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Distance Learning
The Distance Learning Faculty Guidebook is designed to support instructional faculty and lecturers who are teaching distance education courses. The Office of Distance Learning supports students, instructors, and administrators as they pursue excellence in distance learning programs, as well as online course development, teaching and learning. This guidebook also provides information about policies and procedures for Distance Education aligned to University of Hawai‘i Executive Policy 5.204.

The Distance Learning Faculty Guidebook is organized as an online document that can easily allow for supplementation and revision as policies and procedures develop and change. The goal of this guidebook is to articulate the mission and goals of the Office of Distance Learning, especially as they pertain to UH West O‘ahu’s Strategic Action Plan 2018-2028, and the Office of Distance Learning Tactical Plan, 2019 - 2025. The guidebook also provides technical and pedagogical support and resources for faculty and lecturers teaching Distance Education courses through Online, Interactive Video, and Hybrid modes of delivery.

Faculty may also refer to this guidebook for information about training and mentoring for courses offered through distance modes of delivery. The policies and procedures that relate to distance education courses, best practices in distance education, and how these best practices may be incorporated into course design and delivery, are found in this guidebook.

Terminology
The capitalized term “Distance Education” is used to designate programs at UH West O‘ahu possessing WSCUC approval and students majoring in those programs. Distance Education students or DE Students refer to students who reside on the neighbor islands who are officially enrolled in Distance Education programs. The vast majority of UH West O‘ahu students take courses through distance modes of delivery. The term “online learner” is used in reference to all UH West O‘ahu students who take some or all of their courses online in any given semester. The term “distance learning” is used when referencing distance education in a generalized manner that encompasses both Distance Education students and online learners.

Office of Distance Learning Mission
The Office of Distance Learning (ODL) supports students, faculty, lecturers, staff and administrators as they pursue excellence in online teaching and learning through course and program development, and evidence-based best practices in inclusive and culturally responsive online pedagogy.

Office of Distance Learning Outcome
Students will be able to meet their educational goals by accessing engaging technology-mediated instruction in Online, Hybrid, and Livestream courses offered through Interactive Video (ITV), as well as web-enhanced face-to-face courses. Faculty are provided services, mentoring, and instructional design support needed to assist them in the development, design, evaluation and ongoing maintenance of new and existing quality distance learning courses and Distance Education programs.

5 Principles of Online Learning

1. **Establish and maintain Regular and Substantive Interactions**

   Regular and substantive interaction (RSI) is a federal requirement for distance learning, which states that instructors must keep in contact with students on a regular and timely basis both to ensure the quality of instruction and to verify performance and participation status. Source: [Regular and Substantive Interaction: Background, Concerns and Guiding Principles](#)

2. **Create opportunities for student-centered learning.**

   In distance education, instead of being the sole source of content knowledge, the role of the instructor is as a facilitator. Students should be encouraged to interact not only with the content and instructor but also with each other in order to understand, research and come to their own conclusions about the course material.

3. **Create opportunities that have practical real world application**

   The activities in distance learning courses should be authentic, that is based on tasks that students would have to perform in various settings outside the classroom. Online learners should also have the chance to enhance their knowledge about the world through critical thinking and reasoning skills.

4. **Provide support for each student’s learning process and autonomy.**

   Distance learning instructors should engage all types of learners by providing content and assessment that respect and accommodate the different needs, learning styles and strategies of each student. In addition, instructors should provide support for online learners in time management and academic skill development.

5. **Ensure all course content is readily and easily accessible to all students.**

   In accordance with the [University of Hawai‘i’s Commitment to Accessibility](#), distance education courses should be designed based on [Universal Design for All](#). Make certain that their courses meet all the necessary accessibility requirements ([508 compliance](#)). They should also create course content and assessments that are user-
friendly in terms of technology and provide alternate means of access to the course material.

**Distance Modes of Delivery**

**Online**

An online distance learning course is delivered via the Internet using the UH supported Learning Management System (LMS) referred to as Laulima. Some classes may require synchronous online or on-campus meetings for orientation or exam sessions. Students are required to use a computer with Internet access as the primary technology and may be required to use other available technologies to acquire and learn course content. Through RSI, instructors and students interact to complete assignments and assessments and to demonstrate Student Learning Outcomes. An online course will be designated as online in published campus materials and defined as 100% online student contact hours. Online courses that require synchronous sessions must explicitly include this information in the comments in the Schedule of Classes. All course activities for online courses (synchronous or asynchronous are recorded as online contact hours). These classes are coded as **DCO** in Banner.

**Hybrid**

A Hybrid distance course replaces some face-to-face class where **all students** attend class sessions in the same location as the instructor at designated times, combined with online instructional activities included in the course contact hours. Any distance learning course that requires students to attend on-campus orientations, assessments, scheduled class meetings, or other required activities is a Hybrid course. The campus-supported LMS is used to provide course content replacing some face-to-face contact hours. Students must have access to a computer and the Internet. A Hybrid course will be designated as Hybrid in published campus material and combine online and face-to-face student contact hours.

**HITS/Distance - Interactive Video (DIV)**

A Distance Interactive Video (DIV) class combines students who are face-to-face with the instructor with students participating synchronously through Hawai‘i Interactive Television (HITS), Polycom, Mediasite, or through Video Conferencing software such as Zoom or BlueJeans. Students at designated UH distance sites must attend class from a particular location on another UH campus for DIV courses. The standard time block for a HITS (B157) class reservation is once a week for 2 hours 45 minutes. However, if two courses will be splitting their HITS schedule to meet twice a week, the maximum in-person instructional time would be 75-minutes to account for the transition period between both classes. In order to meet the required number of contact hours, a course that is scheduled for 75-minute class sessions must include **2.5 hours of online asynchronous instruction** listed in the course activities. This is a
hybrid component of the course to account for the 5-minute reduction in the time for each class session. Classes scheduled in the HITS room require a contract between the Division and UH System Information Technology Services. Contracts for HITS time blocks are granted for a 3-year term. These classes are coded as DIV in Banner.

Web-Enhanced Courses

A web-enhanced course is not considered to be an online course, but uses online activities to complement class sessions without reducing the number of required class meetings. This may be any course tied to the traditional classroom but involving some sort of computer usage, such as a software simulation, or online design software for art, or instructional applications. Traditional courses and web-enhanced courses are very similar, indistinguishable in most cases, and therefore not designated differently in course publications.

Which distance mode of delivery is better for your class?

The following are some advantages and disadvantages of fully online, Hybrid and ITV courses:

**Fully Online Courses**
- Reduce student commute time and resources needed to get to classes.
- Provide access to upper division courses work for students who reside on neighbor islands
- Increase course offerings without increased classroom space
- More convenient for students with full-time work and family responsibilities
- Student authentication can be more challenging to establish
- Technology can be challenging for some students
- More difficult for some students to feel they are learning without face-to-face instructor contact

**Hybrid Courses**
- Easier for instructors to know their students
- A wider range of learning opportunities to make the best of each modality
- More opportunities to document student learning
- Student authentication easier to establish - instructors have the chance to interact with students both face-to-face and online
- Technological problems handled in both the face-to-face and online environments
- Less convenient for out-of-area students
- Not a viable option for students who reside on the neighbor islands or do not have the resources to come to the UH West O’ahu campus

**Interactive Video (ITV) Courses**
- Provide flexibility for students to participate face-to-face or virtually and synchronously with the instructor and classmates
- More opportunities to document student learning
- Student authentication is easier to establish
● Technological challenges and connectivity issues must be addressed during instructional time.
● Less convenient for students with work and family obligations that make synchronous class sessions from a designated location challenging.

Faculty Preparation: Technology and Pedagogical Readiness

*Faculty teaching online and Hybrid courses should have previous online teaching experience or training prior to teaching distance education courses.*

Faculty members who wish to teach online should not only possess basic proficiency in computer skills but should also be acquainted with and feel comfortable using more advanced programs and applications. The following technical skills, listed from least to most complex, are examples of what would be needed to teach online and Hybrid courses:

**Basic Computer Skills**
- Keyboarding
  - Updating operating system and managing security settings
  - Audio recording (microphone) and webcam recording (video)

**File Management**
- Create and name files
- Understand file formats
- Understand local and cloud-based file storage
- Organize and manage files
- Understand formats that are mobile device accessible

**Email**
- Send and receive email
- Attach documents and pictures (optimized for small file size)
- Participate in discussion groups and listservs
- Create and manage discussion groups

**Word processing**
- Create, edit and save documents in various formats.
  - Use structural formatting techniques
  - Insert accessible tables, graphs, and graphics into documents

**Presentation technology**
- Create, edit, and save presentations in various formats
  - Add accessible media to presentations
  - Understand how to use webinar technology

**Video**
- Link or embed accessible media from the web
  - Create, edit, and save video
  - Understand how to use webinar technology

**Internet**
- Understand and use different browser types
  - Know how to do targeted searches
  - Understand how to use online databases
  - Be familiar with social networking tools (e.g. Facebook and Twitter), YouTube, podcasts, blogs, webinars & wikis
Learning Management System*  
Upload content  
Create, design and edit course modules  
Make content accessible  
Create assessments, surveys and polls  
Use the Gradebook  
Upload multimedia  
Use email and announcements  
Use notifications

*Appendix A, Online Education Course Design Rubric

Faculty Training for Online Teaching and Learning

To address training, the Office of Distance Learning in collaboration with the Office of Professional Development and Academic Support and Information Technology provides the following support for faculty teaching DE courses:

- Required training for all faculty teaching distance learning courses in Distance Learning Compliance with various state and federal regulations.
- Required new faculty orientation for faculty teaching online.
- Optional ongoing series of Online Teaching and Learning Workshop opportunities throughout the academic year on evidence-based best practices in online pedagogy.
- Faculty Mentoring program.
- Teaching Triangles focused on online and hybrid courses.
- Instructional Design support with distance learning course design.
- IT technical support.

Faculty Development

A report by the Hawai’i Educational Policy Center, The University of Hawai’i and Distance Education: The Critical Role of Faculty (2006), notes the important role of faculty training and competence in successful distance learning delivery, and provides UH with a guide for addressing those training needs. The constant and rapid evolution of educational technology capacity, information technology capacities, software and hardware related to delivering distance education presents both opportunities and challenges for faculty and lecturers. Recognizing that faculty competence and familiarity with the following areas are essential to successful distance learning:

- Course design, including adapting Student Learning Outcomes (SLOs) and course assessment consistent with online pedagogy.
- Understanding the student service issues and campus support to meet online learners' needs; devices, technical support, network access, and other hardware related issues.
Distance Learning Compliance Training

Distance learning is governed by federal, state, UH system policies that affect how faculty and lecturers design and teach online courses. Effective Fall 2020, all UH West O‘ahu faculty who teach distance learning courses must have successfully complete training in Distance Learning Compliance. Content covered in the Distance Learning Compliance Training Modules include UH West O‘ahu policies and procedures related to the following five topics:

- Regular and Substantive Interactions (RSI)
- Student Identity Verification (SIV)
- Federal Educational Rights and Privacy Act (FERPA)
- Copyright and Digital Content
- Accessibility

The Distance Learning Compliance Training Modules will be available in August 2019. Faculty who teach hybrid and online courses are encouraged to complete the training modules by January 31, 2020 in order to be scheduled for Fall 2020 online/hybrid courses.

Lecturers teaching Distance Learning courses are encouraged to complete the compliance training modules. However, Divisions are responsible for implementing procedures to ensure that from the DL compliance modules is conveyed to lecturers.

New Online and Hybrid Instructor Online Pedagogy Training

Additionally, faculty who are new to teaching distance learning courses and would like to teach using online technology are strongly encouraged to complete additional online teaching and learning training in online pedagogy before teaching online at UH West O‘ahu. Participating as an online student while learning how to teach online is a valuable experience and one where faculty will be introduced to the UH West O‘ahu online design rubric.

Distance Learning Consultations

Faculty who have not previously taught online, or who are interested in developing a Distance Education program at UH West O‘ahu are encouraged to schedule a consultation with the Director of Distance Learning for guidance on available resources, processes and procedures required for online course development or developing and proposing a certificate or concentration as an approved Distance Education program.

Online Teaching and Learning Workshops @ UHWO

The Office of Distance Learning offers ongoing professional development that addresses evidence-based best practices in Online Teaching and Learning. Sessions are offered throughout the Fall and Spring semesters, and are available in-person and through livestream, virtual synchronous attendance through video conferencing. Asynchronous options are also available for required training sessions. Titles and dates for Online Teaching and Learning
Workshops can be found on the Faculty/Staff page on the UH West O'ahu Distance Learning website.

**Online Course Review**

_The Office of Distance Learning provides faculty and lecturers the opportunity to self-evaluate a course using the UHWO Online Course Design Rubric._ The self-evaluation of a course can be submitted to the Office of Distance Learning for course review by qualified peer reviewers and instructional designers. Faculty who successfully complete an online course review receive a UH West O'ahu DL Certified Educator digital badge. The digital badge can be embedded in a Laulima course page of the faculty member’s DE course, linked to the faculty member’s profile, printed for inclusion in a dossier, and noted in the comment section of the Schedule of Classes to identify the course as being taught by a UH West O'ahu DL Certified Educator. _Online Education Course Design Rubric, Appendix A._

**Approval and renewal of DE courses and program designations**

The curriculum proposal process requires teamwork and effort from many different faculty members and administrators. The UH West O'ahu Faculty Senate Curriculum Committee and Distance Education committee share a common proposal process using _Kuali Curriculum Management System._ Kuali is used for proposals for courses, degree and certificate programs as well as concentrations areas attached to various degree programs. Training on Kuali is available through self-paced modules available on Laulima, as well as one-on-one training available by appointment through the Office of Distance Learning either in-person or through video conferencing.

**Proposal Deadlines**

Faculty Senate Resolution 2018-11 established the following deadlines for distance education proposals:

- **Second Friday in September (11:59 pm HST)**
  - New Distance Education designation for the following Spring semester.
  - Renewal of an existing Distance Education designation for the following semester.
- **Second Friday in November (11:59pm HST)**
  - New courses (all modes of delivery) for the following academic year.
  - Modification to courses (all modes of delivery) for the following academic year.
  - Modifications to existing programs (degree, concentrations, certificates) for the following academic year, including Distance Education programs.
  - Any new information or modifications regarding Distance Education programs that will be published in the General Catalog for the following academic year.
- **Second February in February (11:59pm HST)**
○ New Distance Education designation for courses the following Summer term or Fall semester.
○ Renewal of an existing Distance Education course designation for the Summer term or Fall semester.

Distance Learning Courses

Each course taught at UH West O’ahu must be approved by the Faculty Senate upon recommendation by the Curriculum Committee. Each course taught through distance learning must also be approved for online, Hybrid or Interactive Video mode of delivery by the Faculty Senate upon recommendation by the Distance Education Committee.

The process to approve new online, Hybrid or Interactive Video courses is ongoing throughout the academic year, based on the proposal submission deadlines. Courses approved for distance modes of delivery have an initial approval term of three years. Courses approved for renewal of distance modes of delivery are approved for a term of five years. Courses approved for fully online delivery can be taught as a Hybrid or face-to-face courses without the need for additional approval. However, a course approved for Interactive Video or Hybrid delivery must submit a new proposal to be taught as an online course. Basically, the number of contact hours can be shifted from distance education to face-to-face without additional review by the DE Committee. However, a shift of contact hours from face-to-face to more distance delivery hours does require additional review by the DE Committee.

A new distance education course can be taught in the first full semester after it has been fully approved through the workflow process in Kuali. The role of the Director of Distance Education is to advise and guide faculty during the course development process to make certain that each new course meets all UH West O’ahu standards for best practices. Proposing a DE Designation for a course, Appendix C

Courses that are approved for distance modes of delivery are listed on the UH West O’ahu Master Designations List. The list of approved distance education courses is maintained by the Chair of the Distance Education Committee. The chair of the General Education committee maintains the General Education designations on this combined Master Designations List. The UH West O’ahu Scheduler references the Master Designations List to determine current designations assigned to courses.

Resource:
UH West O’ahu Master Designations List
Proposing a DE Designation for a course, Appendix C

UH West O’ahu Distance Education Programs

UH West O’ahu offers the upper division portions of select concentrations within approved degree programs, and does not offer the course work for the full four years of any degree
programs entirely online. Students complete the lower division requirements of the degree through a combination of online and face-to-face classes offered through UH West O‘ahu. Many students also transfer to UH West O‘ahu after completing lower division requirements and/or an Associate’s degree at UH Community College campuses or elsewhere. However, UH System policy and accreditation standards state that as the campus conferring the degree, UH West O‘ahu holds the responsibility for quality assurance of the entire degree program.

“Distance and online learning is first and foremost an academic endeavor. The quality and standards of distance and online instruction, whether involving synchronous or asynchronous interaction, must be comparable to those for traditional instructional programs activities with at least comparable assessment practices. Regardless of any collaborative arrangements, the responsibility for quality assurance resides firmly with the campus conferring the credit and/or credential.” (UH E.P. 5.204 Section II.B.)

The University of Hawai‘i-West O‘ahu is committed to developing Distance Education programs, concentrations, and certificates. Currently approximately 50% of courses are offered in a distance modality. Faculty initiate the development of a new DE program by holding discussions within their division chair, and consulting with the Director of Distance Education.

The following resources are provided to help with the planning of a new DE program:
- UH West O‘ahu DE Planning Program Form
- View the DE Program Planning Checklist
- Copy of the DE Program Planning Checklist (the link will allow you to make a copy of the checklist)
- After consulting with the Director of Distance Education, new DE Programs are proposed through Kuali Curriculum Management System (www.westoahu.kuali.co) for review and approval through the workflow.

Accreditation Requirements for Distance Learning Programs
WASC Accrediting Commission for Senior Colleges and Universities (WSCUC) is responsible for the evaluation of the quality and effectiveness of colleges and universities offering the baccalaureate degree and above. In accrediting colleges and universities at this level, WSCUC considers a substantive change one that may significantly affect an institution’s quality, objectives, scope or control or triggers conditions established in federal law. Examples of substantive change related to distance education are:

- New off-campus location (50% of a degree program offered more than 25 miles from the main campus).
- New distance education or correspondence program (50% or more of a degree program offered via distance education or correspondence).

WSCUC defines distance education as: education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to
support regular and substantive interaction between the student and instructor, either synchronously or asynchronously. The technologies include:

- Internet
- One-way or two-way transmission through open broadcast, closed circuit, microwave, broadband lines, fiber optics, satellite, or wireless communication devices
- Audio conferencing
- Audio, cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs or CD-ROMs are used in a course in conjunction with any of the technologies listed earlier.

WSCUC approval of the substantive change is required prior to the start of the distance program. ([Substantive Change Manual, A Guide to Substantive Change Policies and Procedures](#), 2018)

Resources:

- [UHWO Distance Education Programs with WSCUC approval](#)
- [UHWO Distance Learning website lists the specific DE approved concentrations](#)
- [Distance Learning Programs Offered across the University of Hawai‘i System](#)

**Laulima Tutorials**

Laulima is the Learning Management System (LMS) supported by the University of Hawai‘i System. The following tutorials provide assistance with common tools used for course design in Laulima. You can also find help by clicking the Help tab in the left menu bar in Laulima, or selecting Request Assistance at the bottom of every Laulima page. Assistance with learning how to use Laulima tools can be found on the [Laulima Help page](#) of the UH West O‘ahu Distance Learning Website.

While faculty have the academic freedom to select the technology resources for their course management, the following reasons support the use of Laulima as the LMS for your course:

- Laulima is FERPA compliant
- The UH System Information Technology Services provides 24/7 Laulima support for technical assistance for faculty and staff
- As a system-supported LMS used on all 10 campuses of the UH System, students are familiar with Laulima.
- UH West O‘ahu Online Teaching and Learning workshops and Instructional Design support address online pedagogy and course design using Laulima Tools.

**UHWO Course Design Template**

The UHWO Course Design Template is available as a developmental site in Laulima. The template site can be merged into your course site to use as a starting point for your course design. Contact the Office of Distance Learning at [uhwode@hawaii.edu](mailto:uhwode@hawaii.edu) to request access to the UHWO Course Design Template in Laulima or for assistance with using the template for your course Laulima site.
The benefits of using the Course Design Template include:

- Ensure that your course design in Laulima is ADA compliant
- Standardize the tools and user interface of Laulima for UH West O’ahu students across courses and students who take courses across multiple UH campuses
- Develop a brand identity for UH West O’ahu Laulima courses
- Professionally designed, appealing user interface
- Reduce the design workload for your course site development

Archive a Course in Laulima

After the semester ends and grades have been submitted through MyUH, Laulima course sites are automatically unpublished and archived. If a faculty member is concerned about losing resources, they can archive materials on their own. Caution must be taken not to keep sensitive student information on unsecured media or web/cloud services. While employed with UH West O’ahu, faculty will continue to have access to their archived Laulima course sites.

Archive Laulima Mailtool Emails

When email messages are sent to students through the Laulima mailtool, the instructor should select the “Send me a copy” option in order to archive any messages sent. Messages sent via the Mailtool are not automatically archived by the UH Gmail service.

Course Assessments

Assessment of Learning Outcomes

Assessments in distance learning courses are not that different from assessment techniques in on-campus classes. Course-embedded assessments ask faculty to look closely at the work that students produce in their courses in order to assess Student Learning Outcomes (SLOs). UH West O’ahu uses the term SLO to refer to course-specific learning outcomes. SLOs are aligned with Concentration Learning Outcomes (CLO), Degree Learning Outcomes (DLO), General Education Learning Outcomes (GELOs) as appropriate, and Institutional Learning Outcomes (ILO). The assessment is “embedded” in regular course work, so that students do not have to do any extra work in order to measure the SLOs or aligned CLOs, DLOs and ILOs.

A rubric is an essential tool to use for assessing student learning outcomes if you are using a course embedded assessment method. A rubric provides you with detailed information about how students are mastering the parts or aspects of any particular assignment, and that in turn, can tell you how well they are mastering the aligned learning outcomes.

Performance then becomes a process linked to learning outcomes as opposed to a recitation of content.

Formative and Summative Assessments

Formative Assessments

Formative assessments are generally low stakes, which means that they have low or no point value. The goal of formative assessments is to monitor student learning to provide ongoing
feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- Help students identify their strengths and weaknesses and target areas that need work
- Help faculty recognize where students are struggling and address problems immediately

Online learners need frequent opportunities for formative assessment. Frequent knowledge checks help online learners remain engaged with the content, and maintain cognitive presence and self-assess their mastery of the course content frequently. Formative assessments also help the distance learning instructor evaluate the effectiveness of the course materials and learning activities in an online course. Examples of formative assessments include:

- Quizzes with a few questions that allow the student multiple submissions and immediate feedback
- Submit one or two sentences identifying the main point of a lesson module in their own words
- Turn in a research proposal for early feedback

Summative Assessments
Summative assessments are often high stakes, which means that they have a high point value. The goal of summative assessments is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments measure the degree of a student’s mastery of the learning objectives.

Rubrics
Rubrics are tools that outline the quality standards for student success in an assessment. Descriptions in a rubric are directly linked to the learning objectives of a particular assignment or project. When these benchmarks are used and given to students prior to submitting their assignments, students know what is expected of them. This gives students more opportunities to reflect on and revise their work.

Rubrics are effective tools to assess student learning in portfolios, exams, reports, discussion posts, logs and journals, simulated performances, interviews, essays, research papers and production work. They can be used for just about anything except multiple choice exams.

It is best practice to provide students with the rubric before they attempt to complete the assignment. This will give the student a very detailed idea of what they need to do to achieve a particular grade. Students report that it eases their anxiety to see a rubric in advance because they don’t have to “figure out what my professor wants.”
Creating Rubrics

Faculty are responsible for creating rubrics for course assignments that reflect levels of mastery of the Student Learning Outcomes (SLOs). Numerous resources exist for creating and modifying rubrics for distance learning courses. Many websites can be found by searching the Internet to find rubrics which can be modified to meet individual course needs.

Please consult with the Division Assessment Coordinator woassess@hawaii.edu for the rubric used by the Assessment Committee for evaluation program learning outcomes (Certificate Learning Outcomes, Concentration Learning Outcomes, and Degree Learning Outcomes) as well as Institutional Learning Outcomes.

Benefits of Rubrics

A well-constructed rubric can:
- More closely align assessments with student learning outcomes.
- Clearly communicate course and instructor expectations.
- Improve students’ critical thinking about their own work.
- Be used as a tool for both teaching and assessment.
- Reduce grading time.
- Offer more meaningful feedback to students.
- Evaluate both the process and the product of a student’s work.
- Be flexible enough to apply to diverse populations of students.

Types of Rubrics

There are two main types of rubrics used in higher education - analytic and holistic. While each type of rubric has advantages and disadvantages, in distance education, analytic rubrics are used most often because of the amount of detailed feedback they provide students.

Analytic Rubrics

- Criteria for success are listed separately.
- Provide more detailed feedback about performance.
- Focus on criteria for success.
- Take more time to create initially.
- Are used to evaluate authentic assessments.

Holistic Rubrics

- Criteria for success are all listed together.
- Provide general information about performance.
- Focus on scale of performance.
- Take less time to create.
- Are often used to evaluate general proficiency.

Assessment Resources

- University of Hawai‘i-West O‘ahu Assessment website
- UH West O‘ahu Assessment Handbook, Summer 2019
Proctoring for Distance Courses

If an instructor is planning to assign a proctored assignment (e.g., a test or quiz) through UH Testing Centers, they must do the following:

1. Prominently place a notice in the syllabus about any proctored assignments and information about proctoring options.
2. All Distance learning instructors who require proctoring services for the students in their distance courses must complete the University of Hawai‘i Distance Learning Test Proctoring Request Form and mail, email or fax the form to each applicable test site. Tests received without this form will not be administered and will be returned to the faculty member. Note that the Test Proctoring form asks faculty to:
   a. provide each test site with a list of students (and their Banner IDs) who will be taking the test at that test site. It is also requested that the faculty attach a list of all students in the class and their Banner IDs, in case students decide to change test sites. Each student taking a test will be required to show a current photo ID.
   b. determine the range of acceptable testing dates. Tests will NOT be administered before or after the specified dates unless you provide the testing site with written permission via fax or email. It is the student's responsibility to contact the faculty member for permission to take a test outside the testing dates.
   c. provide each test center with an adequate number of paper copies of the test (for distance learning classes taught in modalities other than online, i.e., interactive video, or in the event that tests cannot be administered on-line). In these cases, the number of paper copies of the test should include a couple of additional copies for the situations where students may decide to change test sites, Each of the test copies must include the course title/number, the faculty member’s name and originating campus.
   d. advise testing center personnel what items students are allowed to use during testing, e.g., calculators, rulers, etc. Testing centers will NOT provide materials/supplies beyond the basics of pens/pencils and scratch paper.
3. Forward the completed Test Proctoring Request forms with the appropriate number of copies of the test to each applicable site where students will report for testing. Be sure to forward the test materials in ample time to ensure that tests are received by the testing site at least five (5) working days prior to the desired test administration date; at the discretion of the testing site coordinator, tests received four days or less before the first testing date may not be administered.
4. Faculty should advise students to review testing center information and to contact the testing center before the test date. Testing centers have varying procedures and testing hours. Some test centers require appointments.
Online Proctoring Services

Some DE instructors choose to provide their DE students with the option of online proctoring services through a third-party provider. Currently, UH West O‘ahu does not have a license or agreement with any third-party online proctoring services. Fees for online proctoring are passed on to the student if they choose to utilize online proctoring. Therefore, online proctoring services that require a student fee for proctoring must be explicitly stated in the schedule of classes so that students are informed of any required exam proctoring fees prior to registering for the course, and also explicitly stated in the course syllabus. Additionally, students should also be provided with a no-cost option for proctoring through the UH Testing Centers as described above.

Resource:
University of Hawai‘i System UH Online Faculty/Staff Proctoring Services

Distance Learning Policies

Federal and State Regulations
This section identifies the key Federal and State Distance Learning rules and UH System Policies and Procedures (PPIS), and Americans with Disabilities (ADA) compliance for online courses

When designing, building and facilitating an online class, you need to be aware of regional and state rules and regulations. By following these rules and regulations, you can improve the quality of online courses, make course content accessible to all learners, and prevent any unfortunate legal and accreditation ramifications. For example, captioning instructional videos is required for everyone, not just for students with disabilities. Video captions can increase student engagement and retention regardless of disability status and can help English as another language students as well. In settings that are not conducive to audio such as a quiet library or a noisy environment, captions can assist the viewer to know what is going on in the video.

Regular and Substantive Interaction (RSI)

According to the Federal Financial Aid handbook [pdf], there is a clear difference between distance learning (referred to in federal regulation as distance education) and correspondence courses. Because of this Federal definition, State and accrediting agency regulations stipulate distance learners must provide Regular and Substantive Interaction (RSI). Therefore, it is incumbent upon the University to provide evidence of substantive, academically-focused interactions and feedback in distance learning courses that directly relates to the course content and learning outcomes. Announcements that are administrative in nature are not considered academically-focused feedback. Examples of administrative feedback include reminders of due dates, or instructions on where to post an assignment. Instructors are required to initiate scholarly dialogue and must facilitate both student-to-student and student-to-instructor interactions at regularly scheduled intervals throughout the duration of the course.
What are Regular and Substantive Interactions?

As stated in “interpreting what is required for regular and substantive interaction”,
- Interaction is regular, somewhat frequent, and initiated by the instructor.
- Interactions are of an academic nature, meaning that it should lead towards increased
  learning of the course objectives.
- The instructor must be qualified faculty or those meeting similar requirements of faculty,
  lecturers, instructors, etc.
- Interaction and feedback must be personalized (as opposed to computer-generated).
  Instructors interact at regular intervals (i.e. weekly) with online students for a duration
  equivalent to the contact hours in onsite classes and in compliance with the UH West
  O‘ahu Credit Hour Policy.

Why does RSI matter?
Incorporating RSI into online courses has both student-level and instruction-level effects. RSI
positively impacts student success, retention, advancement, and successful course completion.
If there is a lack of RSI in distance learning, institutions face the risk of losing federal financial
aid funding.

How to Implement Regular and Substantive Interaction
- Recorded webinars, videos, and reading material if the course design materials are
  required and the student is required to then interact with classmates and the instructor in
  scholarly, academic discourse.
- Moderated Discussion boards; voice threads that pertain to the academic content of the
course.
- E-mail communication between the instructor and student for feedback or to respond to
  a question from a student related to academic content.
- Personalized assignment feedback
- Collaborative projects: group blogs, wikis
- Video conferencing, group or individual, for feedback, academic dialogue or instruction
- Phone calls or video conferencing with a student regarding academic course content

Initiated Interactions
Regular and substantive interaction is initiated and facilitated by the instructor and includes
means for all types of interaction in the course design.
- Utilize appropriate means for accessibility.
- Design daily or weekly assignments and projects that promote collaboration among
  students.
- Model course netiquette at the beginning of the semester with instructor-guided
  introductions.
- Pose questions in the discussion boards or forums which encourage various types of
  interaction and critical thinking skills among all course participants.
- Monitor content activity to ensure that students participate fully and discussions remain
  on topic.
- Create a specific forum for questions regarding course assignments (e.g. “Got a Question?”)
- Ask students for feedback about the course on a regular basis and revise content as needed.

Frequency and Timeliness of Interactions
- Maintain an active presence, particularly during the beginning weeks of a course.
- Establish guidelines for frequency of contact, and define what interactions a student can expect each week.
- Make known response time to student questions / inquiries and assignment feedback (i.e., 1-2 business days or within 48 hrs. Excluding holidays and weekends).
- Give frequent and substantive feedback consistently throughout the course.

Expectations for Interactions
- Specify course policy in the syllabus regarding frequency and timeliness of all contact initiated by the instructor.
- Explain course policy regarding student-initiated contact (where to post questions, assignments, etc.) in the syllabus.
- Outline and explain netiquette in initial course documents.
- Include a diversity statement that describes how your course respects contributions from all students and promotes respect and tolerance.
- Clarify important dates, such as assignment deadlines not only at the beginning but also throughout the course.

Absence from Interactions
- Inform students immediately of course designee should an illness, family emergency or other unexpected event prevent continuing regular and substantive interaction for a prolonged period of time. The course designee must be approved by the Division Chair, and the instructor’s absence reported to the Office of the Vice Chancellor for Academic Affairs.
- Use announcements to let students know when instructor-initiated regular interactions will continue.

NON-Substantive Interaction
Instructor - Student:
- Announcements, e-mail messages, etc. that are administrative;
- Course orientations;
- discussion board messages with non-academic or administrative content such as generic praise or clarification of class policies or procedures.
- Internet resources, links to external sites, computer or publisher generated or pre-loaded content; webcasts, webinars, podcasts or other audio-video material that are generic, impersonal, passive and non-timely.

Additional Resources
- Guide to Evaluating Distance Education and Correspondence Education
Student Identity Verification (SIV)

What is SIV? Why does it matter?
Student Identity Verification, also known as student authentication ensures that the student who registers in a distance education course is the one who participates in and receives academic credits and has access to the correct course (Higher Education Opportunity Act of 2008, 602.17).

Tips for addressing concerns over SIV in your course?
- A student must log in to a password secured course management system (Laulima is a secure login system).
- All coursework should be submitted through the course management system (e.g. Laulima).
- Using various online assessments to assess the student’s thought process and writing style to reduce the possibility of cheating
  - Final exam with written portions
  - Assignments require application of concepts rather than a retelling of factual information (encourage higher order thinking)
  - If multiple choice questions are used, consider randomized questions and answers, allocating time limits (unless a student has cognitive or learning differences and they may need accommodations for more time to complete their coursework)
- Select the Honor Pledge option in Laulima when setting up an assignment in Laulima
- Synchronous conferencing
  - An individual conference with the instructor where the ID’s can be verified
  - Frequent video check-ins

Additional Resources
- Guide to Evaluating Distance Education and Correspondence Education by WSCUC (2013).

ADA Compliance in Distance Learning Courses
People with disabilities face challenges when working online. A hearing impaired student is unable to hear the audio in a video. A vision impaired or low-vision student will not be able to
see text or video. A physically disabled student will not be able to maneuver the mouse to navigate through the course site. The color blind student will not be able to see certain colors (e.g. red-green color blindness). A student with dyslexia may have challenges with courses that provide only text-based instructional materials. Therefore, it is critical to make all instructional materials of a distance learning course accessible for all learners, including those with disabilities (The Americans with Disabilities Act (ADA) & Section 508 of the Rehabilitation Act of 1973).

Requesting Accessible Content from Publishers

It's the instructor's responsibility to ensure that all instructional materials in the course are accessible to all learners and to request a publisher to provide accessible instructional content. If the publisher can't provide accessible content, the instructor is responsible for finding or creating accessible alternatives. Switching to a publisher with accessible content is another option.

How to make your courses accessible to all learners?

It is vital to create a learning environment that is inclusive of all learners. In addition to using the UH West O'ahu Course Design Template at a starting point for designing your course Laulima site, the following accessibility features must be incorporated into your course material development.

- Alternative text (Alt text) for all graphics
- Transcripts for audio files
- Closed captioning for videos
- Accessible, sequential heading styles in documents and slide decks
- True lists for ordered and unordered lists
- Accessible tables
- Descriptive links
- Accessible contrast colors and backgrounds

Additional Resources

- [Accessibility at UH](#)
  UH System Accessibility Information
  The University of Hawaii, in accord with the [Americans with Disabilities Act of 1990 (ADA)](https://www.gpo.gov/fdsys/content/getdoc.action?uuid=28d98a51-8a3d-406d-832d-1053c82c2c62&docID=1990ADARD0-AFF), Section 504 of the Rehabilitation Act of 1973 is committed to ensuring that campus computing and information resources are accessible to disabled students, faculty and staff. Ongoing efforts are a collaboration between Disabled Student Services ([KOKUA](https://www.hawaii.edu/dss/kokua/)), the Office of Equal Employment Opportunities ([EEO](https://www.gpo.gov/fdsys/content/getdoc.action?uuid=d6c5e9b5-e647-45c4-bf0f-6f8d00b00e80)) and Affirmative Action, UH Libraries, and Information Technology Services. These efforts include making departmental web sites and online instruction more accessible and also providing assistive technologies in the computer labs on campus.
● ADA at UH West O'ahu
Contact Tom Hirsbrunner, our campus ADA/504 Coordinator. He can be reached by email at hirsbrun@hawaii.edu or by phone at (808) 689-2935.

● United States Access Board
Section 508 Standards for Electronic and Information Technology

The Family Educational Rights and Privacy Act (FERPA)

What is FERPA?
FERPA is a Federal law that protects the privacy of student education records (U.S Department of Education). The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA also requires the University system to provide students with access to their education records, an opportunity to have the records amended, and some control over its disclosure. For details, review the Family Educational Rights and Privacy Act (FERPA) and Confidentiality of Student Records document (by the University of Hawaiʻi System).

Why does FERPA matter?
FERPA will help guide you in determining how to confidentially communicate with other persons with respect to a student’s record by not infringing upon their rights. FERPA not only outlines the University’s responsibilities but also affords students certain rights with respect to accessing their educational record. Students have their rights regarding their education records and the University does have the right to disclose their directory information without a student's consent. An instructor is accountable for the student records they come in contact with, and responsible for handling them in accordance with the FERPA law.

FERPA & Distance Learning

Policy Guidelines
A “student” is defined as an individual who is or has been “in attendance” at an educational agency or institution and regarding whom the agency or institution maintains educational records. The final regulations add other situations in which students “attend” class but are not physically present, including attendance by video conference, satellite, Internet, or other electronic information and telecommunications technologies. This change will ensure that individuals who receive instruction through distance learning and other contemporary modalities are covered as “students” and, therefore, that their records are protected under FERPA (US Department of Education).

What this means
Electronic information refers not only to computerized educational records but also to email communication, comments in discussion boards, student projects uploaded to a website, etc. This makes it necessary to consider how course structure and materials will affect online learning with regard to FERPA.
Any person who is not the Instructor of Record cannot have access to student records. Reviewers, guest, observers, etc. cannot have access to student records. Before a distance learning instructor gives course access to anyone, they need to make certain that:

- Any guest in the course is given student access to the Laulima course site.
- Guests are announced to the students, their purpose for having access to the course is explained, and the length of time the guest will have access to the course is defined.
- All guests understand FERPA regulations.

FERPA & the Internet
Since many websites may require written input of some sort (email registration, comments, etc.) it is important to understand how different activities on the internet may affect FERPA Compliance.

FERPA Compliant
- Internet research, information retrieval
- Surveys, tests, quizzes, problem sets that do not require login information
- Publisher websites that do not require login information

Online FERPA compliant if just directory information required
- Internet research, information retrieval that requires login information
- Voluntary surveys, tests, quizzes, problem sets, quizzes, problem sets that require login information
- Publisher websites that do not store grades but require login information

Most likely not FERPA compliant
- Social media sites
- Blog or wiki creation outside the LMS
- Mandatory surveys, tests, quizzes, problem sets that require login information
- Publisher websites, apps and websites that store grades

Third party websites that require or store any information that may compromise student privacy (grades, student ID numbers, etc.) are not FERPA compliant. Before entering into an agreement with a third party vendor (such as a publisher), contact the Office of Distance Learning to ensure compliance with FERPA guidelines.

FERPA Do’s and Don’ts
It is therefore important to know what the University in general or faculty should or should not do in order not to violate FERPA. The Do’s and Don’ts table list a few instances of what a faculty should and should not do in compliance with FERPA.
<table>
<thead>
<tr>
<th><strong>Dos</strong></th>
<th><strong>Don'ts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do use a secure login learning management system tool approved by the university to protect your student work and identity.</td>
<td>Don't use a third party tool for assignment submissions and student interaction.</td>
</tr>
<tr>
<td>Do use Laulima Learning Management System for coursework and other activities that include personally identifiable student information.</td>
<td>Don't use a Google App (e.g. Google Docs, Google Forms, Google Classroom) for coursework and other activities that could include personally identifiable student information.</td>
</tr>
<tr>
<td>Do treat your current class as the third party audience if you want to show the recordings from your previous class. You have to go through the use of consent or de-identification of any students depicted.</td>
<td>Don't release the recording if a student declines to sign a FERPA consent.</td>
</tr>
<tr>
<td>Do dispose of all material containing confidential information (such as tests, papers, class rosters) properly.</td>
<td>Don't dispose whole material containing students' confidential information (such as tests, papers, class rosters) into a trash bin without shredding it carefully.</td>
</tr>
</tbody>
</table>
Dos

Do paraphrase a student's words in your email to other if you want to share that student's message.

Do obtain a student's consent before sharing his/her protected education records with his/her parents.

Don'ts

Don't forward a student's entire email to the listserv if you want to share it with others in your Department.

Don't share with parents a student's protected education records including academic progress and grade reports, financial information, student activities, and any disciplinary actions without the student's consent.

Additional Resources

- U.S. Department of Education Federal Educational Rights and Privacy Act (FERPA)

State Authorization and Reciprocity

https://www.nc-sara.org/

The University of Hawai‘i-West O‘ahu is an institutional member of the National Council of State Authorization Reciprocity Agreements (NC-SARA), commonly referred to as “SARA”. Students who are physically located in states that are SARA members may enroll in UH West O‘ahu online courses without requiring additional authorization agreements with the individual state. Therefore, when developing course policies and procedures such as assignment submission deadlines, be aware that DE students may be located across various time zones.

Accreditation

The following is a list of accreditation matters that most directly affect course design and implementation for distance education courses.

- Distance learning course standards (referred to as distance education course standards by accrediting agencies such as WSCUC) should be the same as in face-to-face classes and the mode of course delivery should be appropriate for the course content.
- Distance learning should be compared with corresponding traditional courses and programs in order to meet institutional learning outcomes and quality standards.
- Faculty should have:
  - Appropriate training
○ Means for ongoing professional development
○ Sufficient resources for technical and pedagogical support
○ The same faculty evaluation process as in the face-to-face classroom

● Students should have:
  ○ Appropriate technical and pedagogical training in the course delivery mode
  ○ Expectations that distance education courses will provide the same level of instruction as face-to-face courses
  ○ A clear idea about the technical skills needed for the course
  ○ The same level of interaction with and access to the instructor as in face-to-face courses.
  ○ The same access to support services as on-campus students.

UH West O'ahu is continually developing and enhancing policies for courses offered through distance modes of delivery. Please refer back to this section of the guidebook periodically for the most current information about how local policies and recommended best practices may affect courses offered through distance modes of delivery.

Resources
WSCUC Distance Education Review Guidelines
Interregional Guidelines for the Evaluation of Distance Education

The following section provides a summary of UH West O'ahu policies as well as suggestions about how to implement them in individual online synchronous or asynchronous, Hybrid, and ITV courses.

Attendance & Participation

Student Responsibilities

A student is expected to be in attendance at all times in classes and laboratories and is responsible for making personal contact with the instructor of each class missed. An absence does not relieve the student from the responsibility of making up all work missed. It is the responsibility of the student to obtain information concerning missed assignments and to see that they are completed and turned in. It is also the student’s responsibility to officially withdraw from classes by published deadlines to avoid failing grades or having to pay fees. However, faculty should be proactive, including using the E Ala Pono academic progress check and intervention strategy that can often get at-risk students back on track.

Syllabus Content and Welcome Communication

Because of the legal regulations, procedures for online courses at UHWO need to be explicitly stated in the syllabus. UH West O'ahu has an accessible syllabus template that is ADA compliant. Faculty are strongly encouraged to use the template to develop their syllabi. However, it is the responsibility of the faculty member to ensure that the course syllabus meets
accessibility guidelines if the template is used or not. The template also outlines the required statements that must be included in all UH West O‘ahu syllabi.

The online syllabus should include three main elements: the contract, map, and schedule. The Course Contract is the core of the online syllabus, provides students with information about academic policies and expectations. In short, the syllabus states everything a student needs to know in order to access the course content, understand course and institutional policies, identify assignment, instructional activities and grading criteria.

The Course Map explains the navigation pane which helps students understand the organization of the site. For example, you can include instructions in your syllabus such as “You can respond to the Discussion Board by clicking the DISCUSSIONS link on the Navigation Pane.” Content is organized weekly in the form of MODULES link on the Navigation Pane.

The Course Schedule in an online syllabus is similar to a face-to-face syllabus. It includes a description of weekly lessons, readings, activities, discussions, projects and assessments. Because there is so much additional information in an online syllabus, it is also particularly helpful to call special attention to important dates in the semester. It is also useful to give students a general weekly timeline for when lessons are released and activities, discussions and assessments are due.

Welcome Announcement for Online Courses Guidelines

UH West O‘ahu protocol for first day of all distance learning courses are as follows:

- Faculty are required to send a welcome announcement to their distance courses by 12:00 am (midnight) of the first day of instruction that addresses the check-in assignment.
- Faculty are required to assign a “Check-in” assignment by midnight of the first day of instruction. This assignment will be due no later than the first week of instruction.

Welcome Announcement Guidelines

In the face-to-face classroom, a large part of the first class meeting is spent introducing the course, going over the syllabus, getting to know the students and answering any questions that arise about the course content or assignments. Since online learners do not have this type of contact with the instructor or with classmates in fully online classes and limited face-to-face contact in Hybrid classes, they may often feel isolated and uncertain of what they need to do. In order to establish rapport with online learners and to incorporate general best practices for distance learning, instructors must introduce the course and login information with a welcome announcement emailed to all students enrolled in the course before the course begins. Include your waitlisted students with a brief explanation of how they can add your course should space become available.
All Hybrid and online courses must have a welcome announcement emailed to students enrolled in the course no earlier than 5 business days before the first day of instruction, and no later than 11:55 pm(HST) on the first day of instruction.

**Purposes for the Welcome Announcement**

- Helps online learners who are unfamiliar with the distance learning environment understand course expectations.
- Instructs online learners on how and where to log-in to the course.
- Informs online learners where and how to access technical help and support.
- Establishes rapport and promote Regular and Substantive Interactions with the student early on.

**Standards for the Welcome Announcement**

Just before the semester begins and no later than midnight (HST) the first day of instruction for the semester, students receive a welcome email with detailed course information at the student’s hawaii.edu email address.

**Standard Hybrid Welcome**

Just before the semester begins and no later than midnight (HST) on the first day of instruction, inform students that portions of the course are replaced with online teaching. List the required on-campus meeting day, date, time, and room. If there is a concurrent online synchronous sessions for DE students to participate synchronously during class sessions, this information needs to be included in the welcome announcement. Also include instructions on how to access the online content for the remaining course hours.

**Welcome Announcement Content**

**Include basic course information**

- Course name, section number
- Course dates
- Instructor name/title
- Contact information: phone number & email

**Define the type of course**

- Fully online, Hybrid or Interactive Video
- Place and date(s) for on-campus orientation and/or class meetings

**Include important information for the first week**

- Where to access required textbook(s) information
- LMS URL
- Login instructions
- LMS support link
- Getting started/orientation links/course
- Syllabus location
- Check-In assignment
Include additional information & links to resources

- Distance Learning student resources website
- Information about accessibility and link to the Center for Student Access for students who may need assistance with ADA accommodations.
- Technical support through UH West O’ahu IT Services or Laulima Support for Students available through UH System Information Technology Services.

Preferred method of contact

- Where & how to post and/or email questions
- The instructor’s preferred format of contact

Welcome Announcement and Online Syllabus Differences

The welcome announcement is generally written in an informal tone, briefly introducing the course, describing the first week, and explaining how to log in to the LMS. The syllabus is generally written in a formal tone, documenting policies, detailing course learning objectives and student learning outcomes. The syllabus describes the entire semester and is posted on the LMS.

Course Check-In Assignment Guidelines

Title IV Considerations

University of Hawai‘i System policy, as well as U.S. federal regulations and WSCUC guidelines indicate that student log-in to distance education courses no longer counts as student participation, and students must provide evidence of academic engagement. According to the U.S. Department of Education, “...institutions [need] to take steps to ensure that students are academically engaged prior to distributing student aid funds.” If students do not begin attendance, Title IV funds must be returned (34 CFR 668.21(a)).

UH West O‘ahu must be able to provide documentable evidence of regular and substantive interaction and student participation in learning activities, such as a posting in the discussion forum, a syllabus quiz or other form of formative and summative assessment with instructor feedback in order to provide evidence of academic engagement.

If students do not complete a documented assignment that actively engages them within the first week of instruction, the student will be involuntarily withdrawn from the class. Emailing the instructor from a personal email address or counting log-ins as “attendance” does not fall within these guidelines.

Course Check-in (Fully Online & Hybrid)
All distance courses must assign a check-in activity by midnight on the first day of instruction. This assignment should be due no later than the first week of instruction. However, it is strongly suggested that this assignment be due much earlier, e.g., the third day of instruction. (Requiring an earlier deadline will allow faculty members to contact and/or flag a student before removing him or her from the course.) Unless prior arrangements have been made, if a student does not complete this assignment in a timely manner, an instructor, using the E Ala Pono early alert system, should report the student as a “no show,” which could result in the student being dropped from the course. The check-in assignment can start up to five business days prior to the first day of instruction.

The check-in assignment can be low-stakes. For example:

1. The student logs in to the course LMS (Laulima) using their UH login credentials.
2. The student completes an assignment that asks them to read and acknowledge receipt of the course syllabus. For example, a student must log-in to the course page in Laulima and access the “Syllabus” tool, where they will read the course syllabus and then post a comment in the “Discussion Board” stating that they read the syllabus and understand the course policies, and state what topic(s) from the course outline or which assignment they are most looking forward to in the course. Another option is to assign a Syllabus Quiz. A syllabus quiz is a good method for orienting students to procedures for online quizzes. Another benefit is reinforcement of important information from the syllabus in an academically engaging and interactive activity. Allow students multiple opportunities to take the syllabus quiz, and include feedback on the correct and incorrect answers.
3. The syllabus acknowledgement post or quiz may, but does not need to, be assessed points. An alternative means of requiring the check-in activity is that the check-in activity must be completed before any other assignments for the course will be graded by the instructor.

Resource
UH West O‘ahu Accessible Syllabus Template

Course Communication

Communication with students should originate from within the LMS or directly from the faculty or lecturer’s UH Gmail account to the student’s UH gmail accounts.

Individual Course Attendance & Participation Policy

Even more than in face-to-face courses, participation is a critical part of assessing learning outcomes. Each Online or Hybrid course syllabus should have a well-defined description of the course policy for participation that supports the UH West O‘ahu Class Attendance policy.
Determining participation grades

- Require a set number of **course activities** for each week. For example - a 3 credit course might require 2-3 activities each week on non-consecutive days.
- Require a set number of **discussion posts** for each week. For example - a 3 credit course might require one discussion post and 2 comments to classmates' posts for every weekly module.
  - In order to get full credit, provide **examples** and a **rubric** detailing what constitutes an adequate post or response.
- Give periodic (i.e. weekly) **quizzes, labs or other course activities** related to course material.
- Require **timely completion** of assignments.

Last Date of Attendance

When a student fails to attend a class, or stops attending class but does not officially withdraw from the class, the instructor may assign any letter grade, including a “F.” Under no circumstances will a “W” be awarded by the instructor. When reporting final grades for a course, the last date of attendance must be recorded for any grade below a D. For an online course, last date of attendance refers to the last documented date the student engaged in academic activity that meets the participation description documented in the course syllabus or on the course site.
Academic and Student Support Services

Library

Faculty, staff and students can access the James and Abigail Campbell Library online. Each Academic Division has a dedicated librarian. The website also provides a chat feature that provides Distance Education students access to a librarian at the reference desk during the library’s operating hours.

Noʻeau Center

The Noʻeau Center offers online learning resources and services including online peer tutoring, writing resources, helpful handouts, submission of writing drafts for online feedback, and major-specific resources. Additionally, Research and Writing (RaW Skills) workshops are offered throughout the semester. Recordings of previous RaW Skills workshops can be accessed online asynchronously. Instructors can require attendance or provide students with extra credit for attending these workshops or online tutoring sessions.

Distance Learning Assessment and Evaluation

Course Evaluation System

Course Evaluation System (CES) is the official application for course evaluations at the University of Hawaii. It is a UH systemwide tool to gather feedback from the students at the end of a course. UH West O’ahu instructors teaching one or more classes and students enrolled in one or more classes can use CES. UH instructors and students log-in to CES with their normal UH username and password.

Assessment of Student Learning

In accordance with the UH West O’ahu Assessment Handbook, the process of assessment at the institutional level and program level is consistent across modes of course delivery. Student artifacts are solicited from faculty teaching in all modes of delivery in order to disaggregate and compare student learning outcomes between face-to-face and distance modes of delivery.

Technology

Faculty Educational Technology Workstations
The Office of Distance Learning (ODL) located in room B-222 in the James and Abigail Campbell Library has two faculty workstations where faculty can schedule up to 2-hour time slots to work in the ODL on course design, instructional materials, or proposals in Kuali Curriculum Management. The workstations include 27” Mac desktop computers, access to a document camera, webcam, and video editing software. Instructional design support from ODL staff is also available for support and guidance while working at the workstations. If faculty are working on videos or editing video or audio content, the faculty member will need to bring a set of headphones. Please note, that creating video recording at the faculty workstations is not optimal as the ODL is an open office space. The ODL has future plans to develop a soundproof recording room for faculty to create video recordings.

Software Site Licenses

UH System Information Technology Services and UH West O’ahu IT department hold site license agreements for a variety of software programs for faculty. The current list of site licenses can be accessed on the UH System ITS website.
Glossary

Distance Education (DE) Student
Students enrolled in UH West O’ahu courses who reside in the state of Hawai’i, but not on the island of O’ahu are enrolled as DE students. Students located in other states are also considered DE students. Many DE students enroll in classes across multiple campuses within the UH system. If UH West O’ahu is the student’s primary campus, the DE student must be enrolled in a minimum of 2 UH West O’ahu courses.

Distance Education Program
A certificate or concentration under a UH West O’ahu that is approved by WSCUC for distance education. Approved degree programs include BA in Business Administration, BA in Public Administration, BA in Social Sciences, and the BA in Creative Media. UH West O’ahu provides the upper division content (concentration core and elective courses), typically the last two years of the four-year degree select concentrations through Distance Education.

Distance Learning
The primary purpose of distance learning at the University of Hawai’i-West O’ahu is to extend the University's rich array of quality instructional resources to students anywhere in the state who are committed to higher education but are constrained by diverse factors which prevent their participation as on-campus students at the UH West O’ahu campus.

Distance learning provides students with access to education through a network of various technologies. Instructor and students interact at a distance without having to be physically present in the same location. Distance learning provides students greater flexibility in achieving their educational goals through audio, video, and computer technologies.

Face-to-Face
Face-to-face (F2F) refers to courses that are taught in person on the UH West O’ahu campus. This is the traditional mode of delivery of courses. Face-to-face courses are often web-enhanced with the use of technology such as Laulima.

Hybrid
Courses that use a mixed mode of delivery of the contact hours. Up to 50% of the course content hours are offered online. The remaining contact hours are offered through in-person instruction on the UH West O’ahu campus. Hybrid courses are sometimes referred to in the literature on distance learning as blended courses.
Instructor
The term “instructor” is used in this document as a generic reference to the instructor of record for UH West O’ahu courses. In this case, instructor includes faculty in various ranks (instructor, assistant professor, associate professor, or professor) and lecturers who are hired as adjunct instructors.

Interactive Television (ITV)
Interactive Television (ITV) is a distance mode of delivery for classes that are offered via live stream. Distance education students participate virtually as the course is being taught in person on the UH West O‘ahu campus. We use HITS, Mediasite, and video conferencing to deliver ITV courses. Distance Education students enrolled in ITV courses meet during class sessions in a designated location at one of the UH campuses, university centers or educational centers to participate in class sessions.

Laulima
The Learning Management System (LMS) used by the University of Hawai‘i System. Laulima is a version of Sakai configured specifically for the University of Hawai‘i-West O‘ahu.

Netiquette
Netiquette is short for "Internet etiquette." Just like etiquette is a code of polite behavior in society, netiquette is a code of cordial behavior on the Internet. While there is no official list of netiquette rules or guidelines, the general idea is to respect others online.

Online Learner
Any student taking a course offered through distance modes of delivery. Typically, online learner refers to students who live on O‘ahu who take some or all of their courses online. Online learner is also used when referring collectively to all students who are participating in online courses, regardless of where the student is located.

Online Course
Online courses are offered either asynchronous, synchronous or a combination of both. Students enrolled in an online course can access the course from any location. Asynchronous means that students have no specific required times where they need to participate in live class sessions online. Synchronous online courses have specified times for all, or some, of the contact hours where students are required to participate and interact with the instructor and classmates online.

Online synchronous sessions of a class can be combined with a F2F section of a class. The instructor teaches a F2F class while students in an online synchronous section of the course participate simultaneously with the F2F section via video conferencing.

UH Online
The University of Hawaii System maintains a systemwide website for centralized information about Distance Learning across all campuses. The Faculty/Staff page on the UH Online
Website provides resources and information about distance learning courses and programs for each campus.

University Centers
The Board of Regents created University Centers in 1996 to establish a UH presence in communities that would otherwise lack access to a baccalaureate or higher degrees and certificates within the UH System. University Centers are located on Kauai, Maui, and West Hawaii and are part of the community college on their respective islands.

Qualified students may enroll in courses or credential programs offered through the University Center. University Centers do not award degrees or credentials but serve as “brokers” with UH campuses that offer baccalaureate or higher degrees. Residents of the neighboring islands may remain on their home island and earn bachelor's and graduate degrees or certificates from UH Manoa, UH Hilo, or UH West Oahu.

The University Centers provide services such as exam proctoring and serve as a liaison for students between their University Center and the campus where the student is earning their degree.

Here are links to the websites for the three University Centers:
University Center, Maui
University Center, Kaua‘i
University Center, West Hawai‘i

Education Centers
Education Centers have a 30-year history of providing outreach to Hawaii’s citizens, and most are affiliated with one of the seven U H Community Colleges. The North Hawaii Education and Research Center is part of U H Hilo. These centers provide access to postsecondary education and training for the communities in which they are located. The names of the Education Centers are reflective of the communities they serve (Waianae, Hana, Lanai, Molokai, West Maui, North Hawaii). Education Centers bring credit and noncredit courses to their communities.

All centers provide academic support services such as library services, exam proctoring, technical support, and tutoring and many are receiving sites for interactive TV and videoconference courses. Some have computer labs available for student use.

Appendices A

UHWO Online Course Design Rubric
Download a copy of the rubric to use as a checklist for course design.

<table>
<thead>
<tr>
<th>Rubric Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>COURSE OVERVIEW AND INFORMATION</td>
</tr>
<tr>
<td>1.1</td>
<td>Provide Welcome Announcement, Getting Started &amp; Check-in Activity</td>
</tr>
<tr>
<td>1.2</td>
<td>Provide course orientation</td>
</tr>
<tr>
<td>1.3</td>
<td>Link to parts of syllabus from Overview page</td>
</tr>
<tr>
<td>1.4</td>
<td>Provide printable syllabus</td>
</tr>
<tr>
<td>1.5</td>
<td>Link to campus policies</td>
</tr>
<tr>
<td>1.6</td>
<td>Provide access to campus resources (IT, Noʻeau, Student Access, Code of Conduct)</td>
</tr>
<tr>
<td>1.7</td>
<td>Explains if the course is fully online, Hybrid or ITV</td>
</tr>
<tr>
<td>1.8</td>
<td>Explain communication methods, devices, potential issues</td>
</tr>
<tr>
<td>1.9</td>
<td>Student Learning Outcomes are measurable, aligned to activities and assessments</td>
</tr>
<tr>
<td>1.10</td>
<td>Provide instructor, department, program contact information</td>
</tr>
<tr>
<td>1.11</td>
<td>Explain distinctions between required and optional materials</td>
</tr>
<tr>
<td>1.12</td>
<td>Provide introduction of the instructor</td>
</tr>
<tr>
<td>1.13</td>
<td>Ask learners to do self-introductions</td>
</tr>
<tr>
<td>2</td>
<td>COURSE TECHNOLOGY AND TOOLS</td>
</tr>
<tr>
<td>2.1</td>
<td>State technology skills required</td>
</tr>
<tr>
<td>2.2</td>
<td>Ensure technology skills required for learning activities are scaffolded appropriately</td>
</tr>
<tr>
<td>2.3</td>
<td>Ensure high-frequency tools are easily accessed. Remove tools that are not being used</td>
</tr>
<tr>
<td>2.4</td>
<td>Links to privacy policy of tools</td>
</tr>
<tr>
<td>2.5</td>
<td>Ensure tools meet accessibility standards</td>
</tr>
<tr>
<td>2.6</td>
<td>Provide student access to an online readiness assessment</td>
</tr>
<tr>
<td>2.7</td>
<td>Ensure course tools promote learner engagement and active learning.</td>
</tr>
<tr>
<td>2.8</td>
<td>Ensure course technologies are current.</td>
</tr>
<tr>
<td>3</td>
<td>DESIGN AND LAYOUT</td>
</tr>
<tr>
<td>3.1</td>
<td>Ensure course layout and navigation is logical, consistent and uncluttered</td>
</tr>
<tr>
<td>3.2</td>
<td>Ensure information is divided into manageable sections</td>
</tr>
<tr>
<td>3.3</td>
<td>Ensure enough contrast between text and background</td>
</tr>
<tr>
<td>3.4</td>
<td>Write clear instructions</td>
</tr>
<tr>
<td>3.5</td>
<td>Proofread site for errors</td>
</tr>
<tr>
<td>3.6</td>
<td>Format all text with titles, headings and styles for accessible reading</td>
</tr>
<tr>
<td>3.7</td>
<td>Avoid flashing or blinking text</td>
</tr>
<tr>
<td>3.8</td>
<td>Use a font that is sans-serif and 12pt or larger</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>3.9</td>
<td>Avoid displaying information in tables when possible</td>
</tr>
<tr>
<td>3.10</td>
<td>Ensure all tables have a title and description</td>
</tr>
<tr>
<td>3.11</td>
<td>Ensure table header rows and columns are assigned</td>
</tr>
<tr>
<td>3.12</td>
<td>Ensure slideshows are a templated layout with unique slide titles</td>
</tr>
<tr>
<td>3.13</td>
<td>Ensure slideshows use simple non-automatic transitions</td>
</tr>
</tbody>
</table>

### 4 INTEGRATION OF CONTENT AND ACTIVITIES

<table>
<thead>
<tr>
<th>4.1</th>
<th>Provide a variety of resources that facilitate communication, collaboration, learning, and engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2</td>
<td>Provide a variety of activities that develop higher-order thinking and problem-solving skills</td>
</tr>
<tr>
<td>4.3</td>
<td>Provide activities that emulate real world applications</td>
</tr>
<tr>
<td>4.4</td>
<td>Where available, consider open, free and/or low cost materials with justification or rationale for materials</td>
</tr>
<tr>
<td>4.5</td>
<td>Ensure course content and resource use proper citation, copyright, permissions, attribution and licensing information</td>
</tr>
<tr>
<td>4.6</td>
<td>Ensure all text (page, PDF, images) is readable by a screen reader</td>
</tr>
<tr>
<td>4.7</td>
<td>Ensure alt tags, captions, and transcripts are provided for all non-text content</td>
</tr>
<tr>
<td>4.8</td>
<td>Ensure alt text, graphics and images do not use color as the only means of conveying meaning</td>
</tr>
<tr>
<td>4.9</td>
<td>Use descriptive hyperlinks</td>
</tr>
<tr>
<td>4.10</td>
<td>Consider visual representation of structure and content that aids understanding</td>
</tr>
<tr>
<td>4.11</td>
<td>Plan and facilitate synchronous sessions</td>
</tr>
</tbody>
</table>

### 5 INTERACTION

<table>
<thead>
<tr>
<th>5.1</th>
<th>Explain all feedback expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2</td>
<td>Explain all interaction expectations</td>
</tr>
<tr>
<td>5.3</td>
<td>Provide opportunities for students to get to know the instructor</td>
</tr>
<tr>
<td>5.4</td>
<td>Provide resources and activities that build community</td>
</tr>
<tr>
<td>5.5</td>
<td>Provide opportunities for student-to-student interactions</td>
</tr>
<tr>
<td>5.6</td>
<td>Encourage students to share from diverse info sources in course interactions</td>
</tr>
</tbody>
</table>

### 6 ASSESSMENT AND FEEDBACK

<table>
<thead>
<tr>
<th>6.10</th>
<th>Explain grading policy in course information and syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.20</td>
<td>Assess students' content mastery with frequent formative assessments</td>
</tr>
<tr>
<td>6.30</td>
<td>Provide clear assessment criteria for assignments and assessments</td>
</tr>
<tr>
<td>6.40</td>
<td>Provide opportunities for self-assessment</td>
</tr>
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<td></td>
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<td>---</td>
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</tr>
<tr>
<td>6.50</td>
<td>Provide clear instructions for time-response assessments</td>
</tr>
<tr>
<td>6.60</td>
<td>Provide access to and actively maintain an up-to-date gradebook</td>
</tr>
<tr>
<td>6.70</td>
<td>Provide opportunities for descriptive feedback on all aspects of course</td>
</tr>
</tbody>
</table>

This rubric draws on these rubrics:

- [UH Mānoa COE Online Course Design Rubric](#)
- [Open SUNY Quality Course Review Rubric (OSCQR)](#)
- [Quality Matters Higher Ed Course Design Rubric Standards](#)
Appendices B

UHWO New Distance Education Program
Checklist

Download a copy of the Distance Education Program Checklist. This link will prompt you to make a copy of the Distance Education Program Checklist. The copy can be renamed and used as a working copy to be used for the development of a new DE Program.

1. **In consultation with the Division Chair, develop DE program planning form**

   This information is required for the WSCUC screening form for approval for justification of offering the program through distance delivery.

2. **Review the program sheet and academic map for the program**

   Identify which courses are already approved for distance delivery, and which need to be proposed for distance delivery.

3. **Submit all course DE proposals as needed through Kuali Curriculum Management System**

   Appendix B provides instructions for DE course proposals.

4. **Consult with the Director of Distance Education**

   The purpose of the consultation is to review the necessary steps in the process of proposing a new DE program. The Office of Distance Learning will coordinate communication across departments and units within UHWO and across the UH system throughout the new DE program process.

5. **Consult with the Academic Advisors for the program to review the prereqs, program sheets and academic map for the DE version of the program.**

   It is important to work with the academic advisor to ensure that the sequencing of the courses for the DE program do not result in hidden prerequisites and that DE students are able to complete prerequisites through Distance Education.

6. **Consultation with Information Technology**

   Schedule a meeting with the Director of IT to discuss the necessary resources or input that IT may have for the new DE program. (therese@hawaii.edu)

7. **Consultation with Librarian**

   Consult with the Librarian assigned to the Division that is hosting the DE program. It is important that they are aware that they will be supporting DE students as well.
8. **Consultation with Noʻeau Center**

Schedule a meeting with Robyn Tasaka in the Noʻeau Center to discuss tutoring support for DE students.

9. **Submit the DE program proposal in Kuali Curriculum Management System.**

For **concentrations**, locate the active concentration, propose a modification to the concentration. Complete the DE designation panel. The DE program proposal requires attachment of a DE academic map and program sheet.

For **certificates**, locate the active certificate under the **programs tab**, and enter the information for the DE program proposal after responding "yes" to the offering through Distance Education question.

10. **DE Program Review subcommittee reviews and presents the proposal to the DE Committee. DE Committee reviews the recommendations and reports to Faculty Senate.**

The DE Program Review subcommittee will review the proposal and work with the proposer on any recommendations. Documentation of the 3 consults listed in steps 5, 6 and 7 must be included in the proposal as well as the DE academic map. The DE Committee Chair will act on the proposal based on the action taken by the DE Committee.

11. **The Faculty Senate approval of the DE program.**

The Faculty Senate will take action on the recommendations presented in the DE Committee Report.

12. **WSCUC Approval of the mode of delivery for the program**

The Director of Assessment, Evaluation and Accreditation and the Director of Distance Education will work with the proposer to finalize documents for WSCUC approval.

13. **Request for Banner Code for the DE program**

The Faculty Affairs Specialist will request the Banner code which will allow DE students to enroll in the new DE program.

14. **Student Affairs preparation for the new program.**

Student Affairs (Judy and Jan) > Advising (Katrina) > DE Liaisons and Advisors—DE Liaisons and advisors can begin promoting new DE program

Once the Banner Code is received, an email is sent from Academic Affairs (Terri) to the following people/offices informing them of the approval with proposed communication flow noted:

Enrollment Services (Loke) > Admissions (Michelle)> Admissions Officer (Ra)—new code/program is added to the UH online application, recruitment can begin for program
Enrollment Services > Registrar > Asst. Registrar > Vet services—new code/program is added to the online change of major form

Student Affairs > Advising > DE Liaisons and Advisors—DE Liaisons and advisors can begin promoting new DE program

Student Affairs > Advising > DE Liaisons and Advisors—DE Liaisons and advisors can begin promoting new DE program

15. **Build program in STAR**

   STAR Team)—if program is new, STAR program is created and added

16. **General Catalog, UHWO Distance Learning website, UH Online Website.**

   The new DE program will be added to the General Catalog for the effective term. The UH West Oʻahu Distance Learning website will be updated, and UH System will be notified to update the UH Online website.

17. **Recruitment and marketing of the DE program to students.**

   Faculty can begin recruiting and marketing the DE program to students. The Director of Distance Education will notify the Directors of the University Centers, Information Technology Services / UH Online at UH Mānoa, UHWO Admissions, Academic Advisors, and Communications.
Appendix C

Proposing a DE Designation for a Course

Online (OL) & Hybrid (HYB) Course Approvals:

- **DE designation approval is by course.**
  - Anyone is authorized to teach a course through a DE mode of delivery, regardless of who submitted the proposal.
  - Faculty and lecturers who teach a course that has a DE designation approved by a different proposer should review the active course in Kuali to review the approved DE designation.
- **Initial** approval for OL, HYB or ITV is for 3 years (Example FA19 - SU22)
- **Renewals** approved for OL, HYB, or ITV is for 5 years (Example SP20 - FA24)
- **HYB to OL**: If a course is approved for HYB, a new approval is required to apply for OL.
- **OL to HYB**: If approved for OL, the course can be taught HYB without further approval.
- **ITV**: Courses approved for ITV are only approved for ITV mode of delivery.
- **DE (only) to F2F**: If a course initially is approved for only DE mode of delivery, a course modification proposal is required for face-to-face mode of delivery to the Curriculum Committee; include a syllabus that reflects the face-to-face mode of delivery.
- **Capstones**: All capstones are automatically authorized as DE; no application is needed.
- **Alpha (topics) Courses**: A DE designation must be approved for each version of the course (Example: ENG 440A, ENG 440B, ENG 440C, etc.)

Kuali Directions:

1. Log in to Kuali with your UH credentials (westoahu.kuali.co)
2. Select "curriculum"
3. Select "courses" from the left navigation bar.
4. Search for the course by subject code and course number (ENG 100) and select the course.
5. Select "propose changes" on the right side of the screen once you are in the course.
6. Select "modify" which will open a draft (top bar of the screen will be orange).
7. Enter the proposal information. The proposal summary should include any changes you are making. If the proposal is only adding/renewing a DE designation, enter "proposing a new (or renewing) DE designation". If other changes are being made to the course, include that information in the proposal summary.
8. Go to the "Designations Panel" answer all yes/no questions for Gen Ed and DE. With "yes" for DE, scroll down and answer the questions in the DE panel that will open below the yes/no questions.

Sample of some of the questions for a DE Designation

**Question 2A Method of Instruction**: Learning Management System
If Laulima is not being used, please include in the proposal justification how students will access technical support for the LMS that is being used as an alternative to Laulima.

**Question 2B: Methods of Instruction: Teacher to Student, Student to Student communication**

**Proposed**

<table>
<thead>
<tr>
<th>Online/Hybrid: 2a</th>
<th>Methods of Instructions: Learning Management System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laulima</td>
<td></td>
</tr>
</tbody>
</table>

Indicate all methods that will be used in the course design for instructor to student, and student to student communication.

**Question 2C: Hours of Content Delivery and Interactions**

**Proposed**

<table>
<thead>
<tr>
<th>Online/Hybrid: 2c</th>
<th>Hours for Content Delivery and Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity</strong></td>
<td><strong>Describe Interactive Activities</strong></td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Lectures and Discussion</td>
<td>In class lectures and discussions focusing on the teaching of mathematics</td>
</tr>
<tr>
<td>Laulima Discussions</td>
<td>Discussion board posts and replies</td>
</tr>
<tr>
<td>Online Learning: Modules</td>
<td>Sharing their study plans, video lessons, podcast, multimedia activities (small and whole group discussion related to online tasks and CCSS)</td>
</tr>
<tr>
<td>Conferencing and Group Presentations</td>
<td>Conferencing on math lessons using age-appropriate manipulatives assisting in student understanding/outcomes</td>
</tr>
</tbody>
</table>

Please show appropriate hours anticipated for student activities that take place to fulfill the requirement of "in-class" time as indicated on the course outline on record. For example, a 3 unit/3 hour lecture course has 37.5 to 45 hours of "in-class" time (12.5-15 hours on instruction per credit). Activities can include reading lesson module, quizzes, exams, participation and discussion forums, and watching course videos.
Examples of online content delivery and interactions:

- Assessments (Test/Quiz/Exam)
- Recordings (Videos/Podcasts)
- Conferences (Peer/Peer or Peer/Instructor)
- Participation Activities
- Films
- Discussion Forums or Chat Rooms
- Discussion Board Posts
- Video Presentations
- Online Presentations
- Lectures

**Hybrid (Face-to-Face)**

Could include any of the activities from the online section as well as the following face-to-face activities:

- Meetings
- Presentations
- Lectures
- Conferencing
- In-person classroom discussion

**Question 3: Accessibility**

All instructional materials must meet accessibility guidelines. Please refer to the DL Compliance Training module on Accessibility or the [Accessibility@UH website](#) for guidelines.

**Question 4a-c Consultations**

The following areas of consultation can provide valuable support for online services for your DE students.

4a: IT Support

Will the course need support with Mediasite recording, or scheduling HITS, support from the IT Help Desk for specific software programs that may be used in the course. Consult with the Director of Information Technology, Therese Nakadomari ([therese@hawaii.edu](mailto:therese@hawaii.edu))
Question 4b: Library Support

Will the course need support from the Library. Please refer to the TEACH Act on the Scholarly Communications Page of the Library for information about Film digitization. Will online students need training on information literacy and accessing online library services? Consult with the Acquisitions Librarian, Alphie Garcia (alphie@hawaii.edu)

Question 4c: No'eau Center Support

Will online students requires support through online tutoring from the No'eau Center? A consultations with the Tutoring Coordinator can provide valuable information about online resources available to support student success in your course. Consult with the Tutoring Coordinator, Robyn Tasaka (rtasaka@hawaii.edu)

Saving and submitting your proposal

Saving your draft
When leaving the draft (finished or unfinished) select "leave edit mode" on the right side of the screen. This will save your work.

Unfinished draft
If your proposal is not finished, you can return to the draft. When you are ready to work on the draft again, you can access the draft by searching under the 'proposals' tab.

Finished draft ready for review
If you are finished with the proposal select "submit for approval". This will send the proposal into review in the workflow.