

# Distance Education Handbook

Guide for Faculty/Staff/Administrators



UNIVERSITY of HAWAII®  
**HONOLULU**  
COMMUNITY COLLEGE

Fall 2011

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## **I. Distance Education at Honolulu Community College**

### **Definition**

Definition: Distance Education refers to educational programs and activities designed to serve clientele other than regular on-campus students and/or deliver such courses and programs in ways and/or at times and locations suited to the needs and convenience of those to be served. Distance Education includes telecommunications-assisted and/or offsite instruction. Distance Education at HCC may involve credit courses at the undergraduate levels, and/or non-credit, professional, and community service courses.

### **Mission of the Program**

The mission of Distance Education at Honolulu Community College is: to support the mission of the University of Hawaii by making Honolulu Community College programs and courses available to all students within the State of Hawaii and to students outside of the State of Hawaii.

The primary purpose of Distance Education 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 regular on-campus students at any UH campus offering their program of choice. The University of Hawai'i is committed to a vigorous Distance Education program and to supporting instructional efforts to ensure, as far as possible, equitable higher educational opportunities to those in all parts of the state. Distance Education is an integral part of this mission and a primary responsibility of every campus in the UH system. Distance Education also supports the entrepreneurial goals of the University. Distance Education courses offered to students outside the state strengthens the University's Asian/Pacific focus and enhances the University's position as the premier institution of higher education in the Pacific Basin. As important as efforts to extend Distance Education beyond the state boundaries are to the vitality of the University, they will not take precedence over the primary commitment of Distance Education to provide residents of the State of Hawai'i increased access to post-secondary education opportunities.

A fundamental requirement for Distance Education is that the quality and standards of Distance Education (DE) courses and programs be comparable to other instructional programs of the University. Distance Education credit courses and programs must and do result in learning outcomes appropriate to the degree or certificate to be granted and course requirements are of equal rigor and breadth as those required of on-campus programs and classes. Mechanisms for the planning, delivery, and evaluation of DE programs are carried out to assure the maintenance of standards and quality. It is the responsibility of faculty to maintain in their distance courses, those instructional standards that apply to all instructional programs of the-campus.

## Description of HCC Program

The Distance Education Program of Honolulu Community College includes courses offered as Cable Courses which are developed and created on campus, as well as online classes. Distance delivered courses are offered by several programs on campus including those in Liberal Arts, Education, FIRE, and AEC. There are many courses offered both as face to face as well as distance format. Two degree granting programs – Associate of Arts and FIRE – have received approval from ACCJC-WASC to offer more than 50% of program courses via distance.

See College DE website: <http://honolulu.hawaii.edu/distance/>

There are two Distance Education Coordinators who work to coordinate scheduling, development activities, and curriculum review, and coordination of student support services information. Two committees are tasked with overview responsibilities: the Distance Education Review Board (curriculum oversight) and the Distance Education Advisory Committee.

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## **II. Policies and Standards**

### **TEACH Act**

The 2002 version of the TEACH (Technology, Education and Copyright Harmonization) Act was created in large part to address issues related to distance education and in particular terms and conditions by which accredited educational institutions may use copyright protected materials – in particular for distance education purposes. You should be aware of its key stipulations.

**TEACH Act** At the American Library Association Website:

[http://www.ala.org/Template.cfm?Section=Distance\\_Education\\_and\\_the\\_TEACH\\_Act&Template=/ContentManagement/ContentDisplay.cfm&ContentID=25939](http://www.ala.org/Template.cfm?Section=Distance_Education_and_the_TEACH_Act&Template=/ContentManagement/ContentDisplay.cfm&ContentID=25939)

### **Helpful sites to use in interpreting TEACH**

- [U.H. site regarding policies and summaries of implications of the TEACH act](#)
- [ALA Summary of TEACH Act](#) [PDF]
- [National Association of University and College Attorneys Information](#) [PDF]
- [Copyright law \(UNH\)](#) (online presentation)

### **ACCJC-WASC Requirements**

Ensuring the integrity of Distance Education offerings is an integral part of the College's cyclical Institutional Self-Study report. Note, the Western Association of Schools and Colleges (WASC) has determined that a student's act of logging in to a password protected website is sufficient confirmation of a student's identity. As best practices in Distance Education evolve, interpretation of how to interpret and apply this policy will continue to evolve.

Below are relevant excerpts from ACCJC-WASC policies regarding DE.

#### ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

Western Association of Schools and Colleges

Policy on Distance Education and on Correspondence Education

(Adopted June 2001, Edited August 2004, Revised June 2005, Revised January 2010)

#### Background

Recognizing that most institutions must make use of the growing range of systems for delivery of instruction, including various electronic means, the Accrediting Commission for Community and Junior Colleges (ACCJC) has adopted a policy based on principles of good practice to help ensure that distance learning is characterized by the same concerns for quality, integrity, and

effectiveness that apply to more traditional modes of instruction. As methods used to facilitate/conduct distance learning evolve, the ACCJC policies that address distance learning also change. This policy statement has drawn from several previous policies and is intended to replace those policies with a single, unified, and up to-date statement. Further development of this policy may well be appropriate in the not-so-distant future.

### Definition of Distance Education

“Distance education is defined, for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously. Distance education often incorporates technologies such as the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CDROMs, in conjunction with any of the other technologies.”

Policy: ACCJC policy specifies that all learning opportunities provided by our accredited institutions have the same quality, accountability, and focus on student outcomes, whether they are delivered electronically or by more traditional means. The intent of the policy is to provide a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs electronically is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites.

### Policy Elements

- Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution’s total educational mission.
- Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education.
- Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education.
- Institutions are expected to provide the resources and structure needed to accomplish these outcomes.
- Institutions are expected to demonstrate that their students achieve these outcomes through application of rigorous assessment.
- Institutions are expected to provide the ACCJC reasons to believe that these outcomes will continue to be accomplished.
- Institutions are expected to provide the ACCJC advance notice of intent to initiate a new delivery mode, such as distance education or correspondence education, through the Substantive Change process.
- Institutions are expected to provide the ACCJC advance notice of intent to offer a program in which 50% or more of the courses are via distance education or correspondence education, through the Substantive Change process.
- Institutions which offer distance education or correspondence education have processes in place through which the institution establishes that the student who registers in a distance education or correspondence course or program is the same person who participates every time in and completes the course or program and receives the academic credit. This requirement will

be met if the institution verifies the identity of a student who participates in class or coursework by using, at the institution's discretion, such methods as a secure log-in and password, proctored examinations, and/or new or other technologies and/or practices that are developed and effective in verifying each student's identification. The institution must also publish to their students, policies that ensure the protection of student privacy and will notify students at the time of class registration of any charges associated with verification of student identity.

"The Accrediting Commission for Community and Junior Colleges is obliged by its purpose – to assure educational quality and institutional effectiveness – and by federal regulations to review the quality of distance education and correspondence education (DE/CE) during its comprehensive visits, follow-up visits, and substantive change reviews."

Go to ACCJC-WASC Distance Education Accrediting Evaluation Guidelines to see full text: <http://www.accjc.org/wp-content/uploads/2010/09/Guide-to-Evaluating-Distance-Education.pdf>

## **University of Hawaii Policies**

### **Resources**

The University of Hawai'i is committed to providing distance learning opportunities to allow access to quality higher education for the State of Hawai'i. This site brings together the large amount of information available to aid the newcomer on distance learning at the University of Hawai'i.

Some of these links lead to webpages outside the Distance Learning area, if this is the case they will open in new windows. To get back to our site please close the newly created windows or move them aside. Some links may be to [Portable Document Format](#) files, indicated by a (PDF). For these types of files, you will need PDF reader such as the free [Adobe Reader](#) software.

### **DL Policies**

The goal of distance learning at the University of Hawai'i is to provide access to the rich array of instructional resources already available to on-campus students and to students anywhere in the state who are committed to higher education, but unable to attend the UH campus offering their program of choice. This is consistent with the goals of the [University of Hawai'i Strategic Plan](#). As part of the strategic planning process the [University of Hawai'i Distance and Distributed Learning Action Plan](#) was drafted to lay out the specific actions UH should take to move forward. In addition, UH endeavors to apply the [Principles of Good Practice for Electronically Offered Degree Programs](#) (PDF). More information about the structure of distance learning can be found in [Executive Policy E5.204, University of Hawai'i, Distance Learning Plans, Policies, and Procedures](#) (PDF) and [BOR Policies Chapter 5, Academic Affairs](#) (PDF).

### **SPIT2000**

University of Hawai'i Strategic Plan for Information Technology outlines the vision and planning context for moving forward with information technology for the University of

Hawai'i system. For more detailed information visit the University of Hawai'i [Strategic Plan 2000](#) site.

**(Excerpt taken from UH DL website)**

**Go to UH DL site for further information:** <http://www.hawaii.edu/dl/>

## **Honolulu Community College Standards**

### **General Overview**

In order to comply with Accreditation and UH System policies and standards, specific College standards can and have been approved by the Faculty Senate Executive Committee (FSEC), the Committee on Programs and Curricula (CPC), the Distance Education Review Board, and The Distance Education Advisory Committee in order to implement and maintain high Distance Education standards and practices. These standards are in force as long as they aid in the compliance with Executive Policy or Board of Regents (BOR) Policy and the requirements of the Western Association of Schools and Colleges - Association of Community Colleges and Junior Colleges (WASC-ACCJC), or other oversight bodies.

Honolulu Community College (HCC) promotes the “one college” concept. Faculty members teaching Distance Education courses **follow the same** College policies, procedures, and administrative rules as faculty members teaching on-campus courses, with exceptions only where the specific needs of one mode are different from those of the other. The following overview of general guidelines should help familiarize new instructors and serve as a refresher for experienced DE faculty members. Whenever possible, a reference to the original source documents and/or website URL is provided. Instructors should review the appropriate policy or administrative rule if they have specific questions.

HCC's Distance Education Program is committed to providing the highest quality Distance Education courses. Faculty members developing and teaching Distance Education courses should refer to this handbook and to the more frequently updated DE website links provided throughout.

### **Integrity and Comparability of Instruction and Student Learning**

Each Distance Education course must provide for appropriate interaction between instructors and students, and among students. Faculty-student interaction may occur during faculty office hours; it may take place via telephone, email, electronic chats, on-site meetings, video conferencing, or other methods. Student-student interaction may occur by means of electronic mail, electronic chats, on-site meetings, video conferencing, or other methods. Appropriate interaction for a course depends upon the course delivery mode and the technology used by the faculty member. Instructor

attention to this need is part of the DERB process (see links to Distance Education Review Board)

“ACCJC policy specifies that all learning opportunities provided by our accredited institutions have the same quality, accountability, and focus on student outcomes, whether they are delivered electronically or by more traditional means. “

(ACCJC-WASC Policy on Distance Education and Correspondence Education)

### **Need for authentication and evaluation**

ACCJC-WASC is very clear on the need for individual instructors to have in place the means of verifying enrolled students are those doing the work. Instructor attention to this need is part of the DERB process (see links to Distance Education Review Board)

“Institutions which offer distance education or correspondence education have processes in place through which the institution establishes that the student who registers in a distance education or correspondence course or program is the same person who participates every time in and completes the course or program and receives the academic credit. This requirement will be met if the institution verifies the identity of a student who participates in class or coursework by using, at the institution’s discretion, such methods as a secure log-in and password, proctored examinations, and/or new or other technologies and/or practices that are developed and effective in verifying each student’s identification. The institution must also publish to their students, policies that ensure the protection of student privacy and will notify students at the time of class registration of any charges associated with verification of student identity.”

(ACCJC-WASC Policy on Distance Education and Correspondence Education)

### **Requirements for Meeting Needs of Students with Documented Disabilities**

All HCC classes are expected to be in compliance with regulations concerning providing necessary accommodations for students with documented disabilities. You will work throughout the College’s ACCESS office. Below is the checklist posted by the ACCESS office for faculty to carry out for these students in all classes, including DE classes.

*“Disability Access Checklist for Faculty (Adapted from The University of Montana's Faculty Guide to Making Accommodations for Students with Disabilities.)*

This checklist is provided to assist faculty in creating an accessible learning environment in their courses. Students with disabilities may potentially be in every course. It is not required to anticipate every accommodation that any student with a disability might need prior to the request; however, it is advisable to be prepared for the fact that some requests for accommodations will be made.

1. Hold students with disabilities accountable to the same standards you hold every other student.
2. Provide notice to your students of these standards and of your willingness to accommodate. This can be done verbally or within your course syllabus as in the following examples:
  - "Students with disabilities may obtain information on available services online at <http://honolulu.hawaii.edu/disability>. Specific inquiries may be made by contacting Student ACCESS at (808) 844-2392 voice/text, by e-mail at [accesshcc-l@lists.hawaii.edu](mailto:accesshcc-l@lists.hawaii.edu), or simply stopping by Student ACCESS located in Bldg. 7, Rm. 319"
  - Qualified students with disabilities will receive appropriate accommodations in this course. Please see me after class or during my office hours and be prepared to provide a verification letter from the HCC Student ACCESS Office. For more information, go to the Student ACCESS office in Bldg. 7, Rm. 319 or call 844-2392 voice/text.
  - Students in this class who need accommodations for a disability should submit documentation and requests to the Student ACCESS offices in Bldg. 7, Rm. 319. Phone: 844-2392 voice/text for more information. If you have already registered your requests with Student ACCESS this semester, please see me after class or during my office hours and be prepared to provide a current verification letter from Student ACCESS.
3. Verify the existence of disability and need for accommodations with Student ACCESS by calling 844-2392 voice/text. Student ACCESS will provide the information necessary for an instructor to assure program access while protecting student privacy.
4. Grant reasonable accommodations as recommended by Student ACCESS. Accommodations are reasonable as long as course standards are not fundamentally altered and there is a logical link between the student limitations and the accommodation.
5. Permit the students to use auxiliary aids and technology that ensure access. Depending on the disability, students may use note takers, sign language interpreters, readers, scribes, and lab assistants. Others may use tape recorders/players, computers, assistive listening devices and other technologies for the same purpose.
6. Grant testing accommodations as recommended by Student ACCESS. Testing accommodations include but are not limited to extended time, alternative format, distraction-reduced environment, readers, and scribes.
7. Treat disability-related information with the strictest confidentiality. Refrain from identifying students with disabilities unnecessarily to their peers or other colleagues without student consent.

Other tips which may enhance access to your courses:

1. Select course texts early. Blind and other students with print disabilities must begin early to obtain their texts in alternative formats.

2. When requested, provide alternatives to printed information such as class handouts or reserve materials in the library. Alternatives to print include Braille, computer electronic text, large print, and tape cassettes. If Internet resources or other technologies are used, then they must be accessible. Student ACCESS coordinates provision of alternative formats.
3. Make academic adjustments in instruction. For students with hearing impairments, face the audience while speaking or use an FM receiver if requested. For students with visual impairments, read aloud or describe written or graphic information.
4. Consult with the student and/or Student ACCESS for more helpful information on making your courses accessible.

### **When Are Accommodations Not Provided?**

The College must provide accommodations unless they fall under one of the following three categories:

- I. **Fundamental Alteration:** If an accommodation lowers the academic standards of the College, its programs, or courses, the College denies the accommodation and deems it unreasonable. Academic standards are essential for any student. It is unreasonable to alter these fundamental standards as an accommodation for a student with a disability.
- II. **Undue Hardship:** If an accommodation costs too much or is impossible to administer, the College denies the accommodation and deems it unreasonable. An undue financial burden applies to the University of Hawaii Community College system as a whole. Therefore, decisions regarding undue financial hardship can only be made by the Chancellor's office and cannot be made by a department, program or College. If the College feels it cannot afford an accommodation that would be reasonable otherwise, it should seek assistance through appropriate channels. An undue administrative burden occurs when the College does not have enough time to respond to the request, or when it would be impossible or infeasible to administer. In every instance, the College reserves the right to offer other, equally effective accommodations.
- III. **Personal Service:** If a request for an accommodation falls under the definition of a personal service, the College denies the request because it is unreasonable. Personal services are those that a person with a disability must use regardless of college attendance. In addition, personal services are those for which no correlation between the disability's functional limitation and program access can be established. The college, for instance, does not purchase wheelchairs or other assistive technologies used in every setting to compensate for mobility impairment. Other examples of personal services include independent living, mental health, rehabilitation, and tutoring."

### **III. Distance Education Course Logistical Support Information**

**DE Updates:** DE instructors receive reminders throughout the semester of upcoming instructional calendar items, professional development opportunities, events, websites of interest, and support services and resources provided by D.E. For adjunct faculty members teaching only D.E. courses, these project updates are particularly important in providing time-sensitive information. They also create and support a sense of community within Distance Education and the College. Project Updates are generally disseminated via the D.E. Faculty Listserv.

#### **Cable Course**

Programming Information

- [UHTV Programming Information](#)

Most courses are also available as 'Video on Demand', maintained by UHTV.

- Information on [Video on Demand](#)
- List of [HCC Courses available](#) on Video on Demand

There are resources one can direct students to, to help them succeed in a Cable Course.

- [UHTV Tips for Cable Course Students](#)
- [HCC Cable Course Tips Video](#)
- [Technical Requirements for Cable Courses](#) [PDF]

#### **Distance Education Tools and Technical Support Information**

- [UH System Distance Education Site](#)
- [UHM Information Technology \(IT\) Homepage](#)
- [UHM Accessibility Guidelines Information](#)
- [Laulima/Sakai](#) [http://www.hawaii.edu/talent/laulima\\_faculty.htm](http://www.hawaii.edu/talent/laulima_faculty.htm)
  - [Faculty Manuals](#) - Longer form reference materials regarding Laulima and its tools
  - [Faculty Tutorials](#) - Shorter articles on specific tasks and tool usage in Laulima
  - [Faculty Videos](#) - Video of previous TALENT workshops (QuickTime format)
  - [Faculty FAQ's](#) - Frequently Asked Questions about Laulima
- HCC TECHNICAL HELP

- Elluminate – (contact person TBD)
- SoftChalk – (contact person TBD)
- Use of Banner (MyUH)

HCC instructors can use BANNER/MyUH to check their teaching schedule, input office hours, generate current class rosters, and submit student final performance grades. (<http://myuh.hawaii.edu>)

[MyUH - Faculty Tutorials](#)

## **IV. Distance Education Development and Training Information**

### **a) RESOURCES**

#### **UH system workshops**

[TALENT links](#)

#### **Semester Calendar of Professional Development Activities**

[Calendar of Professional Development Meetings - Spring 2011](#)

#### **Notes from past DE Panels/Workshops**

[Meeting Notes : 2010 - 2011](#)

#### **List of Best Practices Tips**

[DE Best Practices – from other sources](#)

[DE Best Practices – summary of sharing sessions](#)

[Faculty Development Page : Online Instruction](#)

**E-learn (hyperlink pending)**

#### **Resources on specific topics (e.g. plagiarism)**

[Defining Types of Plagiarism in Academic Work](#)

[Importing a LauLima Course Resource \[PDF\]](#)

#### **Intellectual Property Rights and Copyright Information**

[What DE Administrators Must Know about the Law \[PDF\]](#)

#### **Webinars**

[DE Webinars](#)

## **b) ELEMENTS OF A SUCCESSFUL DISTANCE COURSE**

**Student Orientation:** The primary responsibility of all HCC faculty members is to provide quality instruction to their students. For D.E. instructors, providing access to quality instruction often presents unique challenges beyond those faced by traditional classroom instructors. First, there usually isn't a classroom, or there may be multiple sites several miles, counties, or countries apart. As such, **communication** with Distance Education students is critical and relies on meaningful educational activities assigned by responsive faculty members. D.E. faculty members take on additional responsibilities essential to providing a creative, supportive learning environment. Faculty-student communication is typically initiated by the course orientation, posting course syllabus information and/ or initial assignments. The orientation should provide students with immediate access to relevant course communications and resources, and a general overview of course components. Both instructor and student have a strong, established support system available to them at HCC. It is up to the instructor to ensure student awareness of these resources in the orientation information and through online course materials.

Faculty teaching Web-based courses are encouraged to offer online orientation information as the start of their class; Faculty teaching Cable courses should offer clear and explicit orientation information.

The following guidelines are offered to help faculty members structure an effective orientation. Opening information should include:

- Welcome students to HCC and the Distance Education course.
- Establish an instructional context by sharing your teaching background, particular interests in the discipline, or unique experiences relating to the field of study.
- Explain how student-instructor communication is expected to occur during the semester.
- Express a desire to be responsive to students throughout the semester.
- Provide established office hours on site and/or online, contact information (phone number, HCC email address, etc.), preferred method of contact, and expected response times.
- State the required elements of the course. Present course documents such as the syllabus, assignment and testing schedules, and other orientation materials.
- Emphasize course grading criteria and academic and administrative rules affecting students, such as attendance and withdrawal policies and HCC Student ID card procedures.
- Describe all instructional materials that are required for the course. Use specific terminology (e.g. textbook ISBN) when describing items students are required to purchase. Inform students of textbook purchasing options and HCC Bookstore location and hours of operation.
- Identify testing procedures as well as acceptable means of submitting assignments.

- Review any applicable instructional delivery mode procedures such as viewing options and Cable schedules for TV courses, College Computing Labs and Facilities for Students, HITS classroom protocols, scheduled meeting dates, etc.

And finally, list the HCC and Distance Education support services and resources available to students (<http://honolulu.hawaii.edu/distance/>) including:

HCC Student Life Handbook:

<http://honolulu.hawaii.edu/studentlife/handbook.html>

Distance Education Student Handbook:

(pending)

Student and Academic Support Services Services for DE students:

<http://honolulu.hawaii.edu/distance/support.html>

University of Hawaii Academic Testing Centers:

[http://www.hawaii.edu/dl/faculty/prep/proctor\\_office.html](http://www.hawaii.edu/dl/faculty/prep/proctor_office.html)

Distance Education Announcements:

(pending)

The orientation process is critical to the student's successful completion of the course. Faculty members should make every effort to ensure students receive the necessary "first day of class" information and support materials. Whether on-site or online, a well-structured orientation establishes the foundation and sets the tone for student-instructor communication for the entire semester. A good orientation session should be purposeful and interactive. For D.E. courses, the orientation should establish the parameters of the class and state the expectations of the instructor. It should welcome all D.E. students and encourage them to pursue and attain their individual educational goals.

### **Course Content and Syllabus**

In designing a DE course, the instructor must ensure that academic standards for the courses offered via distance are the same as those for other courses or programs delivered at the institution where they originate. Student learning in programs or courses delivered electronically should be comparable to student learning in programs or courses offered at the campus where they originate.

The course syllabus is an especially important resource for Distance Education students since faculty contact is less frequent than in traditional on-campus classes. A complete and thorough syllabus is essential for students to maximize their time and efforts and complete any college course successfully. It is strongly recommended that all DE faculty members make their course syllabi available online. The HCC Faculty Development website provides information about how to create and format Class Syllabi:

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm#syllabus>

### **Need to Ensure Communication**

Communication between D.E. students and faculty members is a key factor in student retention and student success. It can also provide important course feedback to the instructor. The D.E. course-specific orientation session is the student's initial introduction to Distance Education; that first impression must be a positive one for students and faculty members. As important as the D.E. course orientation is, it is only the first contact point in the Distance Education experience. The faculty member should keep communication lines open with the student throughout the course via phone, email, or in person. Faculty members should consider contacting students who have fallen behind or are not attaining a "C" level performance grade. Distance Education's Early Alert program can help the instructor make that critical connection. Faculty members should complete an Early Alert Intervention Request Form to request assistance in contacting students.

Timely instructor feedback on exams or written assignments is just as necessary when a student is doing well as when additional effort is needed. Students who feel engaged in a course through activities such as online discussions, group exercises, and regular contact with the instructor and classmates are more likely to complete the course and enjoy their Distance Education experience. The Faculty Development website provides suggestions for adding interactivity to your course.

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom>

### **Exams**

Faculty members are responsible for designing instruments to measure student success in their course. These standards may include exams and assessments administered through the Academic Testing Centers. The University of Hawaii has Academic Testing Centers at all major campuses and at some of the satellite campus locations. Specific campus hours of operation and locations are available on the Testing Centers website.

[http://www.hawaii.edu/dl/faculty/prep/proctor\\_office.html](http://www.hawaii.edu/dl/faculty/prep/proctor_office.html)

### **Intellectual Property Rights**

Honolulu Community College actively encourages faculty members to develop instructional materials and to improve their expertise using available state-of-the-art instructional technology and software. The University of Hawaii Intellectual Property Policy states:

“Faculty Members shall own all rights to materials prepared on their own initiative for classroom, educational or professional purposes, and shall be exclusively entitled to the benefit of any royalties derived there from.

For personal educational purposes, students may record classroom lectures or other presentations, using tape recorders or other electronic or mechanical devices, unless the Faculty Member denies permission for such recording. Permission shall not be denied when the student requires such devices as the result of a physical disability”.<sup>1</sup>

In regard specifically to Distance Education, the UH policy is that

“The Employer may transmit or record for transmission any classroom instruction, lecture or other instructional or performance event produced by Faculty as a part of a program of Distance Education, e.g., HITS and SkyBridge, where the Faculty Member has received either an equivalent reduction in other classroom assignments or overload compensation as set forth in Article XXI, Salaries. The Employer, however, may not sell or re-transmit in future semesters any such recording except under the terms of a written Agreement between the Employer and the Faculty Member providing each party with a fifty percent (50%) interest in the net profits from either the sale or rebroadcast.

Faculty Members engaged in technology mediated instruction or Distance Education require adequate training, equipment and technical support. Where these are not available the Faculty Member may not be required to engage in technology mediated instruction or distance programs.

For more specific information on faculty intellectual property policies, see the University of Hawaii Professional Assembly Contract, Section XI, at <http://www.uhpa.org/uupa-borcontract/article-xi-intellectual-property-patents-copyrights/>

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<sup>1</sup> University of Hawaii Faculty Assembly, “Article XI, Intellectual Property, Patents and Copyrights.” Viewed July 14, 2009 at <http://www.uhpa.org/uupa-bor-contract/article-xi-intellectual-property-patents-copyrights/>

## **V. Distance Education Student Support Services Information**

Faculty, staff and administrators of Honolulu Community College's Distance Education Program are committed to providing D.E. students equal access to College instructional and administrative support services. Improvement is an ongoing process through self, student, and faculty evaluations of all D.E. support services.

### **Specific Services for Students**

#### a) Library Services for Distance Students

The Library supports the mission of Honolulu Community College by assisting students, faculty, and staff in obtaining and using information resources effectively to enable and promote student learning. DE students can access online resources such as e-books, magazine and newspaper subscription databases, library guides, and more directly from the Library's homepage. Most electronic resources that the library manages are RESTRICTED to registered HCC students, faculty, and staff to comply with licensing agreements. Library instruction sessions for distance education courses are provided upon instructor request. Faculty are encouraged to contact the Distance Education Librarian for assistance.

Go to: [Library Services for Distance Education Students](#)

#### b) Early Alert Program:

Ina Miller-Cabasug  
[inamc@hawaii.edu](mailto:inamc@hawaii.edu)  
Building 20, Room 4  
844-2353

#### c) Tutoring Resources

[College Skills Center](#)

[First Year Program](#)

[Native Hawaiian Center](#)

[Pride](#) (for those on campus)

#### d) [Health Office Services](#)

#### e) [Textbooks Information](#)

#### f) [Other Student and Academic Support services](#)

g) [Academic Policies Students need to be aware of](#)

h) Testing Centers/Proctoring

The College requires that at least one exam over the course of the semester be given through the Testing Centers or as a Proctored exam. This is to help ensure that the students enrolled in the course are also actually the students doing the work for credit. Testing Centers and Proctors can be directed to require the student to present identification prior to taking an exam. If you plan not to use the Testing Centers or Proctoring for your exams, you must show the DE Review Board that you are providing an adequate alternative method for ascertaining student identity.

[UH System Testing Guidelines](#)

[UH Proctoring Sites](#)

## **VI. Distance Education Course Review Process**

Ongoing efforts are made to ensure the DE program as a whole continually improves. Distance Education continually seeks to identify external funding to augment the support of the HCC Distance Education offerings. Other Distance Education programs are reviewed with an eye to adopting and/or adapting good practices into the HCC program. D.E. faculty, staff and administrators meet with colleagues across the U.H. system to better coordinate offerings as well as exchange ideas to strengthen the present program.

**Class Size** The maximum number of students per D.E. section is as follows: Instructional Television (ITV) 30; Web-based, same as campus equivalent; and Interactive Video Classes (HITS), same as campus equivalent. Approval for a different limit may be granted in specific cases. The approval process to obtain an exception to this rule is the same as that for offering a course via DE.

### **Scheduling of Courses**

Division Chairs are required to submit list of scheduled DE courses to the DE Coordinators by the deadlines established. Faculty must communicate plans for offering courses with Division Chairs well in advance of schedule submission deadlines, to ensure coordination of schedule and that all approvals have been secured (e.g. DERB, WI etc.) Any changes in DE scheduling, in particular the cancellation of classes, must be communicated to DE Coordinators as soon as possible. This is the responsibility of the Division Chairs.

### **Distance Education Review Board**

To comply with ACCJC- WASC guidelines regarding ensuring the integrity of DE offerings, it is necessary for distance education courses go through a review and approval process specifically to methodologies and pedagogies of DE courses are appropriate to convey the content, and that students achieve the same learning outcomes as in face-to-face versions of the class. Review of all DE courses was explicitly required for inclusion in the self-study for the accreditation team in 2006. HCC created the first iteration of this curriculum review body in the Spring of 2005. This review process, and the make up of the Board, has undergone subsequent revisions, to improve the efficacy of meaningful curricular review, feedback and approval. Below are relevant links regarding the process and form to be completed for any new DE courses. New DE faculty should take special note of the guidelines for DE course, these are the criteria the DERB uses in evaluating proposals.

- [Approval Procedures for New DE Course Offerings](#) [PDF]
- [DE Course Proposal & Review Form](#) [PDF]

- [Guidelines for DE Course Development](#) [PDF]
- [List of all DERB Approved Courses \(as of May 2011\)](#) [PDF]
- [DE Faculty Directory](#)

## **VII. DE Advisory Committee**

The DE Advisory Committee has been established to ensure that the Distance Education curriculum is adequately supported, to promote high quality instruction that will equal or surpass traditional classroom delivery, and to provide a mechanism for maintaining a coordinated effort of the various campus units affecting the delivery of distance learning offerings including instruction, assessment, student services, technology support, and faculty development training.

- [Committee Details](#)
- [Committee Members](#)
- [Committee Minutes](#)
- [Committee Charter](#)[PDF]
- Ongoing agenda items:
  - The DE Advisory Committee is currently actively engaged in providing data for use in the upcoming accreditation self-study, publishing this handbook, and finding efficient methods that can be used by all faculty in ascertaining student identity. Additionally, the committee is engaged in the ongoing work of finding ways to ascertain that HCC DE courses are as rigorous as those in our physical classrooms, to provide faculty with the training and support necessary to effectively teach distance courses, and to assess the efficacy of various software and learning platforms for use in DE courses.

## **VIII. DE Assessment Information**

### **HCC assessment requirements**

The institution evaluates program and course effectiveness, including assessments of student learning, student retention, and student and faculty satisfaction. At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course. The course evaluates the adequacy of access to learning resources and the cost to students for access to those resources. It also documents the use of electronic resources.

Policies for faculty evaluation include appropriate recognition for teaching and scholarly activities related to programs or courses offered electronically. The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program or course for a period sufficient for students to complete a degree or certificate.

### **Individual course assessment**

Each semester, all D.E. courses must undergo evaluation. The Distance Education evaluation is required. These evaluations should not only address instruction effectiveness but enable, over time, the ability to measure that students are achieving learning outcomes, pointing to areas where improvements are needed and enable the instructor to measure that \*comparability\* of learning is taking place.

### **Sample Evaluation Instruments**

Go to: KCC's [Webbed Assessment Tools for Distributed Learning](#)

Go to HCC Evaluations home page: <http://honolulu.hawaii.edu/surveys/EVALS.html>

Go to: [HCC Distance Education Course Evaluation - Sample](#)

Information on Knowledge Surveys

- [SLO Assessment – The Role of Knowledge Surveys – Spring 2009](#) [PDF]
- [Mini Report Knowledge Survey Results](#) [PDF]
- [Draft - English 100 Knowledge Survey](#) [PDF]
- [Workshop Handout](#) [PDF]
- [Sample of responses](#) [PDF]

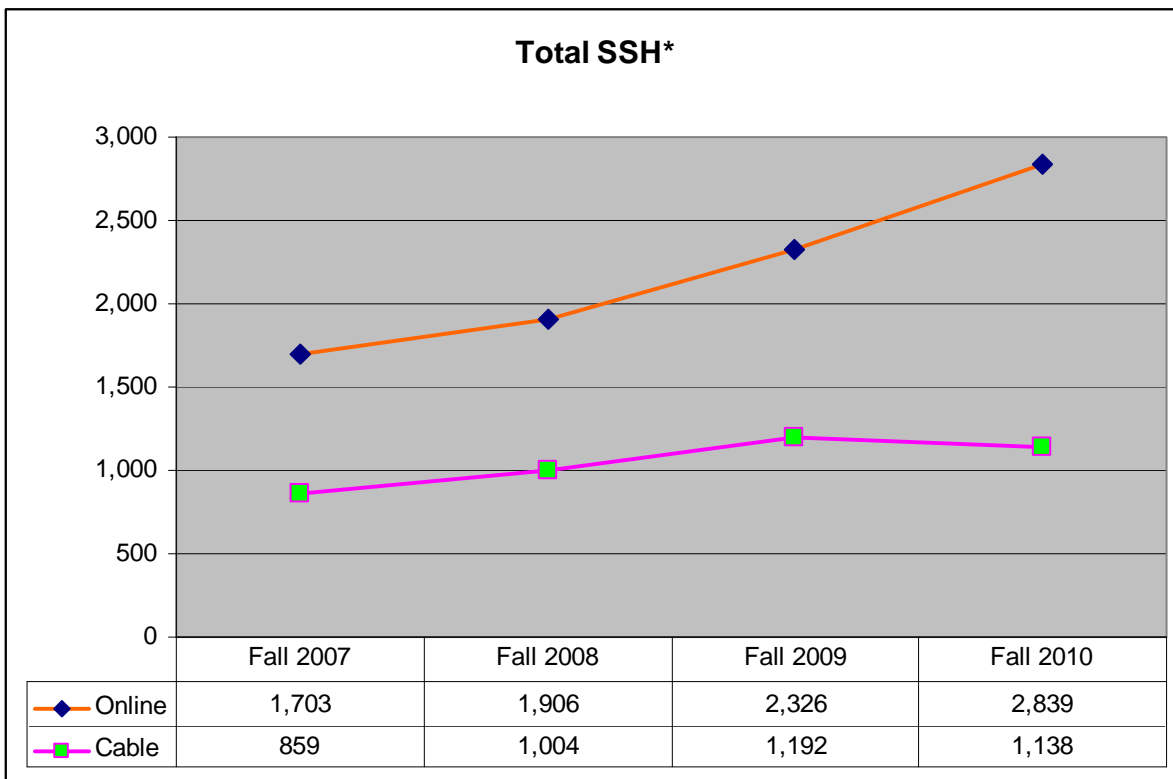
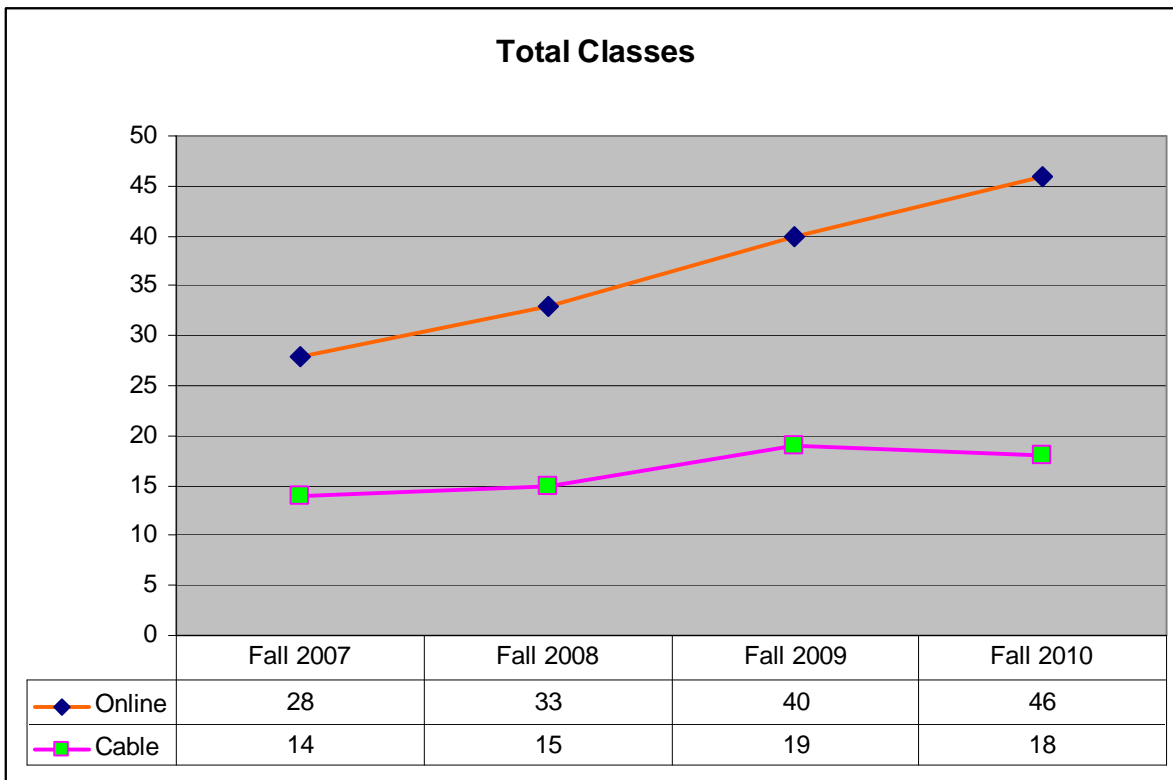
### **DE Program assessment**

HCC has carried out comprehensive surveying of students in all DE programs for several years on a periodic basis. Results have been used to identify areas of needed improvements in the DE program. It is expected that all faculty offering DE courses participate when asked to do so since cumulative results benefit all of those involved in DE activities.

### **Past DE Program Reports**

- [Summary Report - Spring 2008 Distance Education](#)
- [Summary Report - Summer 2007 Distance Education](#)
- [Summary Report - Spring 2007 Distance Education](#)
- [Summary Report - Fall 2006 Distance Education](#)
- [Written Report - Summer 2006 Distance Education](#)
- [Summary Report - Summer 2006 Distance Education](#)

## IX. DE Statistics



\*SSH is "Student Semester Hours" and is defined as the sum of semester hours for all students enrolled in the class. Calculated for each class by summing the semester hours for which each student is registered.