

Distance and Online Education

Standards of Professional Practice

RECOGNIZING the responsibility distance and online educators have to the students, parents, and the global community that they serve to encourage and foster high ethical standards in our profession, we do hereby adopt the following **Standards of Professional Practice** for our constant guidance and inspiration predicated upon the basic principles of truth, justice, equitable opportunity and access, and fair play.

Mission

The [name group] is committed to providing leadership for improving the quality of K-12 distance and online education in this state by establishing high standards for content preparation, delivery and sustained program development.

Standards

We declare the following principles to be the **Standards of Professional Practice** for educators of K-12 students, and others who participate in learning experiences *through blended systems of content, resources, and strategies that enable results-oriented, synchronous and asynchronous teaching and learning.*

Members of the distance education profession are responsible for upholding and advancing these principles. Members of the [name group] agree to judge and be judged by them in accordance with the spirit and provisions of this set of practices.

- A. Distance education professionals promote and maintain a high level of competence and integrity in practicing their profession.
- B. Distance education professionals engage in professional activities which benefit students, their families, other colleagues, and/or interested community members.
- C. Distance education professionals are committed to developing the highest educational potential of students.
- D. Distance education professionals exercise objective professional judgment in the practice of their profession.
- E. Distance education professionals strive to advance their knowledge and skills regarding the education of students and others in synchronous and asynchronous modes of delivery.
- F. Distance education professionals work within the standards and policies of their profession.
- G. Distance education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of distance education and related services and the practice of their profession.
- H. Distance education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by state, region, district, or school jurisdictions.

I. Distance educators will seek to build an ever-increasing confidence and good will with the public, our students, our colleagues, and our employers by poise, self-restraint and constructive cooperation.

J. Distance educators will seek to add to the knowledge of our profession by constant study and to share the lessons of our experience with our fellow members.

K. Distance education professionals will conduct themselves in the most ethical and competent manner when planning and implementing program expansion so as to increase merit, confidence, and trust in our knowledge and integrity as we meet the needs of ever greater numbers of students.

L. Distance educators will strive to attain and to express a sincerity of character and intent that shall enrich our human contacts, ever aiming toward that ideal--"The Practice of the Golden Rule."

Instructional Responsibilities

Distance education personnel are committed to the application of professional expertise to ensure the provision of quality education for all students. Professionals strive to:

1. Identify and use instructional methods and curricula that are appropriate to their area of professional practice and effective in meeting the individual needs of students.
2. Participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed in the effective practice of their profession.
3. Create safe and effective learning environments which contribute to fulfillment of needs, stimulation of learning, and self-concept.
4. Maintain class size and class loads which are conducive to meeting the individual instructional needs of students.
5. Use assessment instruments and procedures that promote success in the distance learning environment.
6. Base grading, promotion, progress through the class or program and/or graduation, on clearly established and publicized criteria.
7. Provide accurate program data to administrators, colleagues, and parents, based on efficient and objective record keeping practices, for the purpose of decision making.
8. Protect the intellectual property of others by relying on our own innovation and efforts, and to share that property, when appropriate, in a manner conducive to educational cooperation with a focus on instructional improvement and student learning and success.
9. Maintain confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements.