



AUSTRALASIAN ASSOCIATION OF
YOGA THERAPISTS
Leadership • Education • Integrative Medicine
Reg: A0050842W

AAYT online/distance education: Yoga Therapy training requirements

To ensure that online/distance Yoga Therapy education courses provide an equivalent standard to face-to-face teaching, Training Providers are required to complete this criteria checklist which forms part of the application for AAYT accreditation of a Training Program. To become accredited each criteria must receive a level 3.

Teaching and Learning Standards

This document is based on the *iNACOL National Standards of Quality for Online Courses* (Pape, Wicks et al, 2009) and provides checklist to ensure that courses accredited with AAYT conform to Australian standards for quality in online/distance education.

Checklist to ensure quality of online/distance courses

This checklist provides a means of rating the quality of an online/distance course. It can be used as a checklist for the institution and also for AAYT to provide feedback to the Training Provider.

Rating Scale

- 5 Exemplary: a model of best practice as related to this criterion
- 4 Accomplished: excellent implementation; comparable to other examples
- 3 Promising: good implementation; however, somewhat lacking in depth or detail
- 2 Incomplete: partial implementation of this criterion; additional work needed; good start
- 1 Confusing: not obvious; more work needed; not a good example.

1.0	Teaching and Learning Standard Course Structure	Rating
1.1	Has clearly stated and attainable educational goals.	
1.2	Is clear and coherent in its instructions and course organization.	
1.3	Utilizes quality instructional materials and appropriate technology that enable and enrich student learning.	
1.4	Demonstrates rigorous course content.	
1.5	Provides for high-degree of interaction between teacher and learners and if appropriate among learners themselves if group interaction is possible.	
1.6	Embeds critical thinking, problem solving, analysis, integration, and synthesis abilities in learning activities.	
1.7	Meets requirements of appropriate state or national standards, including applicable end of course assessments.	
1.8	Ensures variations in materials to ensure equitable access for individuals with disabilities and rural and international students.	
1.9	Meets requirements of copyright and fair use.	
1.10	Is designed to accommodate different learning styles.	
1.11	Is designed with consideration for time and place limitations of students.	
2.0	Course Content	
2.1	Is grounded in yogic philosophy and is coherent with the training program's mission, beliefs, and expectations for student learning.	
2.2	Is supported by research and best practice (course material requires references).	
2.3	Is continually refined based on assessment of students needs and up to date research based best practice.	
2.4	Is adaptable to best serve different student learning styles.	
2.5	Is sensitive to the cultural differences of students.	
2.6	Includes frequent teacher to student interaction, and if appropriate fosters frequent student-to-student interaction.	
2.7	Is sensitive to time and place limitations of students.	
2.8	Faculty hold the recognised qualifications in yoga and adult education. AAYT membership is required for principal faculty members. Guest presenters must be suitably qualified in their field of expertise and hold recognised professional memberships. E.g. AASW, AHPRA, AMA, ANTA.	
2.9	Faculty are trained in and demonstrate competency in online instructional methodologies and learning technologies.	
3.0	Assessment	
3.1	Includes a process to monitor that the work and assessments are completed by the students accredited for the course.	
3.2	Enables teachers to adapt their instruction to meet learner needs.	
3.3	Uses multiple methods to assess student performance.	
3.4	Assesses a variety of types of student performance.	
3.5	Uses assessments based on instructional practice.	
3.6	Informed by ongoing course design and revisions.	
3.7	Measures student attainment of the course's educational goals.	
3.8	Provides for timely and frequent feedback about student progress.	
4.0	Online Learning Specific	
4.1	Provides an orientation to online learning technologies and successful online student practices.	
4.2	Provides appropriate access to learning and assessment content, instruction, technologies and resources.	
4.3	Establishes standards for teacher to student communication.	
4.4	Provides timely and meaningful assessment feedback.	