GNPEC Distance Education Evaluation External Guidelines

These guidelines are a tool that can be used to assess if the online delivery modality of instruction at your institution is sound and adequate.

☐ Provides an online learning orientation program.

☐ Provides access to a range of student support services necessary to support the delivery of distance education and the achievement of program objectives.

☐ Provides consistently reliable and timely technical support.

☐ Assesses potential student's ability to succeed in a distance education environment and assures their consistent access to necessary technological resources (internet and computer access) prior to enrollment.

☐ Uses assessments appropriate for a distance education environment, which accurately assess the achievement of learning outcomes.

☐ Provides regular, comprehensive, and quality feedback from faculty, necessary for the achievement of course objectives.

☐ Ensures online programs are comparable in rigor to those offered via direct instruction.

☐ Attests that the institution has ultimate control over the curriculum when it is sourced from a third-party provider.

☐ Maintains clear guidelines for "attendance."

- ○ Includes an attendance component in student orientation
- ○ Works with faculty to develop attendance guidelines/rubrics and publishes in course syllabi
  - ■ Specifies minimum number of interactions per week with deadlines for posting
  - ■ Ensures students are aware logging in does not constitute attendance; some academic engagement is required
- ○ Establishes guidelines for regular interaction as a component of Satisfactory Academic Progress/attendance
  - ■ Uses acceptable methods for interaction, which could include telephone, live chat, live streaming, etc.
- ○ Requires faculty/mentors/coaches to contact students who miss scheduled interactions.
  - ■ Clarifies failure of students to respond or repeated failure to abide by established plans are grounds for dismissal

☐ Employs online instruction faculty qualified to teach using distance education methods, effectively supported, and competent in the use of necessary software and instructional design tools (in addition to their meeting the education and experience requirements established).

☐ Provides faculty with quality professional development on the specifics of teaching online, online learning andragogy, instructional design methods, the specific LMS, online assessment and communication with students (including strategies for effective interaction).

☐ Ensures faculty provide regular feedback and assistance to students in support of the achievement of learning outcomes.