To increase learning benefits in a distance graduate course, instructors: 1) need to structure the entire course prior to start date (which may be less responsive to emerging topics of interest to students), 2) must ensure that course content and web-based instructions are very detailed and explicit, 3) may find that integrating classroom discussions with web-based materials is challenging, 4) have less flexibility for spontaneous inclusions/exclusions of readings, topics, exercises, assignments 5) may find it is difficult to bring local and distance students to a common level of expectations, 6) may find that coursework submissions tend to vary more for distance students, perhaps because subtleties of face-to-face interaction are lost, 7) will find that students acclimatize quickly to using e-mail and list servers, and 8) may find it easier to get shy and/or ESL students to use list servers than it is to get them to discuss topics in class.