



Distance Education Checklist for Program Approval

Incomplete items will result in a **Standard Not Met** and require a **corrective action** for completion. This document is a working tool to help you prepare your application. If your institution offers distance education in multiple programs using the same delivery model, only one application is required. However, all programs using that model must be listed.

Federal requirements are indicated in bold red.

For additional details, refer to the Accreditation Guidelines, pages 98–124.

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