Paul Mitchell The School Richland

DISTANCE EDUCATION POLICY

The institution ensures regular and substantive interaction between instructors and students during distance education activities. Instructors utilize multiple methods of substantive interaction, including the following:

1. DIRECT INSTRUCTION

Instructors provide direct instruction through scheduled virtual learning opportunities and assigned coursework within the institution's online learning platforms.

2. ASSESSING STUDENT COURSEWORK AND PROVIDING FEEDBACK

Instructors review and evaluate distance education coursework completed through the online learning management systems. Feedback is provided to support student learning and ensure comprehension of course material.

3. RESPONDING TO QUESTIONS REGARDING COURSEWORK

Students may communicate with instructors regarding course content through:

- Email communication
- Direct messaging through the Edular application

Instructors respond to student questions to clarify course content and support student success.

4. FACILITATING GROUP DISCUSSIONS

Instructors facilitate academic discussions regarding course content. Discussion topics are posted weekly each Monday to encourage engagement and participation among students.

Frequency of Substantive Interaction and Academic Engagement

The institution provides regular opportunities for instructor-student interaction and engagement through the following:

- All written and practical examinations are conducted on campus under instructor supervision.
- Virtual group discussions are hosted on the first Wednesday of each month, providing an opportunity for instructor-led discussion and instruction.

These interactions ensure consistent academic engagement throughout the distance education components of the program.

The following technologies and procedures ensure appropriate monitoring and documentation of student participation:

Student Login Monitoring

Students access distance education coursework through approved learning platforms, including:

- Pivot Point
- CIMA

These platforms track when students log into the system.

Documentation of Student Activity:

The learning management systems record student activity within a specific time frame. Students must log into the platform and initiate seat time tracking in order for time to begin recording.

Student Identity Verification:

Student identity is verified through secure login credentials. Both CIMA and Pivot Point require a unique username and password for student access.

Learning Management System Activity Logs:

Both CIMA and Pivot Point have the capability to generate time-stamped LMS activity reports documenting student engagement with course content. These reports demonstrate active participation in learning activities.

Clock Hour Attendance Verification

Active Engagement Monitoring

The learning platforms (CIMA and Pivot Point) include technology that automatically logs students out due to inactivity. This prevents time from being awarded when a student is not actively engaged in the learning activity.

Prevention of Double Counting Hours:

The institution ensures that students cannot receive credit for on-campus attendance while simultaneously earning asynchronous distance education hours.

- Distance education seat time is tracked through time-stamped activity within CIMA and Pivot Point.
- Students also clock into the Edular/FAME application to document attendance.
- When the system migration is completed and hours are synchronized within FAME, the system will automatically flag and prevent overlapping time entries, ensuring that duplicate hours cannot be awarded.