ONLINE DISTANCE EDUCATION HANDBOOK

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I. Distance Education at Honolulu Community College

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 at HCC may involve credit courses at the undergraduate levels, and/or non-credit, professional, and community service courses.

Mission of HCC’s Distance Education

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 at Honolulu Community College is to extend the College'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. The College is committed to delivering such courses and programs in ways and/or times and locations suited to the needs and convenience of those being served. Distance education at HCC may involve credit courses at the undergraduate levels and/or non-credit, professional, and community services courses.

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

Providing quality Distance Education (DE) courses and programs is a fundamental requirement of DE. DE courses and programs must meet and maintain standards comparable to other non-DE instructional courses and programs of the University. DE 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 HonCC Distance Education Courses

Distance education courses are offered by several programs on campus including those in Liberal Arts, Early Childhood Education (ECED), FIRE, MELE, and AEC. There are many courses offered both as face to face as well as DE format. Three degree granting programs – Associate of Arts, MELE and FIRE – have received approval from ACCJC-WASC to offer more than 50% of program courses via distance. For more information, refer to the Accreditation site. Also visit the College’s DE website.
II. Policies and Standards

**TEACH Act**

The "Technology, Education and Copyright Harmonization Act" (TEACH Act), redefines the terms and conditions on which accredited, nonprofit educational institutions throughout the U.S. may use copyright protected materials in distance education—including on websites and by other digital means—without permission from the copyright owner and without payment of royalties. The law calls on each educational institution to undertake numerous procedures and involve the active participation of many individuals. For more information, visit the TEACH Act and UH site.

**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 DE evolve, interpretation of how to interpret and apply this policy will continue to evolve.

**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 education 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 education evolve, the ACCJC policies that address distance education 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 means:

Education that uses one or more of the technologies listed in paragraphs (1) through (4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:

1. the internet;
2. one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) audioconferencing; or
(4) video 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 in paragraphs (1) through (4).”

For more information, visit the [ACCJC Distance Education webpage](#) [PDF]

**Definition of Correspondence Education**

“Correspondence education means:
(1) education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.
(2) interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.
(3) correspondence courses are typically self-paced.
(4) correspondence education is not distance education.”

For more information, visit the [ACCJC Distance Education webpage](#) [PDF]

**Policy**

The ACCJC policy “specifies that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides 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 through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites.”

For more information, visit the [ACCJC Distance Education webpage](#) [PDF]

**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.

For more information, visit to the ACCJC Distance Education webpage [PDF]

University of Hawaii Policies

Resources

The University of Hawai‘i is committed to providing distance education 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 education at the University of Hawai‘i.

Some of these links lead to web pages outside the DE 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 education 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 education 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 or SPIT2000 sites. Also, refer to the University of Hawai'i Distance Education site.

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), and the Distance Education Advisory Committee (DEAC) 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. For more information, please visit HCC’s DE Policies site.

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 the 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 publicized faculty office hours; it may take place via telephone, email, electronic chats, on-site meetings, video teleconferencing, or other methods. Student-student interaction may occur by means of electronic mail, electronic chats, on-site meetings, video teleconferencing, 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 DEAC process. According to ACCJC, its “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 DEAC process. According to ACCJC-WASC Policy on Distance Education and Correspondence Education:

“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.”

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

In accordance with the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990 and its amendments, all HCC classes are expected to be in compliance with regulations concerning providing necessary accommodations for students with documented disabilities. Faculty will work throughout the College’s
Student ACCESS office. Below is the checklist\(^1\) posted by the ACCESS office for faculty to carry out for these students in all classes, including DE classes.

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, or simply stopping by Student ACCESS located in Bldg. 7, Rm. 302.
   - 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.

\(^1\)"Disability Access Checklist for Faculty (Adapted from The University of Montana’s Faculty Guide to Making Accommodations for Students with Disabilities.)
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 accommodations 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 reasonable accommodations unless they fall under one of the following three categories:

1. **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.
2. **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, tutoring, hygiene, grooming, transportation, etc.”
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 DE. For adjunct faculty members teaching only DE 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 DE Faculty Listserv.

**Distance Education Tools and Technical Support Information**

There are several distance education support tools and services to assist faculty teaching DE at HCC. Refer to the sites below for more information:

- UH System Distance Education Site
- UHM Information Technology (IT) Homepage
- UHM Accessibility Guidelines Information
- Laulima/Sakai (LMS) System
- Information on Laulima as an LMS
- Faculty Manuals for Laulima - 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 - IT Assistance for Faculty at HCC
- 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.
- MyUH - Faculty Tutorials
IV. Distance Education Teaching Criteria

Each semester, the DE Coordinator provides a mandatory faculty orientation for people teaching DE courses. The PowerPoint presentations for these orientations are available on HCC’s DE Intranet site.

Teaching Criteria for a Successful Distance Course

Student Orientation

The primary responsibility of all HonCC faculty members is to provide quality instruction to their students. For DE 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 DE students is critical and relies on meaningful educational activities assigned by responsive faculty members. DE 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.

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 DE courses, the orientation should establish the parameters of the class and state the expectations of the instructor. It should welcome all DE students and encourage them to pursue and attain their individual educational goals.

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 (i.e. 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.

And finally, list the HCC and Distance Education support services and resources available to students at the following sites:

- HCC Student Life
- HCC Resources for DE students
- HCC Student and Academic Support Services for all students
- University of Hawaii Academic Testing Centers

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. The HCC Faculty Development website provides information about how to create and format Class Syllabi site.

Regular and Substantive Interaction

University of Hawaii Board of Regents (BOR) Policy 5-210 stipulates that distance education courses at UH campuses “support regular and substantive interaction” between students and instructors. BOR Policy 5-210 is in line with ACCJC’s 2012 Policy on Distance Education and Correspondence Education. ACCJC’s policy defines distance education as education using specific technology that delivers “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."

Online courses are the equivalent of onsite classes in rigor, quality, and duration of instructor-student interactions. Interactions must be demonstrable and documented. A course is required regular and substantive interactions and regular and effective contacts are codified in the Online Course Rubric. An online course aligns with its approved SLOs and employs multiple assessment measures. An instructor using a third-party or publisher's website is equally subject to these Guidelines. Said instructor will load a syllabus and orientation module into the Laulima LMS shell communicating how the instructor-student interactions will transpire in the publisher's site.

**Defining substantive interaction**

The definition of “substantive” means that an instructor’s feedback is academic rather than administrative only. Online instructors must initiate scholarly dialogue with individual students. Examples of substantive and effective contact include personalized, scholarly, discipline-specific feedback (as opposed to generic praise) on a student’s particular strengths and weaknesses, critical reasoning, argumentation, approach to a problem, organization, and grammar and may include citations, links, articles, research, and other academic content. Separately, substantive interaction also facilitates distance education and community-building by requiring student-to-student and student-to-instructor interactions. For more information, see 34 CFR 602.3.

**Defining regular**

Instructors commit to interacting weekly with online students for a duration equivalent to onsite classes. Every week instructors interact substantively and personally with online students through activities (i.e. academic or problem-solving discussion boards, video conferences, synchronous or asynchronous Q&A). Instructors send class-wide announcements, emails, or messages weekly at a minimum and interact with students on issues related to these activities. Instructors also maintain regular deadlines and due dates. A significant amount of the interaction should take place prior to grading to ensure that students have feedback related to assessment of learning outcomes.

**Examples of interactions that are considered substantive**

When initiating weekly contact with students, instructors use a variety of activities and multiple assessment measures to accommodate different learning styles. Interactions are demonstrable and documented. In accord with the definitions of substantive interaction, the following provide, but are not limited to, examples of dynamic synchronous or asynchronous interactions:

- Announcements that are academic, timely, and proactive in terms of leading to further dialogue on student learning objectives
Chat rooms or messaging systems when instructor dialogues actively with students
Discussion board forums that are guided by the instructor with participation by the instructor
E-mail responses that are a regular part of the course and not just open-ended
Feedback that is academic and personalized on student blogs, wikis, quizzes, papers, portfolios, exams, and other assignments
Office hours when instructor meets with student(s)
Phone calls
Q&As about academic content
Review sessions
The use of rubrics to guide detailed feedback on student work
Social networking
Video conferences when instructor meets with student(s)
Webcasts, webinars, podcasts, and recordings that are timely, customized, and reactive

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”. 2

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 site.

**ADA Compliance - Rehabilitation Act of 1973**

Honolulu Community College requires that all courses abide by the Americans with Disability Act (ADA) policies and Rehabilitation Act of 1973, Section 508. So, 508 compliance for electronic and information technology access, as issued by WCAG 2.0. This means, all documents, photos, video clips, links, and any other materials used in the course meet accessibility standards.

In addition, all HCC classes are expected to be in compliance with regulations concerning providing necessary accommodations for students with documented disabilities. Mike Meye’s is the designated 508 compliance officer. Student Access will work with students and faculty on academic accommodations under SEction 504. 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.

- Another source for reference is “Building from Content to Community: [Re] Thinking the Transition to Online Teaching and Learning.” This is a CTE White Paper article written by Britt Watwood, Jeffrey Nugen, and William “Bud” Deihl. This paper presents very good information and examples/scenarios and tools faculty can use to build a course and interact with students. It is worth the read.

**Availability of Grades**

Distance education faculty should post and update grades using the Laulima Gradebook, so students are informed about their progress within a given course. Faculty should not transmit grade information to students via email or phone.

**Office 365**
All faculty and students are provided with free access to Microsoft Office products. Accessing the products and services are simple and can be completed by viewing HCC 365 site.

**Holidays, Breaks, and Weekends**

Distance education faculty members have the flexibility of scheduling due dates and deadlines as appropriate. These dates should be clearly stated in the syllabus. Faculty may not assign due dates that fall on recognized holidays when the college is closed (i.e., Martin Luther King, Jr. Day, Independence Day, Labor Day, etc).

**Inclement Weather**

In addition to the college’s policy on inclement weather, faculty clearly indicate in the course syllabus their policy concerning inclement weather. Online courses can pose unique problems with inclement weather because students may not physically be on O‘ahu. This makes it possible for the student to be experiencing inclement weather when the college is not. Faculty are flexible in serving students who are experiencing inclement weather at their location and provide options and directions to the student.

During inclement weather, online courses continue to meet their deadlines unless the course involves travel to campus during the weather incident. Allowances are made in the event of severe weather that results in major power outages. Faculty consider the possible problems that may arise and provide options and directions for students in the course syllabus.

**Exams**

Distance education faculty are permitted to conduct exams within a distance education course. Faculty may use their best judgement in the type of exam used, whether non-proctored or proctored.

- A non-proctored exam is defined as one that a student takes online and is unmonitored by any individual during the exam.

- A proctored exam is defined as one that is overseen by an impartial individual, called a proctor, who monitors a student during the exam.

If using a proctored exam format, faculty should be aware that Honolulu Community College has a partnership with ProctorU, which is an online proctoring site. However, students must pay a fee to utilize this service. Students can also take a proctored exam for an online learning course at any UH-campus. 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 UH Testing Centers site page. All exams
are free, if taken on a UH-campus. Also note, students desiring to take an exam and not on-island may have to pay a proctoring fee to utilize a proctoring service at another institution.

All non-proctored or proctored exams must be included in the course syllabus with clearly marked dates and any additional requirements, prior to the beginning of the course. Faculty cannot add a non-proctored or proctored exam as a course requirement once the course has begun.

When developing course multiple-choice tests or exams, faculty members should build a question pool. Plus, all created questions should be searched in Google to ensure that the solutions are not easily found within Google.

For assistance in developing test questions, refer to this website: Constructing Good Test Questions. Faculty can also refer to this resource on Evaluating Distance Education Courses.

Course Access

Only authorized Honolulu Community College personnel, the course faculty member, and enrolled students have access to a distance education course. In addition, college accreditation evaluators may also be given authority to review current or past courses to determine whether they meet regular and substantive interaction initiated by the instructor or other aspects of the course instruction.

Course Caps

Enrollment in a distance education course is generally capped at a number similar to that of the number of seats in the corresponding traditional course.

Course Cancellation

The College reserves the right to cancel any class due to insufficient enrollment, limitation of funds, lack of qualified staff availability, or lack of facilities. Determination of course cancellation will be made prior to the first class meeting and is the purview and responsibility of the Division Chair and/or Dean. Faculty and students will be notified by email.

Course Assessment

Each semester, all distance education faculty must submit data on their course Student Learning Outcome (SLO) assessments. These assessments measure that students are achieving learning outcomes, pointing to areas where improvements are needed and enable faculty to measure that comparability of learning is taking place.
Distance Education Student Support Services Information

Faculty, staff and administrators of Honolulu Community College’s Distance Education Program are committed to providing DE students equal access to College instructional and administrative support services.

**Student Support Services**

**Library Services**

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. Distance education students can access online resources such as e-book, film, image, academic journal, magazine, and newspaper subscription databases, research 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. For more information on library services, visit the [DE Library site](#).

**C.A.R.E. Program**

Students face many different obstacles to success. And, the College Achievement and Retention Experience (C.A.R.E.) team assists students through several ways: financial guidance and FAFSA applications, counseling, and guidance on programs and resources to best support students (i.e. tutoring, academic advising, etc.). For more information on C.A.R.E. services, visit the [C.A.R.E site](#).

**Access (Disability Services)**

Student ACCESS is committed to ensuring equal access to Honolulu Community College facilities, programs, activities, and services by students with disabilities. It seeks to provide reasonable accommodations to qualified students, promote an informed and hospital learning community, and advocate for campus-wide ADA/504 compliance. For more information on accommodation services, visit the [Disability Access - Faculty Information site](#).

**Tutoring**

Honolulu Community College has a variety of tutoring centers to assist students in virtually all subject areas at the College. Online tutoring support is offered at both the tutoring center and writing center. Honolulu Community College also has a contract with
Tutor.com, which offers access to tutors 24/7. More information on tutoring services can be found at the following websites:

- Testing and Tutoring
- Writing Center
- Native Hawaiian Center
- TRIO-SSS

**HCC Bookstore**

In addition to being the authorized on-campus retailer for books, including used, new, and rental textbooks, as well as books by UH authors and UH Press-Honolulu Bookstore carries official UH spirit merchandise, school supplies, and commencement regalia. The HCC Bookstore also sells office supplies, sundries, and snacks. Students enrolled in distance education courses at Honolulu Community College can purchase their textbooks online from the HCC Bookstore. More information on bookstore services, visit the Textbooks Information page.

**IT Assistance**

If a student comes across a hardware or software challenge (like using Laulima or UH Gmail), IT services can assist. Offering over the phone or email assistance, refer students to the ITS services at UH Manoa.

**Contact Information**

- Phone: (808) 956-8883
- Toll Free: (neighbor isles) (800) 558-2669
- Email: help@hawaii.edu

**Testing Services**

If you plan to require students to complete their exams while being proctored, you can choose to use the UH System testing centers or ProctorU. However, please be aware that ProctorU requires a student fee for each test. Refer to the websites below:

**UH System Testing Websites**

- UH System Testing Guidelines
- UH Proctoring Sites

**ProctorU**

- ProctorU site
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. DE faculty, staff and administrators meet with colleagues across the UH system to better coordinate offerings as well as exchange ideas to strengthen the present program.

Faculty Training

All new faculty desiring to teach online are required to understand how to design and teach a course in Laulima, build engaging content, use interaction to form online learning communities, as well as effectively implement best practices in assessment, accessibility, and pedagogy.

To assure that all distance education faculty are prepared and able to deliver quality instruction and facilitate student learning online, all full-time and adjunct faculty interested in teaching online must meet with the Distance Education Coordinator to be individually trained regarding areas for teaching online.

Additionally, professional development workshops are hosted throughout each semester to provide faculty with further guidance in best practices for online learning and teaching. The workshops dates and times are emailed every month by the Professional Development Coordinator.

Procedures to Teach Online

Faculty desiring to teach online need to follow the procedures in a chronological fashion. The procedures are as follows:

1. Refer to HCC Course Catalog and ensure course is listed and approved by CPC.
2. Gain written division approval and submit approval to the DE Coordinator or Educational Technology Coordinator.
3. Submit the Online DE Course Application and DE Course Syllabus.
4. DEAC Committee reviews the Online DE Course Application and Syllabus and assess if course follows policies set forth in faculty handbook. If course needs revisions, the Distance Education Coordinator will provide recommendations to faculty member.
5. If course is approved, a faculty member will be approved to teach the individual course for five years.
Flowchart Review Process

The below image outlines the DE Course procedures and reviews to assist faculty in better understanding the process.
Scheduling of Courses

Division Chairs, in conjunction with their faculty and Dean, make the decisions of which DE courses to schedule every semester. **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 (i.e. DEAC, WI etc.) **Any changes in DE scheduling, in particular the cancellation of classes, must be communicated** to DE Coordinator as soon as possible. This is the responsibility of the Division Chairs.
VII. Distance Education Advisory Committee (DEAC)

The purpose of the DEAC Committee is to ensure that Distance Education curriculum is adequately certified and recertified in order to maintain a high quality instruction. The committee uses a codified rubric to guide online course assessment. In addition, the committee also assists in fostering a coordinated effort of the various campus units that are affected by the delivery of distance education offerings, which includes: instruction, assessment, student services, technology support, and faculty development.

Membership

The Distance Education Advisory Committee provides for faculty input and oversight of online and hybrid course instruction. The committee is designed to be broadly representative of the entire campus. The membership includes the following:

- Three (3) faculty teaching distance education (DE) courses (2 UC, 1 CTE)
- The Accreditation Liaison Officer (ALO)
- One (1) representative from Academic Support
- One (1) representative from Student Services
- One (1) representative from ITS
- Distance Education Coordinator (Co-Chair)
- Educational Technology Coordinator (Co-Chair)
- Assessment Specialist or Assessment Task Force Chair
- Dean of University College
- Dean of Tech I
- Dean of Tech II
- Disability Specialist
- Additional members may be appointed as needed from year to year

Responsibilities

The DEAC meets several times during the fall and spring semesters. The committee duties and responsibilities include:

1. In conjunction with the Technology Advisory Committee, search and solicit information from multiple sources on new technology, software, and teaching methods that may improve delivery of DE courses.
2. Determine if personnel support is adequate in number and function.
3. Coordinate with Faculty Development and ITS to determine and provide the necessary training for faculty and support personnel.
4. Ensure that DE is assessed annually using approved assessment methods. Such assessment will include a determination as to whether the quality of a DE course is equal to the same classroom-based course.
5. Prepare budget requests for the College’s planning cycle if it is determined that new equipment, software or personnel are required to adequately support Distance Education.
6. Keep distance education faculty advised of all major developments and findings.
7. For new courses, advise faculty on requirements for certification, and establish a timeline for that process.

**Criteria for Online Course Assessment**

The DEAC course review process is not meant as a mechanism to dissuade faculty from teaching online. Rather, its goal is to ensure quality courses are being provided. As part of the review process, courses are assessed using the Online Course Rubric. The rubric has been formulated using best practices from ACCJC, University and College policies, Quality Matters, as well as federal requirements. If a faculty member’s course does not meet the rubric guidelines, then the faculty member is provided with recommendations and personalized support to meet the requirements of the rubric.

**Online Course Rubric**

The rubric used by the DEAC Committee to assess the standards of online course submissions was gleaned and synthesized from multiple sources that regulate, coordinate and assess online courses. For more information, refer to the Online Course Rubric page.

The following are additional web resources regarding the DEAC Committee:

- Approval Procedures for New DE Course Offerings [PDF]
- DE Course Proposal & Review Form [PDF]
- Online Course Rubric [PDF]
- List of all DE Approved Courses [PDF]
- DE Faculty Directory
- Committee Details
- Committee Members
- Committee Minutes
- Committee Charter
VIII. DE Assessment Information

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.

Each semester, all DE instructors submit data on their course to the Assessment Coordinator. These assessments 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. For more information, refer to the HCC Assessment site.
Timeline of Document Approvals

Approved by DEAC Committee,
XXXXXXXXX XX, 2018

Ratified by CPC Committee,
XXXXXXXXX XX, 2018

Ratified by FSEC Committee,
XXXXXXXXX XX, 2018