

ACADEMIC PROGRAMS

Academic Philosophy

Dunwoody College teaches problem solving and critical thinking along with practical, real-world skills that are much sought after by business and industry. It's a rigorous style of hands-on, applied learning that requires discipline and personal responsibility. The emphasis is on understanding the basic theory and skills in lecture courses and then applying those skills in hands-on lab work with labs and shops that use equipment and processes that mirror what is found in industry.

The College prepares graduates to enter the diverse, modern workplace by educating students in, communication, social science, humanities, and math and natural science courses, in addition to technical curriculum.

This applied approach to learning has been part of Dunwoody since its founding in 1914 and was championed by the College's first director Charles Prosser, who is known as the father of vocational education in the United States. While the applied approach is Dunwoody's tradition, the College is committed to growth and evolution as industry sees fit.

Academic Plan

Matriculating students at Dunwoody receive an academic plan based on their academic year of admission or readmission that lists the core curriculum and technical courses, credit requirements, and projected sequence. The academic plan is a degree progress tracking tool that shows what courses and credits are completed, in progress, and remaining to satisfy the academic requirements for a student's declared degree for graduation.

Students can view their Academic Plan in [my.dunwoody](#) and monitor their progress toward their declared degree or certificate.

Course Types

Credit to Clock Hour Policy

General Principles:

1. The academic year will be two 16-week semesters (Fall and Spring), a 3-week J-Term, and one 8-week Summer Session
 - A 16-week semester can include 16 weeks of general instruction.
 - Within the 16 weeks is included time for experiential learning activities.
2. Academic terms may include general instruction and experiential learning activities
3. The credit hour will be calculated on a 50-minute nominal hour and is the same for every delivery method
4. Experiential Delivery Methods that take place at an alternative facility or off-campus, such as an internship, travel study or clinical, cannot comprise more than 25% of the overall program requirements, which includes both Technical and Arts & Sciences courses.

Credit Allocation by Category

The following categories will be used to assign credits

Category	Course Type	Definition
Lecture	Lecture, Seminar	Lecture: one credit equals one nominal hour in combination of face-to-face or distance/hybrid instruction with a minimum of two nominal hours of out of class student work (homework and application) each week for approximately 16 weeks for one semester for a total of 48 Clock Hours. Seminar: One credit equals two nominal hours in combination of face-to-face or distance/hybrid instruction with a minimum of one nominal hour of out of class student work (homework and application) each week for approximately 16 weeks for one semester for a total of 48 Clock Hours.
Laboratory	Laboratory, Studio, Capstone	One credit equals three nominal hours of laboratory/studio work (1:48) with little or no out of class student work each week for approximately 16 weeks for one semester or 48 Clock Hours OR one credit equals two nominal hours of laboratory/studio work (1:32) with a minimum of one nominal hour of out of class student work each week for approximately 16 weeks for one semester for a total of 48 Clock Hours.
Experiential	Practicum, Internship, Clinical, Directed Study, Travel Study	One credit shall be awarded for a minimum of 48 Clock Hours in combination of experiential learning, instruction and out of class student work as indicated on the course syllabus.

Combination	Lecture/Lab, Lecture/Studio, Lecture/Practicum, Etc.	Consistent with Dunwoody's Instructional Delivery Model, a combination of the categories may be used. In some cases, laboratory or studio may replace homework time, allowing in class time for application and competency demonstration
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Definition of Course Type

LECTURE

A lecture is formal instruction, conducted on or off campus by the instructor, applying any combination of instructional methods. This definition is applicable only when the course organization requires that the instructor bear the primary responsibility for the instructional activity and is directly involved with all students in the class. Students are expected to work on out-of-class assignments on a regular basis over the length of the course.

LABORATORY

A laboratory is an educational experience where students conduct experiments, develop skills, or practice procedures under the supervision of a faculty member.

STUDIO

A studio is an educational environment where students work on individual or group projects under the guidance of a faculty member. Projects may vary in scope, content, and length.

SEMINAR

A seminar provides a flexible and active learning forum for students to engage in lectures, discussions, or projects focused on a specific topic(s) in a content area.

PRACTICUM

A practicum is an educational experience replicating what a student would do on-the-job; applying previous or concurrent knowledge guided by an instructor where the student demonstrates content proficiency in a specific area within a program of study.

CAPSTONE

A capstone is a major project related to a student's area of study that demonstrates a student's content knowledge of the program outcomes.

INTERNSHIP

An internship is a supervised educational work experience, located on or off campus at a work site where a faculty member monitors and provides final assessment.

CLINICAL

A clinical applies only to Health Sciences & Technology programs. This type of credit is awarded to a student assigned to a clinical experience off-campus in which the student is under constant supervision by a clinical instructor. The clinical experience will typically be in a healthcare setting such as a hospital, clinic, or nursing home. The clinical instructor may be a practicing clinician in the field of study or faculty member of

the College. Students should receive individual instruction and critique of their performance. The faculty member coordinating the clinical experience provides the final grade for each student based in part on input from the clinical instructor.

DIRECTED STUDY

A directed study is a course in which the student must meet a specific set of objectives agreed upon by the instructor and the student. The course requires one-on-one instructional conferences.

TRAVEL STUDY

Travel study is an educational experience that combines travel and cultural study as a main competency within the student's program of study.

Statutory Requirements

Definition of a Credit Hour (600.2 (<https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-600/>))

- "One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one-quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in paragraph (1) (i) of the definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

Definition of a Clock Hour (600.2 (<https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-600/>))

"A period of time consisting of:

- A 50-60 minute class, lecture, or recitation in a 60-minute period;
- A 50-60 minute faculty-supervised laboratory, shop training, or internship in a 60-minute period;
- In distance education, 50-60 minutes in a 60-minute period of attendance in:
 - A synchronous class, lecture, or recitation where there is opportunity for direct interaction between the instructor and students.
 - In asynchronous online courses, clock hours represent the amount of time a student is expected to engage with both course materials **and** learning activities.

Faculty members have the ability to select their own learning activities, assignments, and assessments, and determine the appropriate time per individual activity. The table below represents a general guideline for various learning activities, but the average time per activity can be adjusted to reflect the true time spent performing the activity created by a faculty member. For instance, a shorter quiz may only require 10 minutes, and a longer one may need 30 minutes. Faculty should use their best judgment when assigning a timeframe for the chosen activity.

Activity	Average Time Per Activity
Quiz	20 minutes each
Exam	50 minutes each
Midterm or Final	60 minutes each
Informal Writing Assignment	15 minutes per page (250 words)

Formal Writing Assignment	30 minutes per page (250 words)
Textbook Reading	8 minutes per page (250 words)
Reading of Linked Article/Paper	10 minutes per page (250 words)
Listen to or Watch Lined Audio/Video	15 minutes each
Listen to or Watch Webinar	50 minutes each
Complete a Guided Lab Exercise	50 minutes each
Complete a Virtual Field Observation	60 minutes each
Complete a Guided Field Observation	60 minutes each
Complete a Game/Simulation	30 minutes each
Complete a Tutorial/Module	30 minutes each
Watch/Make Synchronous Presentations	30 minutes each
Make a Blog Entry	10 minutes each
Participate in a Chat Room or Forum Discussion	30 minutes each
Study or Assignment Group Presentation	40 minutes each
Online Meeting or Office Hours with Instructor	20 minutes each

*chart quoted from Dickinson State University, 2016 HLC Conference

Course Delivery

Course Delivery

Dunwoody offers courses through a variety of modalities, including both on-campus education and distance education courses and a combination of the two primary delivery methods. Courses are approved by the Office of Instruction for the modality or modalities they are designed for.

On-Campus Education

On-Campus (Face-to-Face, Traditional, In-Person)

Instruction occurs in person with student(s) and faculty present in the same location and time. A course delivered on-campus does not prohibit or limit technology-mediated instruction and may include a range of technological and online enhancements (e.g., integration of a learning management system to post the syllabus and assignments, flipped design with lecture material online to enhance active learning in the classroom, etc.). Scheduled on-campus face-to-face class sessions constitute the entirety of a course's assigned credit hours.*

On-Campus - Synchronous Hybrid

Instruction using a blend of traditional and online methods.

A course offered through a combination of on-campus and synchronous instruction, with instruction primarily taking place on-campus. For this hybrid modality, no more than 25% of the assigned credit hours takes place online.*

On-Campus - Asynchronous Hybrid

Instruction using a blend of traditional and online methods.

A course offered through a combination of on-campus and asynchronous instruction, with instruction primarily taking place on-campus. For this hybrid modality, no more than 25% of the assigned credit hours takes place online.*

**Does not include emergency online activities in the case of snowstorms or other on-campus cancellations.*

Distance Education

distance education course

A course in which at least 75% of the instruction and interaction occurs using one or more of the technologies listed in the definition of distance education, with the faculty and students physically separated from each other.

regular and substantive interaction (<https://www.hlcommission.org/General/glossary.html>) (Based on federal definition)

Institutions are expected to ensure regular and substantive interaction between students and instructors in their distance education and competency-based education offerings. An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency:

1. Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
2. Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Substantive interaction is engaging students in teaching, learning and assessment, consistent with the content under discussion, and also includes at least two of the following:

1. Providing direct instruction;
2. Assessing or providing feedback on a student's coursework;
3. Providing information or responding to questions about the content of a course or competency;
4. Facilitating a group discussion regarding the content of a course or competency; or
5. Other instructional activities approved by HLC or the program's accrediting agency.

Online - Asynchronous

A course delivered entirely through asynchronous instruction online with regular and substantive interaction.

Online - Synchronous

A course delivered entirely through synchronous instruction online with regular and substantive interaction.

Online - Bisynchronous

A course offered entirely through a combination of asynchronous and synchronous online instruction.

Local - Synchronous

Instruction primarily occurs online synchronously. Scheduled on-campus meetings **MAY** be required for first-day course orientation and key assessments. *For this modality, On-Campus meetings do not exceed twenty-five percent (25%) of the course activities.*

Local - Asynchronous

Instruction primarily occurs online asynchronously. Scheduled on-campus meetings **MAY** be required for first-day course orientation and

key assessments. *For this modality, On-Campus meetings do not exceed twenty-five percent (25%) of the course activities.*

Local - Bisynchronous

Instruction occurs online through a combination of synchronous and asynchronous instruction. Scheduled on-campus meetings **MAY** be required for first-day course orientation and key assessments. *For this modality, On-Campus meetings do not exceed twenty-five percent (25%) of the course activities.*

Online - Hyflex

A course offered in three modalities at the same time that offers students the flexibility to receive instruction on-campus, synchronously, or asynchronously as determined by the student. ECDE/ECDM/PCET programs are the only Dunwoody programs approved by the Office of Instruction for this modality.

Correspondence Education

Correspondence Education Course (<https://www.hlcommission.org/General/glossary.html>) (Based on federal definition)

A course provided by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructors. Interaction between instructors and students in a correspondence course is limited, not regular and substantive, and is primarily initiated by the students. If a course is part correspondence and part residential training, it is considered a correspondence education course. A correspondence education course is not distance education.

Independent study options may be granted under specific circumstances by certain programs. The course delivery method must be accurately represented in the course section information. Students are expected to adhere to time frames on the course syllabus and all standard drop/add and withdrawing deadlines apply.