Distance Education Check List for Program Approval

*If these items aren’t completed, it will result in a standard not met and a corrective action to complete. This is a working document to assist in writing your application.

*Federal Requirements are in red bold.

*If your institution is offering distance education in more than one program but using the same delivery model, we only need one application. All programs using the model must be listed.

*See Accreditation Guidelines, pages 98-124, for additional explanations.

**Standard 1 - Program Integrity**

___ Objectives are clearly defined

___ Expectations and outcomes are clearly defined

___ **Delivery model is clearly defined**

___ Clock hour attendance is adequately tracked and monitored (see additional resources)

___ **Academic progress is monitored**

___ Expectations are communicated to students

___ Assessments are in place

___ Data is available to illustrate the attainment of academic and technical skills

**Standard 2 - Resources and Technology**

___ Software and hardware requirements are specified

___ Technology prerequisite skills are identified

___ Resources at the site to administer distance education are described

___ Tools and media are identified

___ Online platform is suitable for the program

___ Interface is easy to navigate

___ Teachers can easily add content, activities and assessments to the delivery system

___ Can adequately describe how resources and technology are utilized to accomplish learning objectives

___ Sufficient learning resources and materials are available to students

**Standard 3 – Learning Development, Instruction and Safety**

___ Program objectives are cross-walked to national/state standards

___ Student learning outcomes are consistent with program objectives and are clearly stated
___ Delivery method of each student outcome is clearly defined
___ The course, including units, lessons, activities, assignments, and assessments are clearly described in full detail
___ Instruction is aligned to end of instruction tests and/or certifications
___ Learning activities address a variety of learning styles
___ Instruction adapts to learning activities
___ Content, assignments and assessments are sufficient to meet the learning objectives
___ Program provides opportunities for student to engage in higher-order thinking and critical-reasoning activities.
___ Project-based learning and/or live work is provided to students.
___ Literacy and mathematical requirements are appropriate for the program
___ Policies and procedures regarding the length of time to accomplish student learning outcomes, violation of incomplete and missing work are clearly defined.
___ Accomplishment of student learning outcomes are to be completed in an adequate amount of time
___ General safety practices are addressed
___ Safety testing is conducted and kept on file.

**Standard 4 – Skill Attainment, Assessment and Reporting**

___ Assessments and skills checks align with program objectives
___ Assessments and skills checks are conducted to verify the students readiness for the next learning objective.
___ Instructors have flexibility in assessing students.
___ Instructors grading policies, rubrics, practices and procedures are easy to understand
___ Student assessments align with industry assessments
___ Data on students performance on state and national certification exams can be provided
___ Student data can be collected and reported

**Standard 5 – Student Support and Services**

___ Students have access to qualified guidance and financial aid personnel
___ Orientation training is provided by the course provider
___ Technical assistance and support is provided to instructors and students
___ Course/Program meets the universal design principles, Section 508 standards and the World Wide Web Consortium (W3C) – Web Content Accessibility Guidelines 2.1 (WCAG 2.1) to ensure access for all students.
___ Online textbooks meet the nationally endorsed standards (NIMAS)

**Standard 6 – Marketing and Recruitment**
___ Program recruitment procedures are outlined
___ Marketing process for the program is outlined
___ Data can be provided on the demographic groups using the program and its effectiveness
___ **Nondiscrimination policy is in place and current/accurate**

**Standard 7 – Student Engagement and Satisfaction**
___ Information can be provided on how interaction between instructor and student takes place
___ Feedback on student progress is timely
___ **Interaction between students online can be monitored**
___ Student engagement and satisfaction is monitored and evaluated. Input is utilized
___ Data can be provided to show student engagement and satisfaction
___ Data can be provided on student retention/completion, productivity, program performance, number of complaints and rate of participation
___ **CTSO and other leadership opportunities are provided to students**

**Standard 8 – Program Effectiveness and Improvement**
___ Supervisor, business and industry and student evaluations are performed annually
___ Program is evaluated annually for effectiveness
___ Data can be provided on program evaluations of educators, advisory committees and students.
___ Results of program effectiveness can be provided
___ Instructors possess the required certifications and credentials
___ Instructors are evaluated annually
___ Professional Development is offered to instructors
___ Data can be provided on Professional Development results
___ Program has an advisory committee that meets and is representative of the program