

DISTANCE EDUCATION FORM

Definition for Distance Education:

Distance education is a method of instruction where the faculty and/or supervisors and students engage in teaching and learning processes without being in the same physical location. Any aspect of a program offered through distance education (e.g., instruction, supervision, support services) should meet requirements outlined in the Accreditation Standards.

- To be considered a **distance education program**, the program must demonstrate that fifty-one percent (51%) or more of required courses are delivered online.
- Please provide information related to the change in delivery of courses resulting in 51% of courses offered partially or fully online.

To calculate the percentage of the program courses offered online, use the following formula:

of Courses offered using an online delivery method / Total # of courses in degree program X 100.

For example: 12 courses in program online / 22 courses in the degree program X 100....(12/22= .5454 X 100= 54.54%).

For example: 12 courses in program hybrid (25%+ of course instruction is synchronous or asynchronous online) / 22 courses in the degree program X 100....(12/22= .5454 X 100= 54.54%).

Programs with Distance Education components are required to:

1. Complete the Distance Education Form when applying for Initial or Renewal of Accreditation (**include with Self-Study materials**).
2. Complete the Distance Education Form when there has been a substantive change in the delivery of courses (**include with Substantive Change Form**).

Institutional Accreditation/Oversight	
<p>1. Does the institution have appropriate approvals to deliver online programs (state approvals, regional/national accreditor)?</p> <p style="text-align: center;"> Yes No </p> <p style="text-align: center;"> <input checked="" type="checkbox"/> <input type="checkbox"/> </p> <p>If no, please explain:</p> <div style="background-color: #f0f0f0; padding: 5px;"> Click or tap here to enter text. </div>	
<p>2. How have students been informed about the change in course delivery and distance education components of the program?</p> <div style="background-color: #f0f0f0; padding: 5px;"> Students have been informed about the course delivery and distance education components of the program through the school website, program handbook, academic catalog, in-person, etc. http://daybreak.edu/academic/distance.html </div>	

Outcome-Based Education Framework (COAMFTE Standards Version 12.5, Key Elements I-A, I-B, I-C)	
<p>1. Will the process for assessing student learning be the same for online programs?</p> <p style="text-align: center;"> Yes No </p> <p style="text-align: center;"> <input checked="" type="checkbox"/> <input type="checkbox"/> </p> <p>If no, please explain:</p> <div style="background-color: #f0f0f0; padding: 5px;"> Click or tap here to enter text. </div>	
<p>2. Were stakeholders and communities of interest involved in the decision pertaining to the change in instructional delivery for the online portion of the program?</p> <p style="text-align: center;"> Yes No </p> <p style="text-align: center;"> <input checked="" type="checkbox"/> <input type="checkbox"/> </p> <p>If no, please explain:</p> <div style="background-color: #f0f0f0; padding: 5px;"> Click or tap here to enter text. </div>	

Program Resources that Impact the Distance Education Delivery Method
(COAMFTE Standards Version 12.5, Key Elements I-C, II-B, III-C, III-E)

1. Does the program have a monitoring system in place which ensures the reliability of technology systems, the integrity and security of data, and safeguards student and client information in accordance with applicable regulations and guidelines?

Yes

No

If no, please explain:

Click or tap here to enter text.

2. Has the program's faculty been trained in online instructional methods?

Yes

No

If no, please explain:

Click or tap here to enter text.

3. Does the university provide access to technology support services to faculty and students?

Yes

No

If no, please explain:

Click or tap here to enter text.

4. Do students have access to online academic resources and student support services provided by the program or university (e.g., library, writing center, office of disability, counseling services, academic advisement, financial aid Office, Office of Diversity and International Services, etc.)?

Yes

No

If no, please explain:

Click or tap here to enter text.

5. Does the program follow policies and procedures which ensure that the student who participates in the distance education courses is the same student who receives the credit for the courses?

Yes

No

If no, please explain:

Click or tap here to enter text.

6. Describe the students' access to clinical resources (see COAMFTE 12.5 Glossary definition for Instructional and Clinical Resources):

Clinical Resources are tools or services, which assist program faculty or program clinical supervisors in successfully providing all aspects of clinical training. Clinical resources including computers and Zoom facilitate students clinical work by providing students with tools to engage with their clients in a professional manner. These include but are not limited to a clinic, clientele, technological resources, administrative assistance, and staff. These resources are reviewed, revised as needed, and support program effectiveness. The Clinical Director is responsible for identifying, facilitating and monitoring clinical components of all programs. This includes creating affiliation agreements, identifying and coordinating all supervisors and ensuring that students are in compliance with program and university policies. The Clinical Director is a licensed MFT and AAMFT Approved Supervisor.

7. Describe the students' clinical experience and supervision process:

Daybreak University Couples and Family Counseling Center (CFCC) is the training facility of the graduate degree in Marriage and Family Therapy. Students begin the clinical hours in their third term and complete required clinical hours with supervision following.

1. 300 Clinical hours (100 Hours of Relational Cases)
2. 100 Supervision hours
 - 50 hours: Raw data at least (e.g., audio, video, etc.)
 - Group Supervision: Up to 8 people.
 - Personal Supervision: Up to 2 people.

Curriculum & Regulatory Alignment Impacted by Distance Education Delivery Method
(COAMFTE Standards Version 12.5, Key Elements III-B, III-C, III-E)

1. Are students enrolled in the distance education program informed how the curriculum aligns with the **educational requirements** which satisfy the regulatory requirements for entry-level practice either in the state/province/location in which the program physically resides or in which the student intends to practice?

Yes

No

If no, please explain:

Click or tap here to enter text.

2. Are students enrolled in the distance education program informed how the curriculum aligns with the **clinical practice requirements** which satisfy the regulatory requirements for entry-level practice either in the state/province/location in which the program physically resides or in which the student intends to practice?

Yes

No

If no, please explain:

Click or tap here to enter text.

3. Are students enrolled in the distance education program informed how the curriculum aligns with the **foundational practice component** which align with the state/province/location in which the student physically resides or in which the student is completing the foundational practice component?

Yes

No

If no, please explain:

Click or tap here to enter text.

4. If the program includes teletherapy and/or virtual supervision as part of the clinical practice experience, does the program have a policy which ensures that such practices are compliant with relevant federal, state, or provincial regulatory requirements?

Yes

No

If no, please explain:

Click or tap here to enter text.