



1.2 Activity: Defining pre-knowledge and principles

In order to establish basic principles of M.Sc. studies in e-learning: duration of study; needed prerequisites and prerequisite knowledge; introduction of credit system and basic election-course policy, a review is performed using several case studies on existing M.Sc. curricula concerning distance education.

The following M.Sc. programs are analyzed:

- **Master of Distance Education**, Athabasca University, Athabasca, Canada
- **Master of Education in e-Learning Technology and Design**, Jones international university, Spain
- **Master of distance education**, University of Maryland University Collage, Carl von Ossietzky University of Oldenburg, Germany
- **Master's in eLearning Design and Implementation**, University of Colorado Denver, USA
- **Master di I livello in Open Distance Learning**, Università degli Studi di Udine, Italy

The major analyzed aspects are program outcomes, credit system, the way of courses delivering, program structure, admission requirements, duration of studies, courses organization and career options. Table I summarizes particular descriptions of above aspects.

Regarding to program outcomes, it can be noted that all curricula provide students with common knowledge and skills for designing educational and training programs, implementation, evaluation and management of distance courses. Also, all programs include a number of courses on state-of-the-art technology for distance content delivering.

The applied credit systems are mainly established according to USA credit system policy, except of the master program at University in Udine, Italy, which applies ECTS credit system policy.

It can be noted that the election-course policy varies across the programs concerning the percentage of core modules, electives (or specialization) and final theses. Some examples are:

- (58% core, 42% specialization courses), Jones University
- (42% core, 58% specialization courses), University of Maryland
- (55% core, 9% electives, 36% theses), Athabasca University
- (55% core, 45% electives), Athabasca
- (50% core 50% specialization courses), University of Colorado

The M.Sc. studies at the University in Udine lasts one year, and at the other analyzed universities studies last two years or until required credit number is collected.



Among five master programmes, four of them deliver courses on distance and there are no face-to-face meetings with students. Only at Athabasca University, Canada, a blended delivery model of independent study with online interaction is applied. Also, at the University of Udine a practicum and final testing is done at the institution.

Program structure of all analyzed M.Sc. studies (except University in Udine, Italy) is divided on core (obligatory) courses and elective or specialization courses. Number of core courses is six or seven and only three core courses at University of Colorado Denver. Number of elective courses at Athabasca University, Athabasca is one (for thesis route program) or five (for course-based route program) and it can be elected from list of eighteen elective courses. Specialization courses are offered at Jones international university, University of Maryland University Collage (two different specializations) and University of Colorado Denver. M.Sc. studies program at University in Udine, Italy is organized through six modules.

Regarding to admission requirements students' applicants at the analyzed USA universities must have bachelor's degree at least. Also students can transfer credit (equivalent two or three courses) from their prior learning or non-academic experience that match learning objectives in a specific M.Sc. course. Admission requirements at University in Udine, Italy are different: the master program can enrol those candidates who have graduated from a three-year study programme, have a university degree, masters degree, or degree according to the old regulations (four or five-year education).

Additional requirements regarding to computer hardware and software that students have access also given in Table I. Also in frame of Program Prerequisites for M.Sc. studies at University of Maryland University Collage and University of Colorado Denver some skills, and abilities are required such as: critical thinking, judgment, reflective learning, ability to concisely distil key points within a specified word or page limit, knowing how to seek clarification, drafting materials in advance of deadlines, and reviewing and revising your assignment before submitting it. Students have to be online consistently and frequently due to their contribution to the online community via discussion, peer review, and product collaboration.

Organization of courses is described in detail for each of analyzed M.Sc. studies (Table I) regarding to: maintain program status, residency requirements, full and part-time involvement (Athabasca University, Athabasca); organization of weekly modules (Jones international university), online classroom (University of Maryland University Collage), sequence of three 6-credit fully online courses in the first study year for Designing eLearning Environments certificate program and six 3-credit online courses in the first study year for eDI – eLearning Design and Implementation MA Master program (University of Colorado Denver).

Some of career options for graduates at these M.Sc. studies are given at the end of Table I. Students which graduated in the field of the Distance Education Technology specialization, depending on their background, can find positions such as:

- Technical director
- Technical expert/advisor



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- Coordinator of online instruction - Online course support specialist
Or in the field in Distance Education Teaching and Training:
- Online teacher/tutor/trainer in a management or supervisory
- Pedagogical expert (online learning); Coordinator of Online Instruction
- Online librarian/resource manager -Program evaluator/educational consultant
- Subject matter expert (SME) for DE

Technical faculty Cacak, Serbia

Dr Radojka Krneta,

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TABLE I

<p>University</p>	<p>Athabasca University, Athabasca, Canada http://www.athabascau.ca/calendar/grad/distance.html</p>	<p>Jones international university http://jonesinternational.edu/schools/education/med/17.php</p>	<p>University of Maryland University Collage Carl von Ossietzky University of Oldenburg http://www.umuc.edu/programs/grad/mde/</p>	<p>University of Colorado Denver http://thunder1.cudenver.edu/ilt/elementary/programs/edi_masters.htm</p>	<p>Università degli Studi di Udine, Italy http://zope.unimc.it/master/odl/home/bando</p>
<p>Title</p>	<p>Master of Distance Education</p>	<p>Master of Education in e-Learning Technology and Design</p>	<p>Master of distance education</p>	<p>Master's in eLearning Design and Implementation</p>	<p>Master di I livello in Open Distance Learning</p>
<p>Outcomes</p>	<p>The MDE program is designed to provide all students with a common base of skills, knowledge, and values regarding distance education and training, independent of the students' special area of interest. All graduates will gain experience in the following areas: - Problem solving, analysis, synthesis, and interpretation in distance education and training. -Designing educational and training programs, as well as implementing evaluating and managing them.</p>	<p>Master of education in e-learning technology and design Candidates who complete this program: -Understand and apply adult learning theory. -Understand and apply research methods to improve learning organizations. -Understand and apply education ethics and social responsibility. -Understand and apply strategic planning. -Understand and apply business management for learning</p>	<p>Graduates of the program will be able to: - Develop and communicate a mission and vision for the implementation of distance -education within an organization - Function effectively as leader, manager and team ember within a distance education or training organization - Develop strategic goals and business plans for distance education within an organization - Analyze and recommend an organizational distance education technology plan, and manage the implementation of that technology in distance delivery</p>		
<p>Credit system</p>	<p>33 credits are required to complete the MDE program. These credits can be earned in one of three ways.</p>	<p>This 36 credit-hour-degree program consists of 7 core courses, 4 elective courses, and 1 capstone course. 7 core courses – 21 credits 4 elective courses – 12 credits 1 capstone course – 3 credits</p>	<p>The curriculum requires 36 credits of coursework and is divided into 15 credits of required program core coursework, and 21 credits of required coursework, including a 3-credit capstone course, from one of the program specializations.</p>	<p>The eDI Master's program is composed of 36 credit hours of online</p>	<p>The study programme lasts one year. The study programme consists of 1500 hours; i.e., 300 hours for individual and group work (or 45 CFU),</p>

TABLE I (continued)

University	Athabasca University, Athabasca, Canada http://www.athabascau.ca/calendar/grad/distance.html	Jones international university http://jonesinternational.edu/schools/education/med/17.php	University of Maryland University Collage Carl von Ossietzky University of Oldenburg http://www.umuc.edu/programs/grad/mde/	University of Colorado Denver http://thunder1.cudenver.edu/ilt/elementary/programs/edi_masters.htm	Università degli Studi di Udine, Italy http://zope.unimc.it/master/odl/home/bando
Title	Master of Distance Education	Master of Education in e-Learning Technology and Design	Master of distance education	Master's in eLearning Design and Implementation	Master di I livello in Open Distance Learning
Credit system	<p>1. Thesis Route: The curriculum requirement for the thesis route consists of six core courses (18 credits), one elective course (3 credits), and 12 credits of thesis work</p> <p>2. Project Route: The requirement is the same as above, except students complete a project (12 credits) instead of a thesis.</p> <p>3. Course-based Route: The curriculum requirement for the course-based route consists of six core courses (18 credits) and five elective courses (15 credits). At the conclusion of course work, a written examination and an oral defence must be passed.</p>			<p>In your first year, you will take the three courses (6 credits each) required for the Designing eLearning Environments certificate.</p> <p>In the second year of the eDI MA program, you will six three credit hour courses</p>	<p>300 hours for project work or Practicum (12 CFU). The study programme is divided into 6 modules and a final testing (3 CFU).</p> <p>Completed lectures: 45 CFU Practicum or project: 12 CFU Final testing: 3 CFU</p> <hr/> <p>TOTAL 60 CFU</p> <p>Module 1: 7 CFU Module 2: 9 CFU Module 3: 9 CFU Module 4: 6 CFU Module 5: 7 CFU Module 6: 7 CFU Practicum or project: 12 CFU Final testing: 3 CFU</p> <hr/> <p>Total 60 CFU</p>
Implementation of studies	This course is designed as a blended delivery model of independent study with online interaction.	There are no face-to-face requirements for completion of the degree.	The UMUC MDE program is offered only through distance education and has no „on-campus“ or „face-to-face“ requirements. All coursework in the program is delivered via the Internet using UMUC's proprietary comprehensive Web-based learning resource, WebTycho.	There are no face-to-face meetings or scheduled activities.	Distant lectures, learning, and exercises. Practical work as a practicum. Final testing.

TABLE I (continued)

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Title	Master of Distance Education	Master of Education in e-Learning Technology and Design	Master of distance education	Master's in eLearning Design and Implementation	Master di I livello in Open Distance Learning
Program structure	<p>Core courses</p> <ul style="list-style-type: none"> ▪ MDDE 601: Introduction to Distance Education and Training ▪ MDDE 602: Research Methods in Distance Education ▪ MDDE 603: Foundations of Instructional Design: Systems Analysis and Learning Theory ▪ MDDE 604: Instructional Design in Distance Education ▪ MDDE 605: Planning and Management in Distance Education and Training ▪ Complete a technology course from the list of MDE <p>Elective courses</p> <ul style="list-style-type: none"> ▪ MDDE 610: Introduction to Current Distance Education Technologies 	<p>Orientation Course</p> <ul style="list-style-type: none"> • JIU 101: Successful Online Learning <p>Core courses</p> <ul style="list-style-type: none"> • EDU 522: Research Methods: Improving Learning Organizations • EDU 531: Education Ethics and Social Responsibility • EDU 542: Strategic Planning for Educators • EDU 544: Business Management for Learning Organizations • EDU 630: Needs Assessment for Learning Environments • EDU 653: Assessment Strategies to Improve Adult Learning • EDU 681: Adult Learning Theory 	<p>Core required courses</p> <ul style="list-style-type: none"> • Introduction to Graduate Library Research • OMD 601: Foundation of Distance Education • OMD 603: Technology in Distance Education • OMD 610: Teaching and Learning in Online Distance Education • OMD 608: Learner Support in Distance Education and Training <p>Capstone course</p> <ul style="list-style-type: none"> • OMD 670: Portfolio and projects in Distance Education <p>Specialization 1 Distance Education Technology (DETC)</p> <ul style="list-style-type: none"> • DETT 607: Instructional Design and Course Development in Distance Education 	<ul style="list-style-type: none"> • IT 5660: Designing and Teaching in eLearning Environments • IT 5670: Developing eLearning Instruction • IT 5680: Integrating Media in eLearning Environments • IT 5650: Policies and Planning for eLearning Programs • IT 5130: Instructional Message Design • IT 6720: Research in Information and Learning Technologies • IT 6740: Learning Processes in Instructional Technology • IT 5160: Managing Information and Learning Technologies Programs • Elective 	<ul style="list-style-type: none"> • Module 1 – E-learning: history and models • Module 2 – Technology of E-learning • Module 3 – Multimedia language and Internet • Module 4 – Personalisation and 3D • Module 5 – Activities and materials via Internet • Module 6 – Planning and distance environments

TABLE I (continued)

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Title	Master of Distance Education	Master of Education in e-Learning Technology and Design	Master of distance education	Master's in eLearning Design and Implementation	Master di I livello in Open Distance Learning
Program structure (continued)	<ul style="list-style-type: none"> ▪ MDDE 611: Foundations of Adult Education ▪ MDDE 612: Experiential Learning ▪ MDDE 613: Adult Education and Life Long Learning ▪ MDDE 614: International Issues in Open and Distance Learning ▪ MDDE 615: Human Factors in Educational Technology ▪ MDDE 617: Program Evaluation in Distance Education ▪ MDDE 618: Instructional Project Management ▪ MDDE 6619: Trends and Issues in Instructional Design ▪ MDDE 620: Advanced Technology for Distance Education and Training 	<p>Specialization courses</p> <ul style="list-style-type: none"> • EDU 550: Evaluating Education Technology • EDU 651: Designing Interactive e-Learning • EDU 652: Designing Information/Performance Support Systems • EDU 654: Developing and Implementing e-Learning Systems <p>Capstone course</p> <ul style="list-style-type: none"> • EDU 669: Capstone: The Professional Adult Educator 	<ul style="list-style-type: none"> • DETC 630: Synchronous and Asynchronous Learning Systems in Distance Education • DETC 620: Training and leaning with multimedia • DEPM 604: Leadership in Distance Education • DEPM 625: Distance Education, Globalization, and Development • IMAT 639: Internet Multimedia Applications <p>Specialization 2 Distance Education Teaching and Training (DETT)</p> <ul style="list-style-type: none"> • DETT 607: Instructional Design and Course Development in Distance Education • DECT 620: Training and Learning with Multimedia 		

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Title	Master of Distance Education	Master of Education in e-Learning Technology and Design	Master of distance education	Master's in eLearning Design and Implementation	Master di I livello in Open Distance Learning
Program structure (continued)	<ul style="list-style-type: none"> ▪ MDDE 621: Online Teaching and Learner Support Technologies in Distance Education ▪ MDDE 650: Tutoring and Student Support in Distance Education and Training ▪ MDDE 651: Gender Issues in Distance Education ▪ MDDE 660: Professional Seminar in Distance Education ▪ MDDE 661: Seminar Topics in Educational Conferencing ▪ MDDE 662: Seminar Topics in Evaluating Conferencing Software ▪ MDDE 663: Emerging Issues in Distance Education Technologies ▪ MDDE 690-91: Independent Study 		<ul style="list-style-type: none"> • DETT 611: Library and Intellectual Property Issues in Distance Education • EDTC 650: Special Topics in Instructional Technology • DETT 621: Training at a Distance • DETT 615: Assessment and Quality Assurance in Distance Education 		

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Title	Master of Distance Education	Master of Education in e-Learning Technology and Design	Master of distance education	Master's in eLearning Design and Implementation	Master di I livello in Open Distance Learning
Admission requirements	<p>Applicants to the MDE program must hold a baccalaureate degree from a recognized post-secondary education institution.</p> <p>If the potential applicant does not have a degree, but believes his or her education and experience is equivalent to an undergraduate degree, then it is the responsibility of the applicant to put forward this position in writing as part of the application process.</p>	<p>A minimum undergraduate cumulative grade point average of 2.5 is required for admission to the master's programs.</p> <p>Credit for Prior Learning</p> <p>Credit for Prior Learning is the process by which students may transfer non-academic experience and training into academic credit. Students receive credit by developing a portfolio that documents how they have acquired knowledge and skills that match the learning objectives in a specific undergraduate or graduate-level JIU course. Students may transfer up to nine credits at the graduate level (equivalent to three courses) through Credit for Prior Learning evaluation. Students are encouraged to work closely with the Academic Chair/Dean of their degree program to determine which specific course requirement(s) they would like to fulfil through this option.</p>	<p>To be eligible for admission to the University of Maryland University Collage Graduate School you must have the following: A completed application for admission All program specific requirements. An official transcript indicating completion of at least a bachelor's degree from a regionally accredited and degree-granting university of collage</p> <p>Transfer Credits</p> <p>Students can transfer 6 semester hours of approved coursework (usually 2 courses) from an accredited institution to the MDE program.</p>	<p>To become involved in the eLearning Design and Implementation (eDI) Masters program or the Designing eLearning Environments (DeE) Certificate program, you need to submit a Graduate School application.</p>	<p>In the masters programme can enrol those candidates who have graduated from a three-year study programme, masters degree, or degree according to the old regulations (four or five-year education), in all disciplines, as well as those candidates who have graduated from a professional education programme at foreign universities and which is comparable in duration and content with the obligatory Italian academic title.</p>

TABLE I (continued)

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Title	Master of Distance Education	Master of Education in e-Learning Technology and Design	Master of distance education	Master's in eLearning Design and Implementation	Master di I livello in Open Distance Learning
Additional requirements	Computer System Requirements <p>In order to participate in this program, students must have access to the following computer hardware and software.</p> <p>Students must also have access to the latest available version of their Web browsers (i.e., Netscape, Internet Explorer, Mozilla etc.) Following is the <u>minimum</u> configuration for 2007.</p> <p>Pentium-class PC P-200 or higher 256 MB RAM 10 GB free disk space Compatible monitor Mouse CD-ROM/DVD player Sound card, speakers, and microphone 56 KB Internet connection (or higher) Printer Zip or other backup system</p>	Computer System Requirements Operating System <ul style="list-style-type: none"> • Windows XP Processor <ul style="list-style-type: none"> • 400 mHz Processor (Pentium Processor Recommended) RAM <ul style="list-style-type: none"> • 128 MB of RAM or above Storage <ul style="list-style-type: none"> • 4 GB or better Monitor <ul style="list-style-type: none"> • 17" SVGA Monitor • True colour (24 bit) • 1024 X 768 Resolution or better Internet Connection <ul style="list-style-type: none"> • Broadband Browser (only 1 needed) <ul style="list-style-type: none"> • Internet Explorer 6.0 • Firefox 1.0.X Software MS Word 2000 or 2002	Computer System Requirements <p>The MDE program (and WebTycho) requires a browser version of 4.5 or higher. The Adobe Acrobat Reader, version 4.0 or higher is required. Microsoft Word97 is required in most of the MDE courses. Microsoft Excel is required in some of the MDE courses. Microsoft PowerPoint is highly recommended.</p> <p><i>Program Prerequisites</i></p> <p>At the graduate level critical thinking, judgment, reflective learning, and similar skills are required. The ability to concisely distil key points within a specified word or page limit is also required. For success, hone skills and habits, such as knowing how to seek clarification, drafting materials in advance of deadlines, and reviewing and revising your assignment before submitting it.</p>	Computer System Requirements <p>To complete course requirements, you must have access to a Web-connected computer. You will need regular access to high-speed Internet connection, either at home or a convenient work location.</p> <p>eLearning program participants must purchase the Adobe Creative Suite 3 "Web Standard" bundle because it is used in most of the courses.</p> <p>Your computer must meet at least the minimum requirements for the Adobe CS3 Web Standard software.</p> <p><i>Program Prerequisites</i></p> <p>The following are knowledge, skill, and disposition prerequisites for the program:</p>	<p>Masters programme is going to be held if the number of enrolled students is at least 15.</p>

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Title	Master of Distance Education	Master of Education in e-Learning Technology and Design	Master of distance education	Master's in eLearning Design and Implementation	Master di I livello in Open Distance Learning
Additional requirements (continued)				<p>Experience using the Internet for communication via tools like email and discussion forums.</p> <p>Experience using the Web for research (e.g., using Google, Yahoo, or another search engine).</p> <p>Computer operation skills including basic file management with the operating system of your computer.</p> <p>Skills in using productivity software tools, such as a word processor.</p> <p>This program is not a self-paced experience. You will be required to contribute to the online community via discussion, peer review, and product collaboration. This will require you to be online consistently and frequently.</p> <p>It is important to realize that it takes time and effort to develop expertise in these areas.</p>	

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Title	Master of Distance Education	Master of Education in e-Learning Technology and Design	Master of distance education	Master's in eLearning Design and Implementation	Master di I livello in Open Distance Learning
Duration of studies	Students have a maximum of six years from their first registration as a program student to complete the MDE degree program.		<p>Students have seven years from the date of their first completed course to complete the MDE program.</p> <p>Each course is 15 weeks long. Students are also off the weeks of U.S. Thanksgiving, Christmas, and New Year. Summer terms are 7 weeks long.</p>	<p>Students in the MA program typically take 6-credit hours per term (fall, spring, and summer), completing their Masters degree in 2 years.</p> <p>Students in the certificate program a take 6-credit course each term (fall, spring, and summer), completing the DeE certificate in one year.</p> <p>The first year of DeE certificate courses are exactly the same courses that students in the eDI MA program take, so certificate students can easily opt to continue a second year of studies to earn their MA.</p> <p>2 years (6th trimesters)</p>	1 year
Courses organization	To maintain program status, students must complete 6 credits of course or thesis/project work during each academic year (September 1 to August 31). In core courses, the lowest acceptable grade is B-.	Taking Classes Each course is divided into weekly modules. Each week you will complete an online instruction unit, reading assignment, participate in the forum discussion, and either write a paper or work on an individual or group project.	The UMUC MDE program is offered only through distance education and has no „on-campus“ or „face-to-face“ requirements. All coursework in the program is delivered via the Internet using UMUC's proprietary comprehensive Web-based learning resource, WebTycho.	Designing eLearning Environments (DeE) certificate program is a sequence of three fully online courses – there are no face-to-face meetings or scheduled activities. All three courses are required for the DeE certificate.	

TABLE I (continued)

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Title	Master of Distance Education	Master of Education in e-Learning Technology and Design	Master of distance education	Master's in eLearning Design and Implementation	Master di I livello in Open Distance Learning
Courses organization (continued)	<p>Students who receive a grade lower than B-, or receive more than one grade of B- or lower, may be required to withdraw from the program.</p> <p>In elective courses, the lowest acceptable grade is C+. Students who receive a grade lower than C+, or receive more than one grade of C+ or lower, may be required to withdraw from the program.</p> <p>Residency: To meet the residency requirements, students must</p> <ol style="list-style-type: none"> 1. for the Thesis Route or Project Route, complete a minimum of three courses (nine credits) from the core curriculum and complete the thesis or project through Athabasca University. 	<p>You must complete all assignments during the assigned week, before the class moves on to the next module.</p> <p>Each week, your class will include a series of discussion questions in an online forum. Unlike a scheduled online chat, the asynchronous design of JIU courses allows you to post your thoughts at a time convenient for you. You must participate during the week and comment on responses from your classmates. Your professor will guide the class discussion. Specific learning teams are not assigned in JIU degree programs. While you will complete some assignments as group projects, those groups will change with each class. This provides you with the opportunity to work with an international group of classmates, each bringing their unique backgrounds to your educational experience.</p>	<p>WebTycho creates an online classroom in which students and faculty can discuss weekly assignments. Students turn in all assignments through the WebTycho classroom, and in each seminar study groups are formed to allow members to work on team assignments separately from other groups</p> <p>Each course is 15 weeks long.</p>	<p>The eLearning programs will involve you in applied, hands-on projects that develop your eLearning knowledge and skills. Individual professional experiences are highly valued and will form the basis for most of the student projects developed in our programs. Throughout the 36-credit hour MA program or the 18-credit certificate program, you will develop an online portfolio of your work that professionally highlights your expertise.</p>	

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Title	Master of Distance Education	Master of Education in e-Learning Technology and Design	Master of distance education	Master's in eLearning Design and Implementation	Master di I livello in Open Distance Learning
Courses organization (continued)	<p>2. Project Route: The requirement is the same as above, except students complete a projects (12 credits) instead of a thesis.</p> <p>3. for the Course-based Route, complete a minimum of three courses (nine credits) from the core curriculum, a minimum of four elective courses (12 credits) through Athabasca University, and pass the written examination and oral defence at the conclusion of the course work.</p> <p>Full- and Part-time Involvement Students may study in the program on a full- or part-time basis. Part-time students must complete a minimum of six credits (two course equivalents) per calendar year</p>	<p>Most classes average 10-15 hours per week at the undergraduate level, or 15-20 hours per week at the graduate level. You don't spend all that time online, however. The estimate also includes completing course reading assignments, doing research, and working on that week's project.</p>			

TABLE I (continued)

<p>University</p>	<p>Athabasca University, Athabasca, Canada http://www.athabascau.ca/calendar/grad/distance.html</p>	<p>Jones international university http://jonesinternational.edu/schools/education/med/17.php</p>	<p>University of Maryland University Collage Carl von Ossietzky University of Oldenburg http://www.umuc.edu/programs/grad/mde/</p>	<p>University of Colorado Denver http://thunder1.cudenver.edu/ilt/elearning/programs/edi_masters.htm</p>	<p>Università degli Studi di Udine, Italy http://zope.unimc.it/master/od/home/bando</p>
<p>Title</p>	<p>Master of Distance Education</p>	<p>Master of Education in e-Learning Technology and Design</p>	<p>Master of distance education</p>	<p>Master's in eLearning Design and Implementation</p>	<p>Master di I livello in Open Distance Learning</p>
<p>Courses organization (continued)</p>	<p>MDE Course-related Procedures Students must complete the core courses in the prescribed sequence. Elective courses may be taken on completion of the core courses or concurrently with the core courses offered in any term.</p>				
<p>Career Options</p>		<p>The MEd in e-Learning Technology and Design was created for educators who want to improve:</p> <ul style="list-style-type: none"> - the quality of leadership, - curriculum, instruction, - assessment within online learning communities. 	<p>Graduates of the Distance Education Technology specialization, depending on their background, can find positions such as:</p> <ul style="list-style-type: none"> -Technical director -Technical expert/advisor - Coordinator of online instruction - Online course support specialist 	<p>Graduates of the eLearning program assume educational leadership positions in school districts, organizations, and higher education institutions.</p>	

TABLE I (continued)

University	Athabasca University, Athabasca, Canada http://www.athabascau.ca/calendar/grad/distance.html	Jones international university http://jonesinternational.edu/schools/education/med/17.php	University of Maryland University Collage Carl von Ossietzky University of Oldenburg http://www.umuc.edu/programs/grad/mde/	University of Colorado Denver http://thunder1.cudenver.edu/ilt/elearning/programs/edi_masters.htm	Università degli Studi di Udine, Italy http://zope.unimc.it/master/odl/home/bando
Title	Master of Distance Education	Master of Education in e-Learning Technology and Design	Master of distance education	Master's in eLearning Design and Implementation	Master di I livello in Open Distance Learning
Career Options (continued)		Graduates emerge as leaders who are ready to transform online learning and advance in their careers.	Distance Education Teaching and Training - Online teacher/tutor/trainer in a management or supervisory -Pedagogical expert (online learning); Coordinator of Online Instruction -Online librarian/resource manager - Program evaluator/educational consultant -Subject matter expert (SME) for DE		