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Abstract

In 1997, the University of Texas (UT) System initiated the development of the UT TeleCampus, a centralized facilitation point for distance learning. The TeleCampus opened its virtual doors in May 1998. At the start, its focus was entirely on support services for students. By late 1998, however, the TeleCampus had begun developing what would become collaborative benchmark on-line programmes for the UT System. Since then, in developing more than twelve complete on-line degree programmes, the administrators of the TeleCampus have learned lessons about creating and maintaining quality in collaborative, Web-based, distance, for-credit, education courses and degree programmes. Some of the key issues arising from the collaborative nature of these programmes and methods that are used to ensure that each course meets a high-quality standard are discussed. (HRK / Abstract übernommen)