

Figure 2

Critical Design and Administrative Concerns in Developing an Online Program

1. Which student group (current, new, distant, campus, etc.) will be served by the online program?
2. Will the online program be organized differently than current program(s)? Will online programs run parallel to existing programs or be treated separately from each other?
3. Will the online program have a residential requirement?
4. How will instructional needs be addressed, such as by using existing faculty, hiring adjunct faculty, or using a mix of part-time and full-time faculty?
5. Should the program focus the design effort and funding on developing standardized course templates or provide training for existing faculty on the finer aspects of online pedagogy?
6. Should any type of common course template (i.e., a common “look and feel”) be used to streamline or standardize the online instruction?
7. How much interactivity should be designed into online courses, and how much of the interactivity should be left to the judgment of the individual faculty?
8. Should the program use commercial off-the-shelf online technology, use open-source technology, or develop its own proprietary teaching tools?
9. How should the program select a course management system that will best fit the goals and design of the curriculum to be placed online?
10. What role will corporate partners and university alliances play in the design and implementation of an online teaching program?

Source: Magjuka, R. J., M. Shi, and C. J. Bonk. “Critical Design and Administrative Issues in Online Education.” *Online Journal of Distance Learning Administration* 8, no. 4 (2005). Available at <http://www.westga.edu/~distance/ojdla/winter84/magjuka84.pdf> (accessed May 1, 2008).