

## Training Model of Online MPA Degree Program Training Model: A Case of Rutgers University

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### Abstract

*Online graduate education is a product of the integration of the Internet and the innovative development of educational technology. Online graduate education breaks through the time and space constraints of "teaching and learning", and plays an important role in meeting the huge social demand for graduate-level education and improving students' job abilities and career development. This article takes the online MPA (Master of Public Administration) project of Rutgers University in the United States as an example to analyze the online research education model of American universities. The fundamental difference between American online postgraduate education and traditional on-campus postgraduate education is not the teaching content but the teaching method. Teachers and students do not need to conduct the same teaching activities at the same time and in the same place. At the same time, the teaching quality of AOL MPA is the same as that of on-campus. Based on the development of online courses based on on-campus teachers, the use of the same standards to assess online and on campus students, small class teaching, etc., these are important factors to ensure the quality of online graduate teaching.*

**Keywords:** *Online graduate education, Training model, Rutgers University, Teaching methods*

### 1. Introduction

The deep integration of the Internet and education has led to profound changes in teaching concepts, teaching behaviours, teaching organizational forms, and other educational elements. Online education is the product of the integration and development of the Internet and educational technology innovation. The Sloan Consortium in its "America Online Education" report defines online education as more than 80% of the content of the curriculum is education completed online [1]. As one of the first countries to develop online education, the United States has developed rapidly in various types and levels of online education, and online graduate education is no exception. Statistics show that the number of students participating in online postgraduate education in the United States was 1.6 million in 2002 and 6.1 million in 2010, with an average annual growth rate of 18.3%, accounting for 32% of the total number of students. This development trend makes many education experts believe that online postgraduate education will be the "leader" of postgraduate education in the future [2]. This article takes the online MPA (Master of Public Administration) project of Rutgers

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University in the United States as an example to analyze the online graduate education model of American universities.

## **2. The background of online education development**

### **2.1. Motivation for online education development**

Strong social demand has given birth to American online graduate education. It is the tradition and characteristics of American colleges and universities to set up corresponding educational programs according to social needs. In the 1970s, the gross enrolment rate of higher education in the United States exceeded 50%, becoming the first country in the world to enter the stage of popularization of higher education, and the demand for postgraduate education has naturally increased. This growth is superimposed on the accelerating trend of the United States' entry into the information society and has formed a new concept of lifelong learning. The establishment of a learning society is an educational philosophy advocated by UNESCO and the OECD to adapt to new social development. According to a survey in the past, most Americans only engaged in one occupation in their lifetime, but now there may be 7 career changes in their lifetime. In this way, to adapt to the new changes in society and the new requirements of job changes, some people who have already participated in the work urgently need to update their knowledge, improve their professional ability and level, and also hope to improve their academic qualifications. However, these people do not have a lot of complete-time, and at the same time, they are also limited by the distance of space. The emergence of online graduate education programs has solved the two main obstacles of time and distance. Online postgraduate education is especially suitable for those who are older, have families, and have jobs, allowing them to use their time outside work to study while performing their current job duties [3]. In the 1930s and 1940s, American universities carried out distance education for students from other places through teaching TV and other methods [4]. After entering the 21st century, online graduate education in the United States has developed rapidly. The online Master of Public Administration program of Rutgers University in the United States is the product of meeting the strong needs of society.

The technical support for the development of American online graduate education in the 1990s is the integration and development of the Internet and educational technology innovation. In 1969, the United States established the world's first packet-switched experimental network ARPANET. Just more than 10 years later, the Internet-based on ARPANET has millions of users and provided many services in the United States. As the most powerful communication platform in human history, the Internet has profoundly changed the way people live and communicate. The Internet has now become an important source of information for billions of people in their studies, lives, and work. "Internet" has become an indispensable part of people's lives. Online education using the Internet as a medium is the main manifestation of distance education. The development of the World Wide Web and the continuous maturity of technology, it has had a profound impact on the education model. In 1991, the University of Phoenix became the first company to provide online education courses via the Internet. In 1992, the Alfred P. Sloan Foundation developed the Asynchronous Learning Network. With the continuous development of online education, the Sloan Foundation, as a non-profit organization, began to fund institutions that provide online courses to improve the quality of online education. Many universities in the United States were able to open a large number of online graduate education programs in the 1990s because of the integration of the Internet and educational technology innovation. The rise of

MOOCs has also promoted the development of online degree education. The concept of MOOC was proposed by Dave Cormier and Bryan Alexander in Canada. In 2008, it was introduced at Athabasca University by George Siemens and Stephen Downis co-developed the "Relationism Learning Theory and Connected Knowledge" online course. Since then, MOOC has developed rapidly. 2012 was a milestone year for MOOC development. Later, edX, Coursera, and Udacity, which became the three global MOOC giants, were established this year. The New York Times referred to 2012 as the first year of MOOC. Since the Georgia Institute of Technology and Udacity announced the joint opening of the Online Master of Computer Science (OMSCS) in 2013, online postgraduate education based on MOOC has ushered in great development.

American universities have a long history of developing distance education. As early as the end of the 19th century, American colleges and universities carried out distance higher education by mailing printed materials and other correspondence methods. Since then, American universities have always applied new changes in communication technology to distance education on time. After entering the 21st century, distance education in American colleges and universities has developed greatly. According to a survey conducted by the Babson Survey Research Group, an American market research organization (the organization surveyed the online learning status of higher education in the United States every year from 2003 to 2016 for 13 years. Including the leaders of 2,800 universities and colleges), at least one-third of students have taken an online course. Online education has become the mainstream, and the United States has entered the era of online education. The long history of distance education in the United States has laid the foundation of social trust for online graduate education. When online postgraduate education in American colleges and universities developed rapidly in the 1990s, the acceptance and recognition from all walks of life in American society were very high. Of course, the quality of AOL graduate education has also received close attention from universities and all walks of life. Online graduate education, as a product of the educational technology revolution in the information society, is different in teaching quality compared with traditional graduate education. In its 2014 report, the Sloan Union of the United States believed that the teaching quality of online courses was "lower" or "partially lower than" the quality of traditional face-to-face courses from 2003 to 2013, and the proportion was basically above 20% [5]. Nevertheless, the views and attitudes of the U.S. education community towards online education show that as many as 60% of university administrators believe that online education is of strategic significance to the long-term development of U.S. colleges and universities and that online education can achieve the same or even better performance than on-campus courses [6]. Research conducted by American scholars in different periods has also confirmed this point. It is the high recognition of online education from all walks of life that has consolidated the social foundation of online graduate education in the United States.

## **2.2. The background of the online MPA master's program of Rutgers University**

The full name of Rutgers University is the State University of New Jersey. People usually call it Rutgers University. Founded on November 10, 1766, Rutgers University is the 8th oldest university in the United States and a powerful world-class university. Rutgers University is ranked 262nd in the 2020QS World University Rankings, 168th in the 2020 Times Higher Education (THE) World University Rankings, and 62nd in the US News World University Rankings. The online Master of Public Administration program at Rutgers University in the United States was founded in 2013 and enjoys a high reputation worldwide.

Rutgers University's online public management master's program was placed third in the "Top 50 Online Public Management Masters" on the "MPA Degree Online" website [7].

The Master of Public Administration program is a professional graduate degree in the public sector. Graduates can serve as administrative officials, managers, and policy analysts in local, state, and federal government executive agencies, or non-governmental departments (NGOs) and non-profit departments. The Master of Public Administration is comprehensive in disciplines, involving disciplines such as economics, sociology, law, anthropology, political science, and regional planning.

The Master of Public Administration program at Rutgers University in the United States began in 1975 and was undertaken by the School of Public Affairs and Administration (SPAA) of Rutgers University. The School of Public Affairs and Management of Rutgers University is quite strong, and its public administration and information and technology management are ranked 7th and 4th in the US News World University respectively.

Rutgers University's online public administration master's program is a 100% fully online education program. The original intention of the project is to provide systematic learning courses for those who will or have been engaged in public administration work, aiming to give students a broad understanding of the field of public administration and related issues. Specifically, the training purpose of the project is to enable students to master the professional knowledge and skills of public management, be able to define public problems, effectively collect and process relevant data, carry out quantitative and qualitative analysis, develop communication and creatively propose solutions, and implement ethical and practical action plans.

Mission Statement and Guiding Value are an important part of the American graduate education training plan. Based on the actual content of "Mission Statement" and "Guiding Value" and the experience of studying at Rutgers University, the author believes that the former is more of a "project description" and the latter is more of a "specific goal".

The mission statement and value orientation of Rutgers University's online public management master's program are consistent with the offline public management master's program. The mission statement is to create a diversified and inclusive environment to spread democratic values in the pursuit of public affairs and public administration research and practice. The Master of Public Administration program aims to enable students to acquire the management skills, diversity, knowledge, service, and ethics of working in the public and nonprofit sectors, and to advance the mission of the college and its commitment to public values. The Master of Public Administration program emphasizes a commitment to the institutionalization of the world and diverse communities, at the local, state, regional, national, and international governance levels.

The Guiding Value of Rutgers University's online public management master's program mainly includes five aspects:

One is ability. The online Master of Public Administration program at Rutgers University aims to cultivate the abilities of graduates of the Master of Public Administration and develop their deep understanding of public affairs and the knowledge and skills to successfully lead public and non-profit organizations.

The second is diversification. The Rutgers University Online Master of Public Administration program aims to improve students' ability to deal with the public and non-profit sector management issues and policy dynamics by incorporating a broad perspective and expanding the race, ethnicity, gender, and national background of Rutgers University's faculty and students Diversity.

The third is knowledge. The teachers and students of Rutgers University's online public management master program seek to expand academic knowledge and public management practices in this field through research, publication, participation in conferences, and applied research projects with government and non-profit organizations.

The fourth is service. Rutgers University's online Master of Public Administration program is an important tool for strengthening the university's commitment to academic research and public service in Greater Newark, New Jersey, the region, the United States, and the international community.

The fifth is ethics. Rutgers University's online public management master's program promotes the integration and dependence of ethics in the public and non-profit decision-making process by emphasizing democracy-constitutional norms and values and focusing on public service ethics throughout the course.

### **3. The teaching characteristics and training mode of the American online public administration master's program**

The fundamental difference between American online postgraduate education and traditional on-campus postgraduate education is not the teaching content but the teaching method. With the technical support of the integration and development of the Internet and education, most of the teaching activities of graduate students are completed online, and teachers and students can be separated in time and space. In other words, teachers and students do not need to conduct the same teaching activities at the same time and in the same place.

#### **3.1. The teaching characteristics and training mode of the American online public administration master's program**

Teachers are a key factor in the development of online postgraduate education. Online postgraduate education is not simply recording the audio and video recordings of teachers' lectures in the classroom, and then directly putting them on the Internet for students to learn. Online graduate education requires teachers to adopt new technologies and new models that adapt to the Internet in the presentation of teaching content, selection of teaching methods, teaching assignments and corrections and teaching guidance. These new technologies and new models include two aspects: one is about the operation of human-computer interaction. The second is the teaching process based on human-computer interaction. These new technologies and new models are unfamiliar to teachers who are accustomed to the traditional postgraduate teaching model of "teaching in class" and "reading and discussing", and require a lot of time and energy to study. Therefore, training teachers and obtaining certificates will become the qualifications for teachers to develop online courses.

Unlike people's usual imagination, effective online graduate education is very time-consuming and labour-intensive. Scholars found in the survey that most of the time of online teachers is spent on "communication with students, establishing and maintaining learning communities" and so on. Sometimes "just the number of emails will soon become a huge burden". Bass found that online courses are almost twice as long as traditional courses. For example, a traditional course familiar with textbooks takes an average of 270 minutes per week, while the same online course (including writing and entering notes, recording videos, emails, etc.) takes 480 minutes [9]. It can be seen that online graduate education has greatly increased the workload of teachers. If effective methods are not adapted to solve these problems, the teaching quality of online graduate students will be difficult to guarantee.

MPA is one of the most popular online graduate degrees among American students. The students are mainly non-traditional full-time students (adult learners or part-time learners). American scholars have done a lot of surveys to understand students' cognition and preferences about online courses and campus courses and found that the majority of students prefer a mixed course model (online courses and on-campus courses), and fewer students prefer the model of complete campus courses. Only a few students like the complete online course model [10]. Student evaluation reflects the necessity of teaching certain courses on campus, because some courses, such as interpersonal skills, etc., are more profitable for students opening this course on campus. American scholars also found in the survey that although online graduate education is very popular, it is not suitable for everyone. Those students who are self-motivated are more likely to succeed in online learning. Most of these students are "older, highly motivated and self-disciplined", and their purpose of participating in online graduate education is "hope for career development" [11]. It can be seen that the learning purpose or motivation of online graduate students is an important factor that affects the learning effect and thus the quality of online graduate education. The Spatio-temporal asynchronous nature of online graduate education means that the normality of students' online learning is done independently, which creates problems such as integrity and education quality. For instance, how do you make sure that online instructional videos, emails, assignments, assessments, and exams show up in the students' email inbox? American colleges and universities usually adopt two methods to solve such problems: one is to use technical means. If a student's learning process is videotaped, random questions appear during the course broadcast, and the student must answer within the prescribed time before the course can continue; the second is to strengthen personal credit. All kinds of falsifications by students will be severely dealt with as soon as they are discovered.

Online MPA education is not restricted by time and space. It also means that the number of students enrolled in the school is not restricted by the class capacity of the campus. This makes people worry about whether it will cause the size of the students to get out of control. When the number of students greatly exceeds the normal workload of teachers, there will be a phenomenon of "mixing water" in the quality of graduate students. According to research reports by American scholars and institutions, although colleges and universities offer online graduate education programs to expand the source of students and increase income, the number of students has not been over-expanded. According to statistics from the National Association of Schools of Public Administration (NASPAA), in 2002 there were 16,358 MPA-registered students and 5314 MPA degrees awarded in 195 schools in the United States; by 2010, there were 17,460 registered students and awarded MPA degrees in 176 schools in the United States. 5621 MPA degrees have been awarded. These data show that in 2002, each school had an average of 83 students and was awarded 27 MPA degrees; in 2010, each school had an average of 99 MPA students and 31 degrees [12].

Postgraduate education is not only the education of professional knowledge but also includes many teaching contents such as the ability to study and solve practical problems. L. Rafael Reif, president of the Massachusetts Institute of Technology in the United States, stated in 2013 that "digital (or online) learning is the most important educational innovation since the print media", and at the same time believes that the best way to teach certain educational content is teachers and students Face-to-face interaction. Such teaching content includes "judgment, confidence, humility, and skills from problem solving and teamwork. Perseverance, analytical skills, and initiative obtained from laboratory research. By learning from a master in your field and as a member of the campus community Morals and values arising from life", etc. [13]. Even the teaching of knowledge is divided according to the type

of knowledge of the Organization for Economic Cooperation and Development. There are only two types of knowledge that can be learned and disseminated through coding methods such as language and writing, and the other two types are difficult to learn and disseminate through coding methods such as language and writing. It needs individual long-term practice and experience to get it. The MPA major has a lot of knowledge and skills that need to be acquired in face-to-face teacher-student interaction.

The face-to-face interaction between teachers and students is an indispensable and important teaching link for graduate education. American scholar Nielsen asserted that “distance (online) learning programs will never replace traditional classrooms” [14] because the face-to-face interaction between teachers and students has irreplaceable functions and effects. American universities mainly make up for the lack of interaction between teachers and students in online graduate education from two aspects: one is to adopt a mixed curriculum model. Those who need face-to-face interactive communication between teachers and students can teach well learned courses and adopt the school curriculum model, such as interpersonal skills courses. The hybrid model can combine the best aspects of online courses and on-campus courses, which is conducive to improving the learning effect. The second is the innovative integration of the Internet and educational technology. Solve the online interaction between teachers and students through online educational technology innovation. Educational technology innovation often brings the cost of learning and use, and since most of the problems of teacher-student interaction in graduate education are generative, it is difficult to predict and answer in advance, and the teaching workload of teachers may greatly increase.

### 3.2. The training model of the online public management master's program of Rutgers University

#### (1) Courses and credits

Rutgers University's online public management master's program has a total of 42 credits, including 33 core course credits as shown in [Table 1] and 9 major (Concentration) or elective course credits. The core courses are the courses that all students of the Master of Public Administration major need to study, and the major or elective courses are courses related to the professional direction.

Rutgers University's online public management master program classifies core courses into different areas of study (Core Curriculum Areas of Study) and divides 11 core courses into 5 areas of study. The corresponding courses are shown in [Table 1].

Table 1. Courses and credits list of Rutgers University's online public management master's program

Field of study	Learning objectives	Core curriculum
Foundation (12 Credits)	Understand the background of public management, the main professional capabilities of the public and non-profit sectors	《Introduction to Public Management》(3 Credits) 《Technology and Public Management》(3 Credits) 《The Economics of Public Administration》(3 Credits) 《Administrative ethics》(3 Credits)
Analysis (6 Credits)	Learn and master quantitative and qualitative research methods, research design	《Applied Statistics》(3 Credits) 《Applied Research Design》(0 Credits)

Management (9 Credits)	The foundation of the organization and human resource management	《Manage public organizations》(3 Credits) 《Public sex》(3 Credits) 《Human Resource Management》(0 Credits)
Finance (3 Credits)	Analyze financial background and budget skills	《Public budget system》(3 Credits)
Application (3 Credits)	Let students apply the knowledge learned in the course to real life	《Capstone project》(3 Credits)

The first is the "basic" field of study: to provide students with an understanding of the public management background and the key professional abilities that they should have when working in the public and non-profit sectors. The second is the "analysis" field of study: allowing students to learn and master quantitative and qualitative research methods and research design. The third is the "management" field of study: to provide a foundation for students to organize and manage human resources. The fourth is the "Finance" field of study: Check students' ability to analyze the financial environment and budget skills. The fifth is the "applied" learning area: to allow students to use the knowledge they have learned in the master of public administration program to apply to real projects [8].

Rutgers University's online public management master's program has 9 major or elective course credits, which belong to four tailor-made professional directions. Students can choose any of these majors according to their situation in [Table 2].

Table 2. Professional direction and course schedule of Rutgers University's online public management master's program

Direction	Course
Government budget and financial management(9 Credits)	《Government revenue theory and management》(0 Credits) 《Capital budgeting and liability management》(3 Credits) 《Public Finance Management》(3 Credits)
Public health management(9 Credits)	《Medical system and policy》(3 Credits) 《Medical management》(3 Credits) 《Medical finance》(3 Credits)
Non-profit management(9 Credits)	《Non-profit budget》(3 Credits) 《Fund application and fund management》(3 Credits) Non-profit organization resource development》(3 Credits)
Performance management of public and non-profit organizations(0 Credits)	《Performance measurement and reporting of public and non-profit organizations》(3 Credits) 《Result-oriented strategic management》(3 Credits) 《Evidence-based public management and policy》(3 Credits)

The core courses of Rutgers University's online master of public administration program are offered once every semester, and major or elective courses are offered once every academic year. Students can choose when these courses are offered.

(2) Online course development

The online course development of Rutgers University's online public management master's program mainly includes three steps.

(a) Relying on the teachers of the college to develop online postgraduate courses

The School of Public Administration at Rutgers University has more than 25 faculty and staff, with professional directions including public and non-profit management, public performance measurement and reporting, public budget and finance, economic development, health, urban affairs, and other professional topics. Many teachers are famous in the field of public management in the United States and the world, including 5 teachers who are members of the National Association of Public Administration (NAPA), which is an organization approved by the US Congress to assist federal, state, and local governments to improve efficiency and accountability. In the past three years, the faculty of the college has published more than 40 monographs. Faculty members have served as chairpersons of major academic organizations in the field of public administration, including the American Society of Public Administration (ASPA), the Network of Public Policy, Affairs and Administration Colleges (NASPAA), the Association for Budget and Financial Management (ABFM), and the Association for Public Management Research (PMRA).

(b) Establish a special institution to guide teachers to develop online courses

Rutgers University has established a department called "Teaching and Learning with Technology" to help teachers design online courses and provide online teaching techniques and resources. Rutgers University has strict management and regulations for fully online courses and mixed courses. Teachers must go through at least three stages to open online and blended courses:

One is the basic conditions. To develop online courses, teachers must first obtain an Online Teaching Certificate.

The second is the course development preparation process. Specifically include the following links: let teachers participate in the design and implementation of online learning, and clarify their responsibilities for curriculum development; the dean understands and approves the development of this online course; submits the course to the college's online curriculum and mixed curriculum development project department for funding; Work with online course developers to develop MoU/agreements; contact the office of the dean of the college to obtain agreement templates, etc.

The third is the actual course development process. Teachers cooperate with instructional designers to develop the curriculum; check the course according to design standards, including the national quality standards for online learning and the superset of the design standards agreed by the school and the master of public administration program teacher representatives; provide students with the syllabus helps students register for this course.

(c) The school internally approves online courses developed by teachers

After teachers have developed online courses, they need to pass school approval. After passing the approval, the online course can enter the study plan and become a formal course. The main process of school approval includes: teachers submit the course to the college curriculum committee for review; submit an accessibility report on the learning of disabled students; ensure that the course has been correctly coded as a fully online course and has relevant Learning Management System (LMS).

### **3. The apex project**

The Capstone Project provides students with learning opportunities to integrate various courses, aiming to cultivate students' ability to apply the knowledge and skills they have learned to solve real-world problems. Students must complete prerequisite courses, such as

applied statistics and applied research design, before taking the capstone project. The Capstone project uses a classroom environment to encourage teamwork, including project design, action plans, and plan implementation. Students carry out personal projects under the guidance of teachers. During the project, students collect and analyze data, find and draw conclusions, and put forward suggestions for solving problems. The output of the capstone project is the project report and PPT presentations to students, teachers, and guests. Capstone project seminars are an important way for students to accumulate experience in the online master of public administration program.

The Capstone project holds a seminar once a week, allowing students to learn from the materials provided by all courses to develop and implement applied research projects on public affairs or non-profit management. The Capstone Project seminar helps students use the skills they have learned to analyze and solve key issues in public management and policy. Students complete personal practical analysis papers suitable for publication or public consumption as the basis for their key credits. These papers will showcase each student's unique abilities, skills, and knowledge acquired throughout the Master of Public Administration program. The Capstone project requires students to clearly express a research question, determine the best practice in the field through a literature review, and develop and execute a research design. In the process of project research, students have to complete the following steps: First, define a solution to an existing public or non-profit research problem. The second is to determine the theoretical model to solve the problem. The third is to choose an appropriate data collection method. The fourth is to collect data. The fifth is to analyze and interpret data. The sixth is to write a written report and make an oral presentation to introduce the survey results and suggestions.

The student's written report is to be presented on the public policy and management forum during the scheduled course time. At the end of the capstone project, students will demonstrate their research skills, good oral and written communication skills, and the level of knowledge necessary to effectively manage public or non-profit organizations as competent leaders.

#### **4. Quality assurance of the American online master of public administration program**

The great flexibility of online graduate education due to the separation of time and space is not only the advantage that online education can meet the needs of all sectors of society for graduate-level learning but also the difficulty in improving the quality of online graduate education. The temporal and spatial asynchronous characteristics of online graduate education in the process of "teaching and learning" have profoundly affected the elements of the graduate teaching process and put forward new requirements for teaching quality assurance. The teaching quality of online graduate students is a matter of great concern to American universities and all walks of life. Many scholars and institutions have done a lot of investigation and research. They evaluated the performance and teaching experience of students who received the same MPA courses in online and in-school teaching modes and found that there was no statistically significant difference in the effectiveness of online and in-school teaching. Survey data from the 2016 U.S. Online Education Report Card (a report that tracks the online learning status of U.S. higher education) shows that academic leaders in online education in 2015 (note: academic leaders, deans of colleges and universities, etc.) 71.4% of students rated their learning effectiveness as "as good as or better than school teaching". Although it is down from 77.0% in 2014, it is still higher than 57.2% in 2003.

There are many reasons for the small difference between the teaching quality of AOL MPA and the teaching quality on campus. For example, as mentioned above, relying on on-campus teachers to develop online courses, using the same standards to assess online and on-campus students, small class teaching, etc., are guaranteed online an important factor in the quality of postgraduate teaching. AOL MPA's teaching quality guarantees, as well as strict external standards and monitoring, as well as evaluation and certification on this basis. The National Association of Public Administration Schools (NASPAA) is an authoritative certification organization in the field of international public management education. The Peer Review and Accreditation Committee (COPRA) under the alliance is an international certification body recognized by the Council of Higher Education (CHEA). The agency adopts a set of strict international standards to provide in-depth self-inspection and continuous improvement of project management mechanisms for projects. Rutgers University was accredited by it in 1989.

## 5. Conclusion

Online graduate education is a product of the integration of the Internet and the innovative development of educational technology. Online postgraduate education breaks through the time and space constraints of "teaching and learning", and plays an important role in meeting the huge social demand for postgraduate education and improving students' job abilities and career development. The development of online postgraduate education in American universities shows that online postgraduate education has changed the postgraduate teaching pattern in universities. Since this century, more and more graduate students have participated in online graduate courses. In the Internet age, the development of online graduate education is the general trend. Online postgraduate education is essentially a major change in postgraduate teaching methods. This kind of change is not simply achieved by moving classroom teaching in schools to the Internet, but involves all the elements and links of the teaching process, and generates online teaching rules that must be followed. Strict quality standards and evaluation and certification are important guarantees for the quality of online graduate teaching to reach the same level of on-campus graduate teaching.

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