

PRINCIPLE OF DISTANCE LEARNING

1. **Design for active and effective learning.** Distance learning designs consider:

- specific content
- needs, goals and other characteristics of the learners
- nature of content
- appropriate instructional strategies and technologies
- desired learning outcomes
- local learning environment

2. **Support the needs of learners.** Distance learning opportunities are effectively and flexibly supported:

- initial briefing on the learning opportunities
- orientation to the process of learning at a distance, including use of technologies for learning
- site and tutorial support
- student advising and counseling
- provision of technical support and library
- problem-solving assistance

3. **Develop and maintain the technological and human infrastructure.**

The provider of distance learning opportunities has both a technology and a human infrastructure to ensure that:

- appropriate technical requirements are established
- compatibility needs are met
- technology at origination and receive sites are maintained
- learners and facilitators are supported in their use of these technologies

- partnering and collaborative are explored as appropriate

4. **Sustain administrative and organizational commitment.** Distance education initiatives are sustained by an administrative commitment to quality distance education:

- integration of distance education into the mission of the organization
- financial commitment to accommodate diverse distance learning needs
- faculty development and reward structures
- training to support learners, site facilitators and technicians
- marketing and management structures to promote and sustain distance education
- cost-effectiveness reflected through best use of fiscal, technical and human resources
- ongoing evaluation and research

5. **Course evaluation**

- Principle:
 - Distance learning courses will be periodically reviewed and evaluated
- Sub-principles:
 - Course is consistent with the academic program's curriculum
 - Currency of content, appropriate technology, and the effectiveness of the delivery strategies
 - Update each course as needed
 - Meet the same objectives and include the same substantive content as a traditionally delivered course
 - Include a student evaluation component as appropriate to the delivery system

6. Incentive and reward structure

- Principle:
 - Faculty will work to ensure that incentives and rewards for distance learning course development and delivery are clearly defined and understood
- Sub-principles:
 - Expectations regarding workload will be defined
 - Impact of establishing limits to class size on student learning, workload determination, and economic viability of the course
 - Expectations regarding compensation will be defined (apart of his/her salary)
 - His/her promotion and tenure opportunities

7. Assessment of student outcomes

- Principle:
 - Course outcome assessment activities are integrated components of the assessment plan
- Sub-principle:
 - Assessment integrate a complete cycle of the following general principle:
 - Program goals
 - Measurable objectives or standards
 - Valid, reliable assessment measures
 - Course curricular reference(s)
 - Time frame for implementation
 - Plan for collection and analysis of results
 - Action plan for change or improvement
 - Results reporting
 - Budget and/or planning implications

8. **Copyright**

- Principle:
 - Content developed for distance learning courses will comply with copyright law
- Sub-principle:
 - Attention will be paid to the rights and privileges regarding transmission of materials

9. **Ownership**

- Principle:
 - Faculty members involved in content development will be aware of their institution's policies with regard to content ownership
- Sub-principle:
 - The whole or partial ownership of course content, the length of ownership, copyright transferability, faculty relocation, derivatives works, and profits from distribution or sale of course materials
 - Faculty members come to agreement on content ownership with the institution and all developers prior to course development

10. **Support for faculty development and training**

- Principle:
 - It is important to provide the appropriate developmental experiences for faculty who are engaged in the delivery of distance learning experiences
- Sub-principles:
 - The institution provides opportunities for its faculty
 - The institution provides ongoing training and technical support

- The institution ensures that the faculty understand and observe the institution's policies regarding intellectual property and copyright

11. State approval and regional accreditation

- Principle:
 - The institution complies with state policies and maintains regional accreditation standards in regard to distance learning programs