Davis Technical College
Distance and Hybrid Education Policy

Effective Date: 11 November 2024

1. **Purpose**

   Distance and Hybrid Education at the Davis Technical College (Davis Tech) is undertaken in accordance with all relevant institutional and accreditation policies and procedures. This document defines the roles, responsibilities, and requirements for establishing and managing Distance and Hybrid Education at Davis Technical College.

2. **References**

   2.1. Davis Technical College Program Development Policy

   2.2. Council on Occupational Education Handbook of Accreditation

   2.3. FSA Handbook, Volume 2, Chapter 1. CFR: 34 CFR 600.9 (c)(1)(i) and (ii)

   2.4. Utah Code 53B-2a-105

   2.5. 34 CFR 600.2 "Distance education"

3. **Definitions**

   3.1. Course – Specific subject matter comprising all or part of a program for which instruction is offered within a specified period.

   3.2. Distance Education– An educational delivery method that uses one or more technologies to provide instruction to students who are separated from the faculty and support regular and substantive instruction between students and the faculty, synchronously or asynchronously. Technologies used may include the internet, print-based media, email, one- and two-way transmissions through open broadcast, or any other technology deemed appropriate by the college.

   3.3. Distance Education Program – Davis Technical College follows the definition of the Council on Occupational Education, which is a program that makes 100 percent of its required instructional hours available in a program via distance education.

   3.3.1 The Department of Education definition cited in 34 CFR 600.2 is "Education that uses one or more of the technologies listed in paragraphs (2)(i) through (iv) of this definition to deliver instruction to students who are separated from the instructor or instructors and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously."

   3.4. Hybrid Program – Davis Technical College follows the definition of the Council on Occupational Education, which is an a program that makes less than 100 percent of its required instructional hours available via distance education.

   3.5. Instructional Media – Any print or non-print learning resources (media materials) and the equipment and services necessary to use them.

   3.6. Learning Management System – An internet-based application to host learning content and administer document, track, and report instruction.

3.7. Program – A combination of courses and related activities (i.e., laboratory activities and/or Work-based Learning) that lead to a credential and are offered to enable students to develop competencies required for a specific occupation.

3.8. Technical Infrastructure – The framework of an institution's electronic student, financial, and IT information system, including hardware and software that supports students, faculty, and staff services that guide institutional operations, including the delivery of distance education.

3.9. Campus-Based Programs – Programs that require all coursework to be completed on campus.

3.10. Regular and Substantive Interaction – Recurrent feedback from the instructor and consistent communication between the instructor and the student(s) throughout the course. It must be with and initiated by the instructor, regular and somewhat frequent, substantive, or academic.

3.11. Teaching Presence –The means by which an instructor establishes themself as the authority in the learning space to help students achieve desired learning outcomes.

4. **Policy**

   4.1. Instruction in accredited programs will be delivered in a hybrid or campus-based delivery format.

   4.2. While some courses use a distance education delivery method, less than 100 percent of the total program instruction will be delivered through distance education.

   4.3. The delivery of hybrid programs is consistent with the institution's mission, goals, and objectives.

   4.4. Davis Technical College uses a learning management system that provides the ability to view student time online, track the frequency of logins, and provide timely and appropriate feedback.

   4.5. The Student Portal allows students to view student progress, attendance, course grades, and percentage of program completion.

   4.6. Courses delivered in a hybrid or distance education format adhere to the same standards, rigor, breadth, and completion requirements.

   4.7. Distance and hybrid education faculty are trained using the learning management system, supplemental instructional software, and online teaching best practices.

   4.8. Instruction delivered in a hybrid or distance format includes regular and substantive interaction between the student and faculty. These interactions are instructor-initiated, timely, dependable, personalized, and varied.

   4.9. Distance and hybrid course faculty members ensure a teaching presence in all online and hybrid courses. They are involved in student learning and available to those who need additional support.

   4.10. Faculty teaching distance education or hybrid courses ensure timeliness of their responses (synchronously and asynchronously) to students' requests by responding no more than 24 hours within the published operational schedule of the program.

   4.11. Students participating in hybrid programs must reside in the state of Utah.

   4.12. Students receive a technology orientation and will be informed of faculty response time and technical support available in the Program Orientation.

   4.13. Davis Technical College students seeking certificates in programs with hybrid options will complete their first three credits on campus. After completing three credits, the next class enrolled may be offered in a hybrid format if the student meets the minimum program standards for progress.

4.13.1 Non-certificate-seeking students, such as those seeking an occupational upgrade or personal interest, may not need to comply with these requirements. Faculty members will work with these students to determine the best course of action to ensure success in hybrid courses.

4.13.2 Programs that are 6 total credits or less or are lockstep may be granted an exemption regarding taking the first three credits on campus. Program faculty will collaborate with the Blended Learning Coordinator to find a suitable alternative for ensuring readiness for hybrid learning and measuring student progress. The Program Director will provide final approval to ensure exemptions meet program standards.

4.14. Low-stakes (formative) quizzes and assignments for hybrid courses may be taken offsite. Students may retake these formative assessments twice (three total attempts). Additional retakes require a faculty consultation and approval.

4.15. The institution has processes in place to determine that the student who registers for a distance education or hybrid course or program is the same student who participates in and completes the course or program and receives the academic credit by doing the following:

4.15.1 All high-stakes (summative) competency-based and written assessments for hybrid courses are password-protected and must be completed in the classroom. These summative assessments allow one attempt. Additional retakes require a faculty consultation and approval.

4.15.2 Hands-on labs requiring campus equipment and faculty supervision must be completed on campus.

4.16. Distance or hybrid courses that use contracted courseware verify the currency and quality of the courseware annually. The institution is responsible for such currency and quality and maintains curriculum oversight responsibility within all contracts.

4.17. Technical support services are provided to faculty and students through the Educational Excellence team, the Davis Technical College IT Department, and third-party contracted agencies.

4.18. Students in open-entry hybrid courses are expected to participate in one weekly meeting with a faculty member on campus or virtually to discuss their progress in the program and any questions about the coursework. Course materials will explain how these meetings are scheduled.

4.19. Students who miss two consecutive scheduled instructor meetings may be placed on a Student Success Plan.

4.20. Student surveys evaluate the effectiveness of distance and hybrid education technical support.

4.21. The institution monitors student progress in distance education or hybrid activities using the Student Information System reports and Canvas progress reports. Student progress is reviewed in the required weekly meetings. Students in hybrid courses must maintain the minimum program requirements for progress.

4.22. Students who drop below the program progress minimum or are placed on a Student Success Plan for any reason may be required to return to campus. Faculty members are responsible for monitoring student progress and addressing concerns.

5. **Approval and Notes**

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   President's Council Approval: 06 March 2024
   Revised: 06 March 2024
   President's Council Approval: 15 July 2023
   Revised: 12 February 2018
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