

Davis Technical College

Distance and Hybrid Education Policy

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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 in establishing and managing Distance and Hybrid Education at Davis Tech.

2. References

2.1. Davis Tech Program Development Policy

2.2. Council on Occupational Education Handbook of Accreditation

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** – A program that makes available 100 percent of his/her required instructional hours in a program via distance education.

3.4. **Hybrid Program** – A program that makes available less than 100% percent of its required instructional hours via distance education.

3.5. **Instructional Media** – Any print or non-print learning resources (e.g. books, manuals, periodicals, computer software, films, videotapes, audio tapes, slides, and others) and the equipment and services necessary to use them.

3.6. **Learning Management System** – An internet-based software application used to host learning content and to 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 inclusive of 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.

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 in nature.

Teaching Presence –The means by which an instructor establishes themselves 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. **A learning management system is used by Davis Tech** and provides the ability to view student time online, track the frequency of logins, and provide timely and appropriate feedback.
- 4.5. The Student Portal provides students the ability to view student progress, attendance, course grades, and percentage of program completion.
- 4.6. Courses delivered in a hybrid or distance education format will meet defined quality, rigor, and breadth of academic and technical standards as programs delivered in an on-campus format.
- 4.7. Distance and hybrid education faculty are trained on the use of 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 should be instructor initiated, timely, dependable, personalized, and varied.
- 4.9. Distance and hybrid curriculum will meet the Quality Curriculum Review standards.
- 4.10. Distance and hybrid course faculty members ensure that they have a teaching presence in all online and hybrid courses. They are involved in student learning and available to those who need additional support.
- 4.11. Faculty reply to student email communications and questions within 24 hours of the Davis Tech operational schedule.
- 4.12. Students receive an orientation to technology and will be informed of faculty response time and technical support available in the Program Orientation.
- 4.13. 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.
 - 4.14. 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. Hands-on labs requiring campus equipment and faculty supervisions must be completed on campus.
- 4.16. Technical support services are provided to faculty and students through Educational Excellence team, the Davis Tech IT Department, and third-party contracted agencies.
- 4.17. Students in hybrid courses must participate in one meeting per week with a faculty member on campus or virtually to discuss their progress in the program and any questions about the coursework. Course syllabi will explain how these meetings are scheduled.
- 4.18. Students who miss two consecutive scheduled instructor meetings may be placed on a Student Success Plan
- 4.19. Faculty and student surveys are conducted to evaluate the effectiveness of distance and hybrid education technical support.

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4.20. Students in hybrid courses must maintain the minimum program requirements for progress.

4.21. 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.