Davis Technical College (Davis Tech)
Distance Education Policy

1.   **Purpose**

1.1.   Distance Education at the Davis Technical College (College) 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 Education at the College.

2.   **References**

2.1.   College 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 time period.

3.2.   **Distance Education Delivery Method** – Education using one or more technologies to deliver instruction to students separated from faculty; and support regular and substantive instruction between students and faculty, synchronously or asynchronously. Technology 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 50% or more of its required instructional hours via distance education.

3.4.   **Distance Education Student** – A student who completes 50% or more of his/her required instructional hours in a program via distance education.

3.5.   **Hybrid Program** – A program that makes available 49% or less of its required instructional hours via distance education.

3.6.   **Instructional Media** – Any 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.

3.7.   **Learning Management System** – An internet based software application used to host learning content and to administer, document, track, and report instruction.

3.8.   **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.

3.9. **Technical Infrastructure** – The framework of an electronic student, financial, and information system inclusive of hardware and software that supports students, faculty, and staff services that guide institutional operations including the delivery of distance education.

3.10. **Campus-based Programs** – Programs that require all coursework to be completed on campus.

4. **Policy**

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

4.2. While some courses may be delivered in a distance education format, no more than 49% of the total program instruction will be delivered in a distance education format.

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 the College.

4.5. The Learning Management System provides the ability to view student time online, frequency of logins, and electronic footprints.

4.6. The Student Information System provides students the ability to view student progress, grades, and percentage of course completion.

4.7. Courses delivered in a hybrid or distance education format that meet completion requirements will meet defined quality, rigor, and breadth of academic and technical standards as programs delivered in an on-campus format.

4.8. Hybrid or distance education faculty are trained on the use of the Learning Management System and supplemental instructional software.

4.9. Instruction delivered in a hybrid or distance format includes regular, meaningful, and substantial interaction between the student and faculty.

4.10. Curriculum will meet the Hybrid and Distance Education Requirements as included in the Curriculum Quality Checklist, in addition to regular curriculum requirements.

4.11. Faculty reply to student email communications and questions within 24 hours of the published program or course schedule.

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

4.13. Minimum attendance requirements are defined for courses delivered in a hybrid format.

4.14. All competency-based and written assessment for hybrid or distance education courses are password protected and completed in the classroom.

4.15.   Faculty, with consultation from Instructional Systems Design, maintain curriculum oversight responsibility for contracted courseware, verifying currency and quality on an annual basis.

4.16.   Technical support services are provided to faculty and students through Instructional Systems Design, the College Information Technology Department, and third-party contracted agencies.

4.17.   Faculty and student surveys are conducted to evaluate the effectiveness of distance education technical support.

5.   **Approval and Notes**

5.1.   Revised 02-12-2018

5.2.   Originally approved 02-01-2008.