

## 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