

## Questions Developed for Assistance in Evaluation of Distance Learning Programs

*The following ten questions have been approved by the UAB as guides for BOE teams and institutions in the assessment of distance learning programs. These questions were developed to assist teams and units in determining whether distance learning offerings meet NCATE standards to the same degree as other programs offered by the unit through traditional means.*

1. **Standard 1:** What assessments are used to monitor candidate performance and determine that proficiencies in standards are being met by candidates in distance learning programs?? What do disaggregated data indicate about candidates in distance learning programs meeting standards?
2. **Standard 2:** What evaluations of the distance learning programs provide systematic and ongoing data for use in program improvement? What changes have occurred as a result of these evaluations?
3. **Standard 3:** What are the required field experiences for candidates in distance learning programs? How do distance learning programs in professional education ensure that field experiences and clinical practice are well sequenced, supervised by trained personnel and monitored by unit faculty, and integrated into the program?
4. **Standard 4:** How does the unit ensure that the curriculum provided through distance learning reflects diversity and prepares candidates to work with all students? How does the unit ensure that candidates interact with diverse faculty and peers? How does the unit ensure that candidates work with diverse student populations?
5. **Standard 5:** What are the qualifications of faculty members who teach via distance delivery that indicate they are proficient in the delivery method? How do faculty qualifications and performance evaluations differ for faculty in distance learning programs?
6. **Conceptual Framework and Standard 6:** To what extent are the design and delivery of distance learning programs consistent with the mission of the institution and the unit, supported by a conceptual framework and knowledge base, guided by a long-range plan, and supported by adequate resources?
7. **Standard 6:** How are distance learning programs, including programs that are acquired through contract with an outside vendor or delivered in a consortium arrangement, controlled, coordinated, and evaluated by the unit?
8. **Standard 6:** How are distance learning candidates provided advisement and personal access to faculty similar to that provided traditional candidates?
9. **Standard 6:** To what extent is the balance of part-time and full-time faculty, requirements for scholarship and service, and evaluation processes similar for faculty members who teach via distance learning and for other faculty members?
10. **Standard 6:** What technical system is in place to ensure consistent and reliable delivery of the program and provide necessary security for testing and assessments (e.g., monitoring that the person completing assignments is actually the person enrolled in the program)?