. (2003). "Dimensions of Quality in Online Degree Programs." American Journal of Distance Education **17**(3): 145-159.

Using a qualitative case study design, this article explores the different meanings of quality that stakeholders brought to the process of planning online degree programs for a university system distance learning initiative and examines the impact of those different meanings on the resulting planning process and the resulting online degree programs.

Beqiri, M. S., et al. (2010). "Online Course Delivery: An Empirical Investigation of Factors Affecting Student Satisfaction." Journal of Education for Business **85**(2): 95-100.

The authors investigated potential factors impacting students' satisfaction with online course delivery using business students as participants. The findings suggest that the student who would be more satisfied with the delivery of online courses fits the following profile: graduate, married, resides more than 1 mile away from campus, and male. Other factors found to influence student satisfaction include the appropriateness of the course being offered online and the degree of familiarity with it. Lastly, the study provides insights into students' attitudes toward the blended course delivery mode. (Contains 5 tables.)

Bold, M. (2005). "Development and Evaluation of a Distance Learning Master's Degree in Family Studies [computer file]." Online Journal of Distance Learning Administration **8**(3): 1-1.

The writer describes an online master's degree in family studies offered by Texas Woman's University and reports on student readiness for distance learning, student satisfaction, and program review.

Boles, E., et al. (2010). "Sustaining Students: Retention Strategies in an Online Program." EDUCAUSE Quarterly **33**(4).

With students spread across 47 states and a dozen countries, the University of Illinois at Springfield faces a significant challenge in promoting student persistence. The expansion of higher education into online venues faces many of the same issues with student success and retention as encountered on campus. While many colleges and universities segregate online learning programs into continuing or extended education departments staffed mostly or entirely by adjunct faculty members, however, the UIS has successfully incorporated online programs into the fabric of the institution. This past academic year, nearly two-thirds (65.1 percent) of those teaching online classes were tenured, tenure-track, emeritus, visiting, and clinical professors. Another 7.5 percent were academic professionals at the university. The remaining 27.4 percent were adjunct, part-time faculty members chosen to meet specific needs of the online programs. This mainstream approach has gained recognition by some in the field as the "UIS model," which the authors believe will become the norm as 21st century technologies become integrated into delivery of the curriculum. They also expect that many of the factors that have made the model successful in promoting online student persistence and degree completion at UIS could be replicated elsewhere. The authors discuss the prominent features of the UIS model. They believe that three factors--(1) a faculty culture encouraging and supporting engagement with students and their careers; (2) the individual support and attention provided by online program coordinators; and (3) the availability of online peer mentors--encourages student retention in the UIS online program. (Contains 1 figure and 2 endnotes.)

Boling, E. C., et al. (2012). "Cutting the distance in distance education: Perspectives on what promotes positive, online learning experiences." Internet & Higher Education **15**(2): 118-126.

This qualitative research study was designed to inform the development and implementation of effective online learning environments by exploring, from both teacher and student perspectives, what constitute effective online learning experiences. The study examined course content, tasks, and pedagogical approaches, as identified by students and instructors, which contributed to or hindered positive online learning experiences. Researchers interviewed 6 online course instructors and 10 adult students to understand their experiences in undergraduate and graduate level online degree programs. Using a Cognitive Apprenticeship Model to inform the analysis of data, findings revealed an emphasis on text-based content and lecture; instruction that led to disconnect between students, teachers, and course content and goals; and one innovative program that links real-world experiences with online classroom learning. Given the growing number of online programs, the study provides insight for course development and pedagogy as well as offers possibilities for additional research. [Copyright &y& Elsevier]

Booth, V. and L. Booth (2010). "Closing the Loop on a Continuous Program Improvement Process." Online Journal of Distance Learning Administration **13**(2).

The WebBSIT, a Bachelor of Science in Information Technology, is a fully online degree offered through a consortium of five University System of Georgia institutions. This paper begins by summarizing the change management system developed for continuous program improvement. Analysis of data should drive improvement, closing the loop. The balance of this paper presents an outline for stakeholder participation, describing critical checkpoints in the process that must occur to close the loop on closing the loop.

Booth, V., et al. (2009). "Continuous Course Improvement, Enhancements, & Modifications: Control & Tracking." Online Journal of Distance Learning Administration **12**(2).

The WebBSIT, a Bachelor of Science in Information Technology, is a fully online degree offered through a consortium of five University System of Georgia institutions. This paper begins by describing the evolution of the WebBSIT and the results of an insightful vision that placed an emphasis on developing a curriculum rather than just a set of discrete courses. To maintain, grow, and improve the program, analysis of data must lead to planned curriculum revision. The balance of this paper develops an innovative process that employs roles and business rules to define a change management system for continuous improvement, enhancement, and modification of an online curriculum. (Contains 4 tables.)

Bounds, R. G., et al. (2008). "Development and Delivery of Online Health Promotion Bachelor's Degree Programs for Allied Health Professionals." Part of a supplement issue on distance learning **11**: 39-51.

Brunner, E. and O. Kada (2010). "Professionalisation of gerontological nursing — The development of an international online gerontological master degree programme." Nurse Education Today **30**(8): 779-783.

Due to demographic changes and the growing demand for a nursing workforce in the gerontological field adequate nursing curricula are required. This paper describes the development of the international online gerontological master degree programme GEROM. Health and nursing science institutions from six European countries are collaborating in this EU-project. The project milestones as well as the study programme architecture are introduced. Furthermore, the evaluation concept is illustrated. Collaboration across the partners is affected by some problems; varying accreditation procedures and cultural differences inhibit the implementation of a joint degree. Institutional commitment and communication between the partners are essential for a successful process. [ABSTRACT FROM AUTHOR]

Chapman, D. D. (2006). "Building an Evaluation Plan for Fully Online Degree Programs." Online Journal of Distance Learning Administration **9**(1): 1-1.

Doggett, A. M. and S. Lightner (2010). "Online Graduate Degree Recruiting: Is it Different?" Journal of Industrial Technology **26**(4): 1-9.

A survey of the faculty via the Engineering Technology List Serve and an online technical graduate program was conducted to gather recruiting strategy data. The questions assessed if and how recruiting for online graduate programs is different from face-to-face programs. Qualitative and quantitative data was gathered from current students and alumni of the online Technology Management Master of Science program at Western Kentucky University to ascertain any commonalities in their decision to enroll in an online program. [ABSTRACT FROM AUTHOR]

Ferdig, R. E. and K. Dawson (2006). "Faculty Navigating Institutional Waters: Suggestions for Bottom-Up Design of Online Programs." TechTrends: Linking Research and Practice to Improve Learning **50**(4): 28-34.

Many faculty make the mistake of trying to start with an online degree. Administration, administrative policies and even other faculty are not necessarily ready for completely online programs. Large-scale programs are risky in the eyes of administration. Putting a program online will often involve decisions at multiple levels, months for business plan development and long-term marketing schemes to determine if there is an audience for such a program. By the time approval is given, the faculty members responsible for the initiative could be too worn out to follow through with the plan. Simply starting with a course or a certificate provides a less-risky approach for administration. It allows other faculty to teach a course or two to see the possibility and pedagogical opportunities with online learning and it gives time to work out the bugs associated with changing hundred-year-old institutional policies (e.g., differentiating between in-state and out-of-state students, something that is not necessarily applicable online). In this article, the authors provide suggestions for bottom-up design of online programs and discuss the technical, administrative, curricular and academic issues surrounding online education and online program development.

Flowers, J. C. (2005). "The Effect of Online Delivery on Graduate Enrollment." Journal of Industrial Teacher Education **42**(4): 7-24.

The article focuses on the effect of online education on the enrollment in graduate schools. Through the years, online education has a high average growth rate. The schools see popularity of online education as a threat therefore, their strategies have changed. Industrial and technical teacher education courses dominate online education. On the other hand, there is a shortage on online degree programs focused on literature. A case study about online master's degree in technology education and master's degree in career and technical education is presented to show the effect of online education on graduate school enrollment.

Gambescia, S. F. and R. Paolucci (2009). "Academic Fidelity and Integrity as Attributes of University Online Degree Program Offerings." Online Journal of Distance Learning Administration **12**(1): 4-4.

As stakeholders continue to discuss, debate, and advocate their positions related to the value of online learning at colleges and universities, one element that will continue to be discussed, regardless of the specific issue at hand, is academic integrity and fidelity. Academic fidelity of online degree program offerings is defined in this study as the extent or level to which university leaders have considered, involved, and entrusted their current academic assets to produce the new educational program offering. Academic fidelity measures the nature and extent of integrity or equivalency between on campus programs and online degree programs. This study aimed to determine the prominence of academic fidelity attributes in the online degree program offering, as presented to prospective students via universities' official websites. The study 1) assessed the level of visibility given to online degree programs on university websites; 2) identified the range of attributes of university online degree programs as presented on the university websites; and 3) measured how the academic fidelity and integrity attributes compare with other attributes used to market online degree program offerings to prospective students. Universities selected for analysis were those schools listed in the U.S. News & World Report's 2006 "E-Learning Guide" (N=240). Eight major attributes used by universities to market their online degree program offerings were identified and analyzed as part of the research: Academic Fidelity - 1) Faculty, 2) Curriculum, 3) Quality; University Branding/Reputation - 4) Classroom, 5) Distance Learning Expertise; Features/Benefits - 6) Flexibility, 7) Convenience, and 8) Information/Operation. The study found that very few institutions are leveraging their existing traditional programs (faculty and curriculum) and standards (quality) attributes when promoting their online degree programs, opting to use "convenience" and "flexibility" much more frequently to promote their online degree programs to prospective students. Furthermore, the study found a surprising lack of high visibility of online degree program offerings on university official websites, opting to use either a secondary link or have readers use a search feature. Although promoting the flexibility and convenience attributes of online degree programs is reasonable and considered "good marketing" as they relate to customer benefits, academic administrators may want to consider the extent to which academic fidelity attributes are used to promote their online degree programs and the rationale for why other attributes are much more prominent. [ABSTRACT FROM AUTHOR]

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Gwozdek, A. E., et al. (2011). "Using Online Program Development to Foster Curricular Change and Innovation." Journal of Dental Education **75**(3): 339-350.

Distance education offers an opportunity to catalyze sweeping curricular change. Faculty members of the University of Michigan Dental Hygiene Program spent eighteen months researching best practices, planning outcomes and courses, and imple- menting an e-learning (online) dental hygiene degree completion program. The result is a collaborative and portfolio-integrated program that focuses on the development of reflective practitioners and leaders in the profession. A team-based, systems-oriented model for production, implementation, and evaluation has been critical to the program's success. The models and best practices on which this program was founded are described. Also provided is a framework of strategies for development, including the utilization of backward course design, which can be used in many areas of professional education. [ABSTRACT FROM AUTHOR]

Harrison, S. (2007). "Walden University: Pioneer of the First Completely Online Master’s Degree in Education in the United States." TechTrends: Linking Research & Practice to Improve Learning **51**(6): 36-39.

The article offers information on Walden University, an accredited online university which founded the first completely online master's degree in education in the U.S. This university, which is a member of the Laureate International Universities network, offers master's and doctoral degrees in education, psychology, management, public policy and administration and master's programs in engineering and information technology. Walden University focuses on providing career professionals with the opportunity to transform them into scholar-practitioners.

Leist, J. and J. Travis (2010). "Planning for Online Courses at Rural Community Colleges." New Directions for Community Colleges(150): 17-25.

The delivery of courses and even complete degree programs online has become commonplace in higher education. As institutions seek to extend their reach and students demand more convenient access to the college curriculum, online offerings have increased at an accelerating rate. What has not kept pace with this expansion of online offerings is the necessary corresponding development of planning to ensure that quality is incorporated with the increase in online delivery. Although comparisons of online and face-to-face instruction have not shown a difference in quality, a lack of planning for online instruction can reduce its effectiveness. This chapter examines the value of online instruction to rural community colleges, the importance of planning for these courses, and the actual planning that selected rural community colleges have undertaken. As this examination demonstrates, online course planning, as vital as it is to rural campuses, is often overlooked as colleges rush to jump on the fastmoving train of online instruction.

Lewis, K. O., et al. (2011). "Current Practices and Needs Assessment of Instructors in an Online Masters Degree in Education for Healthcare Professionals: A First Step to the Development of Quality Standards." Journal of Interactive Online Learning **10**(1): 49-63.

Instructional quality of online delivery is still a common concern. Quality assurance requires a comprehensive framework of several perspectives of learners' and instructors' needs including critical analysis of their teaching and learning practices with the course technology platform. Using online surveys and semi-structured interviews with 10 instructors and 29 students, this case study investigated current instructional practice, needs, and achievements of the instructors and students in an Online Masters Program for Healthcare Professionals. Although the findings indicated little real concern about the program quality, a majority of our instructors and students still believed that initiating specific course design and teaching standards in our program would maximize instructors' and students' performancein our future courses. The process we followed in this study encouraged a helpful dialogue about program expectations, including training expectations of instructors and course design/development and teaching standards (best practices) for the online master's program. We became more conscious that applying standards successfully requires more support from the instructors. [ABSTRACT FROM AUTHOR]

Maple, M. (2010). "Developing Web-Based Distance Education for Rural Social Work Students." Women in Welfare Education **9**: 40-49.

Educational requirements for students studying Social Work include covering the theoretical and practical skills (including fieldwork) required of a social worker in order to meet eligibility requirements of the relevant professional body upon graduation. A fundamental part of this education is the development of the student's ability to understand the association between human behaviour and complex social interactions. Historically, such education took place in lecture theatres and tutorial rooms where students were able to debate a range of diverse views within a relatively safe environment. Today, however, many students are opting to undertake their studies via distance education, with a growing number of education providers offering Social Work programs in this manner. New education resources and Web 2 technologies are assisting in the delivery of such programs. There are many positive features associated with this type of education provision, including bringing the classroom to geographically isolated students, increasing flexibility in responding to relevant and contemporary social issues, and engaging new technologies to foster collaborative pedagogies, build students' technical proficiency and cultivate communities of practice prior to professional employment. There are also challenges associated with using new technologies in education. This paper explores the development, design, and implementation experiences of a rural university commencing a new undergraduate Social Work degree program utilising online technologies. [ABSTRACT FROM AUTHOR]

Mariasingam, M. A. and D. E. Hanna (2006). "Benchmarking Quality in Online Degree Programs: Status and Prospects." Online Journal of Distance Learning Administration **9**(3): 1-14.

McGinnis, M. (2010). "John Tracy Clinic/University of San Diego Graduate Program: A Distance Learning Model." Volta Review **110**(2): 261-270.

A profile of the online master's degree program in deaf education offered jointly by the John Tracy Clinic and the University of San Diego in California is presented.

Mosca, J. B., et al. (2010). "A Comprehensive Student-Based Analysis Of Hybrid Courses: Student Preferences And Design Criteria For Success." Journal of Business & Economics Research **8**(5): 7-21.

Online leaning in all forms has become the largest segment of growth in the education model over the last 10 years. Our paper focuses on the general area of computer-assisted learning, a method that uses interactive software as an aid to learning, and more specifically on blended courses - courses that are taught congruently online and in a traditional setting. Our paper examines the methodology of such innovation and details the steps necessary to institute such a program in main-stream teaching. Our paper will also help make more clear the learning intentions and show how students can achieve success while instructors take advantage of new-age methods to help them become more versed in the art of teaching. We will identify the necessary steps that students must take prior to enrolling in these courses, examine the requirements, and commitments that institutions must make to implement such a curriculum and show how the instructors must prepare themselves for the rigors that lie ahead in making this course both enjoyable and educational. A comprehensive survey and statistical analysis was conducted and the results presented in this paper to support any conclusions and recommendations. E-learning is offered in many forms throughout the world. Today, you can secure a bachelors, masters or even doctoral degree totally online. Students will continue to supplement a very busy work/life balance with online education, therefore we feel our paper addresses these concerns now and in the future and show not only the importance of this methodology, but how a simple seamless integration of this process is possible for institutions of higher learning. [ABSTRACT FROM AUTHOR]

Müller, T. (2008). "Persistence of Women in Online Degree-Completion Programs." International Review of Research in Open & Distance Learning **9**(2): 1-18.

Although online courses at postsecondary institutions promise adults access, flexibility, and convenience, many barriers to online learning remain. This article presents findings from a qualitative case study, which explored the phenomenon of undergraduate and graduate women learners' persistence in online degree-completion programs at a college in the Northeast of the United States. Research questions asked why women learners persisted or failed to persist, and how factors supporting or hindering persistence influenced learners. Interviews with a purposeful sample of 20 participants revealed the complexity of variables affecting learners' persistence to graduation. Findings suggested that multiple responsibilities, insufficient interaction with faculty, technology, and coursework ranked highest as barriers to women's persistence. Strong motivation to complete degrees, engagement in the learning community, and appreciation for the convenience of an online degree-completion option facilitated persistence. [ABSTRACT FROM AUTHOR]

Neumann, Y. and E. F. Neumann (2010). "The Robust Learning Model (RLM): A Comprehensive Approach to a New Online University." Journal of College Teaching & Learning **7**(1): 27-36.

This paper outlines the components of the Robust Learning Model (RLM) as a conceptual framework for creating a new online university offering numerous degree programs at all degree levels. The RLM is a multi-factorial model based on the basic belief that successful learning outcomes depend on multiple factors employed together in a holistic approach. This comprehensive approach was fully implemented and resulted in quality learning at all degree levels, affordable tuition, and accountability. (Contains 1 table and 4 figures.)

Puzziferro, M. and K. Shelton (2008). "A MODEL FOR DEVELOPING HIGH-QUALITY ONLINE COURSES: INTEGRATING A SYSTEMS APPROACH WITH LEARNING THEORY." Journal of Asynchronous Learning Networks **12**(3-4): 119-136.

As the demand for online education continues to increase, institutions are faced with developing process models for efficient, high-quality online course development. This paper describes a systems, team-based, approach that centers on an online instructional design theory (Active Mastery Learning) implemented at Colorado State University-Global Campus. CSU-Global Campus is a newly-created online campus within the Colorado State University System, and launches in Fall 2008 with fully-online undergraduate degree completion programs and Master's degrees. [ABSTRACT FROM AUTHOR]

Sener, J. (2010). "Why Online Education Will Attain Full Scale." Journal of Asynchronous Learning Networks **14**(4): 3-16.

Online higher education has attained scale and is poised to take the next step in its growth. Although significant obstacles to a full scale adoption of online education remain, we will see full scale adoption of online higher education within the next five to ten years. Practically all higher education students will experience online education in some form during their collegiate career, and college students will be able to take online or blended degree programs and certificates in almost any subject. Full scale online education will occur as the result of compounded growth, increased familiarity and acceptance, various models of scalability, and possible wildcards which may accelerate growth. Online education will also attain full scale by becoming fully integrated into mainstream education. This transformation is necessary for online learning to reach its potential to improve the quality of education.

Snell, C. and E. Penn (2005). "Developing an online justice studies degree program: A case study." Journal of Criminal Justice Education **16**(1): 18-36.

Online technology allows higher education to reach additional students. Because of its convenience many universities will offer a variety of criminology and criminal justice courses online. This paper presents a case study of the transfer of a graduate justice studies degree program from traditional instruction to online delivery. The transformation must involve the coordination of several university departments. Online course instruction includes development, instruction, and assessment stages that are distinct from traditional courses. The lessons learned from this process are discussed. [ABSTRACT FROM AUTHOR]

Summers, D. F., et al. (2009). "DEVELOPMENT AND INITIATION OF AN ONLINE MASTER OF SCIENCE DEGREE IN ECONOMIC DEVELOPMENT AND ENTREPRENEURSHIP." Journal of Entrepreneurship Education **12**: 111-122.

The University of Houston-Victoria has developed and initiated a new, online-delivered Master of Science degree in Economic Development and Entrepreneurship. The program is based on the premise that economic development is a result of starting, growing and expanding, and attracting business to an area. Consequently, the program gives equal weight to the fields of entrepreneurship and traditional economic development. The paper describes the unique structure of the program, the development of the program using input from both academics and practitioners, and its initiation. [ABSTRACT FROM AUTHOR]

Toth, M., et al. (2008). "Post-Implementation Insights about a Hybrid Degree Program." TechTrends: Linking Research and Practice to Improve Learning **52**(3): 76-80.

Researchers and practitioners in the field of online learning continue to debate how to best leverage the convenience of online delivery while maintaining or increasing the quality and effectiveness of course content and delivery. While students demand the flexibility and convenience that distance education offerings provide, instructors and administrators voice concerns about the efficacy of distance education in promoting student learning outcomes comparable to those generated in traditional face-to-face instruction. For administrators and institutions reluctant to offer fully online degree programs or for departments or programs that encounter resistance from their faculty in teaching such courses, the hybrid format may provide an acceptable balance. This study extends the current literature on hybrid courses and online degree programs by (a) emphasizing the importance of evaluating the hybrid degree program as a whole; and (b) raising questions and considerations that should be discussed by administrators, faculty and support staff when designing, developing and implementing a hybrid degree program. Through comparative analyses between instructor and student participants and more holistic analyses across groups, six major categories of issues emerged, including: (1) the need for communication regarding the program delivery method; (2) creation of common class procedures and expectations; (3) development of consistent schedules that maximize benefit and flexibility for students and instructors; (4) instructional technology training for instructors; (5) support for students gaining new skills; and (6) continual program evaluation. The implications of this study, which address post-implementation design issues and problems to be addressed by program administrators, yet they also impact students and instructors involved with hybrid degree programs, are outlined.

Willis, E., et al. (2003). "Developing an Online Master of Education in Educational Technology in a Learning Paradigm: The Process and the Product." Journal of Technology and Teacher Education **11**(1): 5-20.

Describes the development of a new online degree program at Northern Arizona University, the Educational Technology Master of Education. Topics include the political process; evidence of need; teachers and technology; professional development for technology use; learning communities; the learning paradigm regarding the mission of a college; and revisions in the program. (Author/LRW)