

Career and Technology Education Distance Learning Quality Indicators

Oklahoma Department of Career and Technology Education
1500 West Seventh • Stillwater, OK 74074-4364

Telecommunication technologies are transforming education by increasing distance learning opportunities. We, as a career and technology education system, recognize that distance learning is a key component of education in the 21st century. Our mission remains steadfast: ***We prepare Oklahomans to succeed in the workplace.***

Distance learning technologies can help us achieve our mission by increasing access to quality career and technology programs and allowing us to efficiently share resources and expertise to meet the needs of current and future markets.

This document provides a framework to guide career and technology program and course development, delivery, selection, and quality.

Working Definition of Distance Learning

As defined by the American Council on Education (1996), distance learning is a system and a process that connects learners with distributed learning resources. Distance learning is characterized by:

- Separation of place and/or time between instructors and learner, among learners, and/or between learners.
- Interaction between the learner and the instructor, among learners, and/or between learners and learning resources conducted through one or more media.

Basic Assumptions

The following basic assumptions serve as the basis for the Career and Technology Education Distance Learning Quality Indicators.

- Career and Technology Education Distance Learning Quality Indicators serve as guidelines for programs, courses, and courses that represent part of a program as defined by Oklahoma Department of Career and Technology Education current program definitions.
- Programs and courses requesting state reimbursement or accreditation comply with Career and Technology Education Distance Learning Quality Indicators.
- The program or course offered using distance technologies is provided by or through an institution that is accredited by the Oklahoma Board of Career and Technology Education and authorized to operate in the state where the program or course originates.
- The institution's programs and courses holding specialized accreditation or certification, which are offered using distance technology, meet the same requirements as programs or courses traditionally delivered.
- The institution may be a single institution or a consortium of institutions.

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Basic Assumptions (continued)

- It is the delivering institution's responsibility to review the educational programs and courses it provides using distance technologies and to ensure continued compliance with these quality indicators.
- Originating institutions offering programs or courses are responsible for satisfying all approval and accreditation requirements before students are enrolled.
- Receiving institutions are responsible for providing appropriate supervision, facilities and equipment resources as well as ensuring students have appropriate prerequisite skills to support learning.

CAREER AND TECHNOLOGY EDUCATION DISTANCE LEARNING QUALITY INDICATORS

Curriculum and Instruction

- Each program or course results in learning appropriate to the rigor and breadth of the credential awarded.
- Each program or course is coherent and complete.
- Each program or course provides for appropriate interaction between faculty and students as well as between students.
- Qualified faculty provide appropriate supervision and monitoring of the program or course.

- Academic and competency standards for the program or course are the same as those that the originating institution uses for traditionally delivered programs and courses.
- Student learning in programs or courses is comparable to student learning in traditionally delivered programs and courses offered at the originating institution.

Institutional Context and Commitment

Role and Mission

- The program or course is consistent with the institution's role and mission.
- Review and approval processes ensure that the appropriate technology is being used to meet program or course objectives.

Students and Student Services

- The program or course provides students with clear, complete, timely, and appropriate information on the curriculum, course and credential requirements, nature of faculty and student interaction, prerequisite competencies and skills, technical equipment requirements, availability of student support service, financial aid resources, and costs and payment policies.
- Enrolled students have reasonable and adequate access to the range of student services and resources appropriate to support their learning, including orientation to the technology used in the program or course.

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- The institution has admission and acceptance criteria in place to assess whether the student has the background, knowledge, and technical skills required for undertaking the course or program.
- Advertising, recruiting, and admission materials clearly and accurately represent the program or course and the services available.
- Originating and receiving institutions provide appropriate learning resources for students.

Faculty Support

- Originating and receiving institutions provide faculty support services specifically related to teaching using distance technologies.
- Originating and receiving institutions provide appropriate training for faculty who use distance technologies for instruction.
- Originating and receiving institutions provide appropriate technical support to faculty, staff, and students.
- The program or course provides adequate equipment, software, and communications to faculty for interaction with students, institutions, and other faculty.
- Originating institution provides faculty appropriate preparation time.

Commitment to Support

- Faculty evaluations for teaching and laboratory activities related to programs or courses align with board policies.
- Originating institution demonstrates a commitment to ongoing support, both financial and technical, and to continue the program or course for a period sufficient for students to complete a credential.

Evaluation and Assessment

- The originating institution evaluates program and course effectiveness, including assessments of student learning, student retention, and student and faculty satisfaction according to local practices.
- The originating institution provides student assessment and documentation of student achievement at the end of the program or course.

* Portions of the Career and Technology Education Distance Learning Quality Indicators are modified from the *Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs*, Western Cooperative for Educational Telecommunications, Denver, Colorado, 1996, and *Principles of Good Practice: The Foundation of Quality of the Southern Regional Electronic Campus*, Southern Regional Electronic Campus, Atlanta, Georgia, 1998.

* Working definition of distance learning adopted from *Guiding Principles for Distance Learning in a Learning Society*, American Council on Education Center for Adult Learning and Educational Credentials, Washington, DC, 1996.

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