Executive Policy Chapter 5. Academic Affairs
Executive Policy EP 5.204, University Distance Learning Plans, Policies and Procedures
Effective Date: October 2014
Dates Amended: May 1998, June 1992
Responsible Office: Office of the Executive Vice President for Academic Affairs
Governing Board of Regents Policy: BORP Chapter 5, Section 5-10, Distance Education and Offsite Instruction
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I. **Purpose**

To promulgate broad policy guidelines for distance learning at the University of Hawai‘i as distance learning is now conceived with full recognition that the rapid advances in information technology and telecommunications promise to have a profound impact on teaching and learning in the future.

II. **Definitions:**

A. **Distance Learning:**

1. Telecommunications-assisted Instruction. Learning that takes place in an environment involving the separation of students and teachers by space and often time. Interaction is synchronous or asynchronous and supported by a variety of technologies including e-mail, fax machines, telephones, interactive television, teleconferencing, and mail service. Instructional delivery may use multiple systems, e.g., HITS, SkyBridge, Internet, and cable television. In certain instances, distance learning offerings may also involve opportunities for faculty and students to physically meet together for pedagogical reasons.

2. Off-site Instruction: Instruction that takes place at a distance from the campus conferring the credit/credential. There is minimal use of technology for course delivery. Classes are scheduled at times and located at places more accessible to students and more responsive to student needs than conventional modes. This effort may involve hiring faculty at the outreach location or sending faculty from the originating campus to a suitable classroom facility nearer to the student. Regardless of the time of day or day of the week, credit instruction provided on the originating campus is not considered outreach.
B. Regular Credit Courses: Those courses offered for academic credit applicable toward a certificate, degree, or diploma.

C. University of Hawai‘i Major Units: The major segments of public higher education in Hawai‘i—UH Manoa (UHM), UH Community Colleges (UHCC), UH Hilo (UHH), and UH-West O‘ahu (UHWO).

D. Home Campus: The campus that issues the degree or certificate a student is pursuing. The student may take individual courses from more than one campus, but the student must request that credits be transferred to the home campus in order for them to be counted toward a degree or certificate at that campus. Only the home campus issues the degree or certificate.

E. Originating Campus: The campus that is responsible for delivering a particular course and/or program to students at a distance. The originating campus for a particular course may or may not be the home campus of a given student. The originating campus for an entire program is always the home campus of classified students enrolled in its program. A consortium of campuses may also develop a program, such as a 2+2 arrangement among UHCC campuses and UHWO. In all cases, only the student’s home campus issues the degree or credential.

F. Receive Site: The site that is responsible for providing support services to the University’s distance learning students in its geographic area. Unlike the originating campus, the receive site does have a geographic service area rather than a programmatic service area. Campuses, when functioning as receive sites, are responsible for support services for a distance student, regardless of whose course and/or program may issue that student’s credit, degree, or certificate.

G. University of Hawai‘i Centers. Board-recognized receive sites that establish a permanent University of Hawai‘i presence in communities that otherwise lack access to programs offered elsewhere in the UH system. University Centers are system entities administratively assigned to an existing campus. At these sites, qualified students who are unable to travel to the UH campus offering their program of choice can enroll in courses or credential programs that are offered by one or more of the University’s accredited institutions. The campus to which the center is assigned provides financial, administrative, facilities, and technical support for University distance learning activities and programs operated through the Center.

H. University Instructional, Research, Continuing Education, or Community Service Units: Colleges, schools, institutes, University Centers, and continuing education centers on or administered by the various campuses of the University of Hawai‘i system, established by the Board of Regents, and assigned instructional and/or community service functions.
I. Components of Distance Learning. The specific components of the University of Hawai‘i distance learning effort are:

1. Undergraduate, post-baccalaureate, and graduate credit courses and programs made available at sites other than or in addition to the originating campus.

2. Non-credit, professional, and community service courses and programs offered via distance learning technologies.*

The overall intention is to provide non-credit instruction of a post-secondary education nature with the content of programs derived from the instructional or research-related activities conducted by campus units. In response to demonstrated community demand and consistent with specific campus mission and expertise, non-credit and community service instruction may involve customized training, basic skills, cultural awareness, or personal development.

The scheduling and programming of on-campus courses and programs in order to make them available to a broader segment of the population are part of the regular programming responsibility of campuses and not included as distance learning or outreach.

J. Regular Instructional Day: The University’s regular instructional day extends from early morning to the evening hours (usually 7:30 a.m. through 10:00 p.m.). All campuses are expected to spread instruction as warranted across these hours.

III. Executive Policy

A. Introduction

1. This executive policy is promulgated in accordance with the authority delegated to the President by the Board of Regents. The provisions of this policy are designed to carry out the intent of the Board of Regents’ policy to expand access to quality higher educational opportunities to Hawai‘i citizens (Board of Regents Bylaws and Policies, Section 5-10).

2. This policy promulgates broad policy guidelines for distance learning at the University of Hawai‘i as distance learning is now conceived with full recognition that the rapid advances in information technology and telecommunications promise to have a profound impact on teaching and learning in the future. As the University of Hawai‘i actively explores the unprecedented opportunities of this dynamic new learning environment to serve
the citizens of Hawai'i and the region, these plans, policies, and procedures will necessarily be re-examined.

3. This policy consists of three additional parts: II) the current goals for distance learning at the University of Hawai'i, III) a synopsis of key distance learning policies, and IV) related management activities and action items. Attachments provide supporting information: 1) acronyms and definitions, 2) distance learning planning and policy base, 3) interim operational roles and responsibilities for University of Hawai'i Centers and originating campuses, 4) cost worksheet components, and 5) consortium agreement for financial aid for distance learners.

4. At the University of Hawai'i, distance learning includes: (1) telecommunications-assisted instruction (synchronous or asynchronous interaction) supported by interactive television, cable, Internet-based delivery, telephones, fax machines, teleconferencing, and mail service and (2) off-site instruction (i.e., faculty fly to or are hired at sites distant from the campus conferring the credit/credential). Distance learning may take place in-state or out-of-state and be credit or non-credit.

B. Goals For Distance Learning

1. The primary goal for distance learning at the University of Hawai'i is to provide a window of opportunity to the rich array of quality instructional resources available to on-campus students to students anywhere in the state who are committed to higher education but are unable to attend the UH campus offering their program of choice. From the student’s perspective, a seamless web of opportunity is available. Although the usual experience for most students will continue to be direct interaction on campus with faculty, peers, and learning resources, the University is committed to providing comparable quality in the distance learning experience.

2. The University seeks recognition as America’s foremost institution of higher education with an Asian/Pacific focus. Another goal of distance learning is to increasingly strengthen this focus and the University’s leadership role in bridging East and West. Distance learning has the potential to support the entrepreneurial goals of the University as well as to support the University’s mission beyond state boundaries. As important as such efforts are to the vitality of the University, they will not take precedence over the primary commitment of distance learning to provide increased access to postsecondary education by the residents of the state of Hawai'i. Entrepreneurial efforts should, in fact, ultimately serve to support the primary missions of the University.
3. Current planning, policies, and procedures reflect the University's current mix of technologies and services. The emergence of the Internet and convergence among computing and telecommunications are profoundly changing assumptions about populations to be served with distance learning technologies and the time and space in which they are served. Technology-assisted learning will increasingly involve all students—day, evening, on-campus, and off-campus. Advances in telecommunications, multimedia, and integrated instructional technologies that make education available "any time, anywhere" may ultimately blur distinctions between "distance" and "on-campus" students.

C. Synopsis of Distance Learning Policies

1. The fundamental provisions of University of Hawai'i distance learning policy are summarized below. This synopsis reflects a compilation of existing Board of Regents' and executive policy and refinements and additions thereto. The definitions and acronyms used throughout this document are explained in Attachment 1.

   a. Commitment, Purpose, and Responsibility. The University of Hawai'i is committed to a vigorous distance learning effort. The purpose of that effort is to provide increased access to higher educational opportunity for the people of Hawai'i. Within available resources, on-campus credit offerings are made available via appropriate technologies to students who are qualified and are committed to pursuing post-secondary education, but who cannot attend as regular on-campus students.

   Distance learning is an integral part of the mission and a primary responsibility of every campus of the University of Hawai'i system. It is not the sole responsibility of any one campus or unit, although specific UH Units, campuses, or administrative entities may be assigned primary or even sole responsibility for various components. Distance learning may involve University instructional, research, continuing education, community service, and/or student affairs units. Offerings may be for credit or non-credit. Unique programs that meet state public policy priorities are responsible for a statewide service area. This commitment means providing instructional services at times and locations suited to the needs and convenience of those to be served.

   b. Collaboration. Distance learning within the University of Hawai'i system is a collaborative enterprise requiring
partnerships between and among campuses and units. Likewise, distance learning students neither belong to nor are the sole responsibility of one campus or another—they are “our” students. Collaboration with external providers may be considered when internal resources are not available to respond to demonstrated in-state needs.

c. Quality. Distance learning is first and foremost an academic endeavor. The quality and standards of distance learning instruction (whether involving synchronous or asynchronous interaction) must be comparable to those of other instructional programs of the University. Regardless of collaborative arrangements, the responsibility for quality assurance resides with the campus conferring the credit and/or credential. Faculty are responsible for program coherence, course content, and appropriate pedagogy. The campus awarding the UH credit/credential is responsible for assembling needed faculty in accordance with established campus academic personnel policies and procedures.

d. Accreditation. The responsibility for meeting accreditation standards for distance learning programs rests with the campus bestowing the degree or certificate/credential; responsibility for student services is shared by originating and receiving campuses; receiving campuses assist the sending campuses in ensuring that all regional accreditation requirements are met.

e. Credits and Credentials Offered. The credits offered at a distance are issued by the originating campus. At this time, no separate UH distance learning degree-granting entity is contemplated. The credentials offered are those established in accordance with Board and executive policy regarding program approval and are issued by the home campus (see Attachment 1 for definitions).

Internal system, campus, or departmental review and approval procedures that apply to regular, on-campus courses/programs also apply to distance learning offerings. Campuses may seek approval of credentials designed solely to respond to the needs of distance learning students in accordance with applicable Board and executive policy requirements.

f. Programming Priorities. Programs that are delivered in whole or in part, using limited system telecommunication resources, are subject to prioritization. The University,
through approved three-year master schedules, gives priority to those programs that respond to statewide public policy priorities and identified needs of the largest number of in-state students, but in all cases they have a critical mass sufficient to justify offering a full program cycle typically culminating in a certificate or degree credential. In-state offerings have priority over out-of-state offerings.

g. Cost to Students in Hawai‘i. The University’s ongoing goal is to offer in Hawai‘i distance learning undergraduate instruction at a cost to the student similar to that charged by the originating unit for comparable on-campus instruction. A similar goal applies to graduate and advanced professional education offered within Hawai‘i. The most recent Board-approved tuition schedules promulgated by the Office of the President apply, as do any specialized charges established by the Board or the President.

Special fees may be charged under certain circumstances. A separate executive policy provides guidelines; see also entrepreneurial distance learning below.

Distance learning students who have little or no opportunity to benefit from certain on-campus fees may instead be charged substitute fees that support unique requirements of distant learners.

h. Cost to Students Outside Hawai‘i. Applicable nonresident tuition applies unless superseded or supplemented by special credit course or other fees (see separate executive policy). Cost recovery is expected.

i. Non-credit Instruction. Non-credit instruction is offered on a self-support basis with tuition and fees covering direct instructional and indirect infrastructure costs, including the instructor replacement cost for any non-credit instruction taught in-load. Exceptions to the self-support principle for non-credit instruction involve earmarked general funds that are appropriated, allocated, and budgeted to support specific non-credit offerings (e.g., training required by state law).

j. Entrepreneurial Distance Learning. Entrepreneurial distance learning may involve credit and/or non-credit instruction delivered out-of-state or in response to requests from special in-state populations not served through normal University programming. Tuition and fees are linked to
market conditions, but in all cases they cover direct instructional and indirect infrastructure costs, including instructor replacement costs for any instruction taught in-load. Program heads ensure that entrepreneurial distance learning activities make a substantial contribution to in-state resource needs, e.g., funding for course offerings, curriculum and instructional materials development, and/or enhancements to academic, student service, and technology infrastructure support.

k. Revenue Distribution. Tuition and fee revenues derived from the delivery of credit and non-credit distance learning offerings are retained by the University and shared among the units bearing the direct and indirect costs of the offerings provided. Tuition waivers reflect foregone tuition revenue. They are assigned in accordance with University policy with emphasis on serving financially needy students.

l. Instructional Load and Distance Learning. Instructional load is determined on an individual basis within teaching standards established in Board and administrative policy. In keeping with the University’s commitment to distance learning as a primary means to fulfill its mission, distance learning offerings for in-state students are taught in-load whenever existing load permits. As needed to fulfill that mission, overload payments may be necessary. The determination of overload payment is contingent on the individual’s total assignment. Special requirements associated with particular distance learning offerings may be taken into consideration in the determination of an individual’s total workload.

m. Transfer and Articulation. UH Board, system, and campus policies that direct student transfer and articulation apply to distance learning students as they do to on-campus students. Close collaboration and special accommodations among campuses are required as more students seek to combine courses from different campuses to fulfill the credential requirements of a specific campus.

n. Special Assistance to Students. System-wide consortium arrangements will facilitate student financial aid eligibility. Reasonable modifications will be made to facilitate access to University of Hawai‘i distance learning programs and services by all qualified students with disabilities.

o. Enrollment Reporting. To the extent the appropriate data elements are collected, the University will report
unduplicated distance learning information that assigns enrollments to the unit awarding the credit and/or credential. Duplicated information that displays enrollment information by support units (University Centers, UHM Outreach, etc.) will be reported separately.

D. Distance Learning Management Activities and Action Items

1. Distance Learning Planning and Policy Base

Board of Regents’ policy and the University of Hawai‘i Strategic Plan, 1997-2007, provide the assumptions, goals, planning principles, and action strategy that establish the foundation and commitment for specific distance learning efforts. These are detailed in Attachment 2 of this document. Specifically, the Strategic Plan calls for a UH distance learning effort that is collaborative rather than one reserved entirely to a separate entity, singly charged with distance learning responsibilities.

The integration of distance learning into the mission of each UH campus means that this collaborative enterprise involves specific campus roles and responsibilities that ensure quality and accreditation requirements. Distance learning may involve credit or non-credit courses; students and teachers are typically separated by space and/or time, and interaction is synchronous or asynchronous. In some instances, faculty travel to or are located at sites distant from the credit/degree-conferring campus. A variety of emerging technologies enables the University to reach more students more effectively.

Action Items:

1. Finalize and promulgate this revision of Executive Policy E5.204 dated June 1992.

2. Campus executives will ensure that actions taken to implement Unit Academic Plans, subunit plans, campus policies and procedures, and budget plans and priorities are consistent with the policies set forth in this revised executive policy.

2. Lead Responsibilities and Coordination

Distance learning changes the concept of service area from geographic to functional. Lead responsibilities of major units are in keeping with their differentiated missions. Other roles and responsibilities are defined by a campus’ function as an originating or receiving site. Resources are considered from a
system perspective, and various system offices assume coordination responsibilities. This structure means that each Major Unit in the system has a responsibility to address state needs through the use of distance learning.

a. Lead Responsibilities of Major Units. Lead campus responsibilities are in line with Unit goals set forth in the University of Hawai‘i Strategic Plan 1997-2007 as well as the established mission of each campus. Thus, while needs assessments, community demands, and state workforce and economic development needs shape the overall directions for distance learning program development, lead responsibilities fall naturally to Units in accordance with their mission and resources.

UH Ma-noa has lead responsibility for most graduate and professional programs and a wide range of baccalaureate programs that are unique to the M-anoa campus. UH Hilo and UH-West O'ahu address general baccalaureate programs. In addition, UHWO works with the Community Colleges on issues of articulation and transfer and will further consider mechanisms needed to accept articulated and transfer credits from external providers. The UH Community College system has lead responsibility for general education preparation for four-year degrees, including the associate in arts degree, and technical/occupational degrees and certificates.

b. Principles Governing Coordination. The document, Interim Operational Roles and Responsibilities for University of Hawai‘i Centers and Originating Campuses, promulgated June 19, 1997, is the basis for the roles and responsibilities described here (Attachment 3). The coordinating structure builds upon present working groups involving librarians, student service and financial aid staff, technical staff, University Center staff, and others. A Master Scheduling Group has been established to develop a multi-year rolling schedule of offerings for distance learning. As noted above, the concept of geographic service areas is replaced by the principle of functional coordination.

3. Originating Campuses

a. Originating campuses/units have primary responsibility for delivery of programs, including staffing, and the development of appropriate instructional materials and methods.
b. Each campus establishes its own internal processes for assuring the quality and integrity of all distance learning programming. This may involve existing entities, e.g., curriculum committees, or new bodies, e.g., a campus distance learning committee. (See IV.C, Program Quality Assurance and Accreditation.)

c. Each originating campus ensures that programs offered via distance learning methods follow campus-based quality procedures and meet all applicable accreditation requirements. Also, originating campuses ensure that campus procedures are in accord with the principles set forth in IV.C of this document.

d. Originating campuses name a single point of contact to streamline communications with receive sites, other originating campuses, and system offices. In addition, large college/school units within originating campuses engaged in significant distance learning identify a senior officer who is responsible for coordinating efforts with receive sites. If originating campuses have on-site staff members, they ensure that their efforts are coordinated with receive site staff, especially the University Center staff.

e. Once a program has been designated for system-wide delivery, the originating program commits to ongoing support, both financial and technical, and to continuation of the program for a period sufficient to enable a cohort of students to complete the degree/certificate.

4. Receive Sites

a. The primary funding responsibility for receive sites is for support services, including staffing to provide required library, computer, and student services, equipment and software maintenance and upgrade, and facilities.

b. Receive sites are also responsible for regularly assessing community needs and communicating the results of those assessments to the Master Scheduling Group (see below) and potential originating campus partners.

c. Receive sites name a single point-of-contact to streamline communications with originating campuses, other receive sites, and system offices. Where University Centers exist, they serve as this point of contact.

d. Once a program is designated for system-wide delivery, the receiving sites commit to ongoing support, both
financial and technical, for a period sufficient to enable a cohort of students to complete a degree/certificate.

5. **System Offices**

Once a program is designated for system-wide delivery, the University system offices (Information Technology Services and the Distance Learning and Instructional Technology unit) commit to ongoing support, facilitating coordination, supporting resource acquisition, scheduling system technologies, and overall support for program continuation for a period sufficient to enable a cohort of students to complete a degree/certificate.

**E. Roles and Responsibilities of Specific Coordinating Entities.**

Coordination across functions as well as campuses requires the active participation of the groups listed below. Nearly all of these groups already exist and operate various parts of the enterprise. Establishing effective lines of communication across these "communities of practice" is essential to the University of Hawai‘i’s overall decentralized approach to distance learning and is a primary responsibility of the UH system offices.

1. **The Office of the Vice President for Planning and Policy (OVPPP)** provides overall coordination of the system-wide distance learning effort. This office is responsible for the continual refinement and updating of UH system distance learning plans, policies, and procedures. Until such time as a unified student information system and scheduling system is implemented, the OVPPP is responsible for gathering and consolidating planning data from both originating and receiving campuses. Such data shall include enrollment by site and other data requested by the MSG. OVPPP also works with ITS and campuses to gather assessment data from students and faculty on support services, e.g., technology training, library resources, advising, computer support, and administrative support.

2. **Other units and or groups with major responsibilities for distance learning:**

   a. **Information Technology Services (ITS)** is responsible for the overall design, development, maintenance, and support of the system-wide telecommunications infrastructure that supports UH distance learning in-state and out-of-state. All proposed appendages to this system, whether supported by general, revolving, special, or federal funds, must be approved by and coordinated with ITS. ITS is also responsible for developing system technical standards to
ensure the efficient and effective operation of all distance learning technologies.

b. The Distance Learning and Instructional Technology (DLIT) unit within ITS has responsibility for critical support functions. It provides leadership by coordinating the distance learning activities of campus media center directors and various originating and receiving site personnel. Within the program priorities established by the Master Scheduling Group (see below), the DLIT coordinates and is responsible for scheduling air time on HITS for all credit classes, non-credit classes and seminars, conferences, meetings, and other appropriate uses of the system in-state and out-of-state. DLIT also coordinates O’ahu cable access channel scheduling and the distribution of cable programming via HITS.

As distance learning programs incorporate on-line elements into distance-delivered courses, the DLIT will take a leadership role in developing technical standards and coordinating support requirements.

DLIT has leadership responsibility for training faculty and students in the effective use of telecommunication technology. System-wide efforts, coordinated with entities such as the UHM Office of Faculty Development and Academic Support, the UHCC professional development coordinators, and the UHM Outreach College, reduce duplication of effort and ensure compliance with technical standards. This group will explore the feasibility of establishing a system-wide support group, such as a technology roundtable, for the sharing of best-practice information in instruction and student support areas.

c. The Master Scheduling Group (MSG) coordinates the production of a rolling three-year master schedule as well as annual programming schedules. The membership of MSG includes representatives from each Major UH Unit, the University Centers, and ITS. The Office of the Vice President for Planning and Policy is responsible for coordinating the work of the MSG and chairing the group. It is the responsibility of the chief academic officer of each major unit to appoint appropriate representation to the Master Scheduling Group.

This group focuses on scheduling programs requiring system-wide resources, but all distance learning, including off-site offerings and those solely dependent upon campus-
or program-specific resources, is coordinated with the work of the MSG. Responsibility for ensuring that this coordination takes place resides with deans and provosts. (See sections on priority setting and budget/cost assumptions.)

Actual air time schedules are the responsibility of the Distance Learning and Instructional Technology (DLIT) office and the campus media center coordinators. The MSG and OVPPP have continuing responsibilities for updating the master schedule, monitoring needs assessment, and facilitating communication among the many groups involved.

d. The UHCC Distance Education Committee is a community college system committee composed of administrators, faculty, media center coordinators, librarians, and student services personnel. The Committee is charged with coordinating community college distance learning efforts. Input from this committee is used by and informs the work of the DLIT, ITS, and OVPPP. While outreach remains the responsibility of specific colleges, technology-delivered courses are factored into all on-site operations.

e. The newly established UHM Outreach College is the administrative point of contact for all distance learning programs originating at UH M-anoa. All UHM programs, colleges, and schools offering distance learning in-state or out-of-state identify lead contacts who share information on these activities with the UHM Outreach College. This unit coordinates campus distance learning activities as directed by UHM senior vice presidents.

f. University Centers at West Hawai‘i, Kaua‘i, and Maui were established by the Board of Regents to facilitate the management of intercampus cooperation to deliver demand-driven educational options to under-served populations throughout the state. While administratively assigned to the community colleges, the Centers function as system entities providing support services for all UH students pursuing post-secondary opportunities through telecommunications-assisted and/or off-site instruction within their geographical regions. The Centers’ funding supplements that of the receiving campuses, to which they are attached, and helps to cover the additional costs of supporting distance learning students. Originating campus personnel providing on-site support to students coordinate their efforts through the University Centers.
The Distance Learning Academic Support Committee, made up of librarians, learning resource personnel, and academic computing personnel, coordinates all academic support and learning resources for distance students. This group ensures consistent policies and procedures and efficient resource sharing. It also helps faculty identify academic support requirements. These requirements are made known to the Master Scheduling Group.

Action Items:

1. Senior Vice Presidents ensure that the Interim Operational Roles and Responsibilities for University of Hawai‘i Centers and Originating Campuses document is widely disseminated and included in campus-based discussions.

2. Senior Vice Presidents ensure that the roles and responsibilities assigned to specific coordinating and operating entities are discussed and expectations understood. Campus procedures are developed as needed.

3. OVPPP will continue to work closely with the university centers and other units with distance learning responsibilities to implement and refine the interim guidelines and provide policy direction.

4. Senior executives will address the staffing needed to handle system-wide coordination responsibilities.

5. Information Technology Services/Distance Learning and Instructional Technology (ITS/DLIT) will coordinate and develop technical specifications and a time line for technical upgrades to the various telecommunication systems supporting distance learning. A long-term staffing plan for operating the University’s distance learning telecommunications infrastructure will be prepared.

6. DLIT will work with OFDAS and professional development coordinators across the system to explore the feasibility of establishing a system-wide support group, such as a technology roundtable, for the sharing of best-practice information in instruction and student support areas.

7. The Distance Learning Librarians group will be expanded to become the Distance Learning Academic Support Committee and will include academic support staff from learning centers and academic computing. This group will
meet on a regular basis to coordinate the delivery of student academic support services for distance learners, develop consistent system-wide approaches to academic support needs, and coordinate with originating campuses to identify academic support needs such as library resources, computer resources, tutoring, writing labs, and study skills workshops. OVPPP and ITS will identify leadership for this group and oversee coordination.

3. Program Quality Assurance and Accreditation

The Western Interstate Commission for Higher Education (WICHE) Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs provide the overall framework for developing specific quality control procedures. The WICHE Principles have been endorsed by the Western Association of Schools and Colleges. These principles have been adapted and are hereby officially established as University of Hawai‘i policy:

a. Originating and/or home campuses are ultimately responsible for ensuring the quality of programs offered at a distance and for observing applicable accreditation standards. Because receiving sites are primarily responsible for essential support services, accreditation review processes (including timing, standards, survey instruments, etc.) are coordinated across sites.

b. Distance learning regular credit programs result in learning outcomes appropriate to the degree or certificate to be granted and are of equal rigor and breadth as those required of traditional on-campus programs.

c. Faculty are responsible for program coherence, course content, and appropriate pedagogy. Programs provide for appropriate types and levels of interaction between faculty and students and among students.

d. Programs provide for appropriate accommodations for students with special needs, using appropriate technologies.

e. Campuses provide professional development opportunities at levels appropriate to the expertise of faculty and staff involved in distance learning.

f. Originating campuses follow their established policy and procedures with respect to curriculum review.
g. Articulated courses and programs of instruction delivered via distance learning modes are covered by existing transfer and articulation agreements and procedures.

h. Faculty tenure and promotion guidelines acknowledge and reward quality teaching at a distance.

Individual Units/campuses/colleges/schools are responsible for integrating the review and monitoring of all programs (degrees/certificates) offered by the Unit through distance learning methods into normal and accepted practices for program review and curriculum oversight and for ensuring that all applicable accreditation requirements are met.

The chief academic officer of each campus is responsible for certifying that the appropriate level of oversight and quality assurance is achieved.

Action Items:

1. The President will charge Units to engage in campus-based discussions among administrators, faculty, student services, academic support, and technical support on how the campuses ensure the quality of the learning environment for the student, regardless of the instructional delivery system used. Campus administrators and faculty senate chairs take lead responsibility for these discussions. These discussions will produce as needed campus procedures that ensure quality and assurance by the chief academic officer of each campus that the appropriate level of oversight is in place.

2. OVPPP will investigate alternative instruments to provide a consistent approach to distance learning evaluation shaped by the adapted WICHE principles, addressing student support issues as well as direct instruction. These instruments will be made available to all Units for their consideration.

4. Priority Setting Criteria and the Master Schedule

The Master Scheduling Group (MSG) is responsible for developing a rolling, three-year Master Schedule of programs. The MSG will develop criteria for reviewing proposals for distance learning programs submitted by units or campuses. Needs assessments conducted by University Centers and/or campuses
in conjunction with originating units and system offices assist the priority setting process by identifying community needs.

System-wide oversight helps coordinate the offering of lower division prerequisites at the Community Colleges with upper division major courses from UH Mānoa, UH Hilo, and UH-West O'ahu. The Vice President for Planning and Policy and the Director of Information Technology Services forward the recommendations of the MSG to the Senior Vice Presidents; this group resolves any issues, agrees on a UH system distance learning master schedule, and forwards it to the President for final approval and promulgation.

a. Criteria for Distance Learning Priority Setting. Programs proposed for delivery are reviewed in accordance with the priorities listed below.

(1) First priority is given to programs responding to identified community needs in Hawai'i. These local needs are further analyzed from a statewide perspective and consider state and community workforce and economic development needs and goals. The results of formal statewide needs assessments are given special attention.

(2) The program/course is not otherwise available from UH campuses in the receiving communities, or distance delivery will make the program available to a target audience presently under-served.

(3) The program is coherent and complete; the degree or certificate is a Board of Regents-approved credential or a certificate offering delegated to and approved by the administration consistent with Board and executive policy.

(4) The program is consistent with the role and mission of the originating campus, as delineated in the UH Mission Statement, the UH Strategic Plan 1997-2007, and in Unit Academic Plans.

(5) The program plan considers the total needs of the students, e.g., library support, academic advising, prerequisites, degree of preparation, etc.

(6) Sufficient numbers of potential students have been identified throughout the state to make up a viable program cohort. Also, the program allows for
efficient resource sharing of the UH telecommunication infrastructure statewide.

(7) In-state offerings have priority over out-of-state offerings when they compete for the use of telecommunications technology and other University resources.

(8) Programs that primarily address out-of-state and regional audiences must be self-supporting or must also address in-state needs and demonstrate substantial contribution to in-state resources, e.g., funding for development of curriculum and distance learning instructional materials.

b. Development of the Master Schedule of Offerings. The MSG analyzes needs assessment data submitted by the University Centers and interested campuses, schools, colleges, or departments and identifies academic priority areas. It also considers information available on a statewide level. Members of the Scheduling Group contact units within their campus(es) to invite proposals that address priority areas. All requests to schedule courses/programs must be approved by an academic dean/provost before they will be considered by the MSG.

A three-year to four-year rolling plan is completed by May of the year before the cycle starts, e.g., if the plan starts fall 1999, the Master Schedule of Offerings is completed by May 1998. It is reviewed annually after the first iteration.

The Master Schedule of Offerings is broadly disseminated to all campus administrators, the All Campus Council of Faculty Senate Chairs (ACCFSC), student government groups, and others as appropriate. An electronic, system-wide schedule is made available on the Internet.

Action Items:

1. Promulgate as part of Executive Policy E5.204 criteria for distance learning priority setting.

2. OVPPP has established a Master Scheduling Group (MSG) and charged the group with the responsibility to:

   (a) Request needs assessment data and develop criteria for reviewing distance learning proposals;
(b) Analyze data and determine system programming priorities;

(c) Recommend to the Senior Vice Presidents a three-year to four-year Master Schedule.

F. Annual Plans and Funding

Originating units develop annual program plans, including budgets, and work with Information Technology Services to develop an annual schedule for the use of system telecommunications resources. These activities are guided by (a) established University distance learning policies (see Section III of this policy above), and (b) budget/cost assumptions that follow in this executive policy.

If needed, memoranda of agreement detail the responsibilities of originating and receiving sites. The assumption is that the University's distance learning policy framework and budget/cost assumptions are adequate for establishing mutual responsibilities except in unusual cases. Memoranda of agreement clarify responsibilities associated with unique program requirements.

Funding sources include reallocated and specifically budgeted general funds, special internal allocations, tuition, and other federal, local, and/or private support. The development of formulas/arrangements for the distribution of tuition and fee revenues within and across UH Units will provide incentives and be increasingly important for sustaining distance learning options.

1. Annual Program Plan. Upon approval of the Master Schedule of Offerings, each originating entity prepares an annual program plan, which lists the actual offerings for a given year. This annual plan is completed six months before courses begin, i.e., if classes start fall 1999, the annual plan for the first year is finalized by February 1999. Projected plans for years two and three are finalized six months in advance. This information is submitted to the MSG and is also widely distributed. The annual program plan contains:

   a. Course alpha and number and any cross-listing

   b. Semester to be offered

   c. Instructor names and phone numbers, fax numbers, and e-mail addresses

   d. Prerequisites; whether course is required for the program or an elective
e. Delivery method(s)

f. Support requirements, e.g., specialized library materials, proctoring, team supervision, e-mail access, document transfer, laboratory work (supervised or independent), software, etc.

g. Preferred schedule of days and times (first and second choices) for using video technology (normally assigned for the duration of the program)

h. Special requirements, e.g., on-site meetings, placement testing, etc.

i. Receive sites and number of students to be enrolled at each site

j. Special fees, e.g., cable license per-student charge, etc.

k. Budget/cost worksheet

2. Budget/Cost Assumptions. A cost worksheet, identifying both originating and receiving campus costs and funding sources, accompanies program plans. The cost worksheet components are provided as Attachment 4. The worksheet is prepared using the following assumptions:

a. Programs serving identified statewide needs are responsible for a statewide service area rather than their traditional geographic service area. Whenever existing load permits, distance learning classes are taught as part of the normal teaching assignment. How a distance learning class is defined and interpreted with respect to individual teaching assignment is subject to discussions between the faculty and the appropriate administrators, as provided for under Board and administrative policy and consistent with the bargaining unit contracts.

b. A class section added to accommodate distance students should be funded in the same way as a class section added to accommodate on-campus demand.

c. Faculty costs are calculated as lecturer replacement on a course-for-course basis. Step B is assumed until actual cost is known.

d. If full-time faculty are used on an overload basis, normal campus/departmental procedures are followed to determine eligibility for overload compensation.
e. To the greatest extent appropriate, faculty use distance learning technology to deliver courses.

f. For distance learning programs, off-site and on-site students should be given equal consideration, e.g., a “UH M-anoa student” is both the student physically present in a M-anoa classroom and the student registered through a University Center on another island. Similarly, it is the responsibility of the receiving site to support the legitimate needs of the student physically on its campus, notwithstanding the fact that the degree/certificate the student is pursuing will be conferred by a sister campus.

g. If programs need additional funding, the originating campus and the receiving sites collaborate on a joint request to the senior executives for that funding.

h. Given the above basic assumptions, as part of the program planning process, the originating campus/unit determines:

(1) Which distance learning classes are taught via technology, i.e., allowing on-campus classes to add distance learners via HITS or the Internet.

(2) Which courses are taught via on-site, i.e., by sending a faculty member to the receiving site or finding a qualified on-site instructor.

(3) How many additional courses/sections are scheduled to deliver the proposed program.

i. The receiving campus determines the student support resources, e.g., library, learning center, and computer center, that are extended to serve distance students. Overall, it is the responsibility of the receive site to provide sufficient services to maintain the quality of the distance learning program. Originating units work with receive sites and, as reasonable, share the responsibility for securing very specialized library and equipment needed for highly specialized programs.

3. System Technology Resource Schedule. The annual plan for each program is submitted to a working group chaired by DLIT and includes:

a. Campus media coordinators;

b. Representatives from each originating Unit (Outreach College for UHM); and
c. Representatives from each receive site (responsible for disseminating information and representing needs of academic support services, including computer support, learning resources, student services).

This working group schedules system resources, including the use of ITV resources. When conflicts arise, the same priorities used by the MSG apply. Coordination between University-wide and local programming needs, e.g., MCC staff time to support SkyBridge and HITS courses, LCC staff time to support UHWO HITS courses, is handled by this group.

Every effort is made to provide Master Schedule information early enough to allow local campus programming to incorporate the needs of system-wide programs into their schedules. To the extent possible, programs will occupy stable time slots to ease long-range scheduling. This working group will establish standard start and end times for all transmission systems.

Should unavoidable changes result in scheduling conflicts, this group will resolve such conflicts giving primacy to the needs of students and the courses they require to complete their degrees or certificates.

The system technology resource schedule is made available each semester on the Internet and sent to student services offices on all receiving and originating campuses.

Action Items:

1. Develop annual program plans; use memoranda of agreement as needed.

2. Approve and disseminate budget/cost assumptions as part of this executive policy.

3. Establish system capacity for each delivery system, i.e., given facilities, staffing, and funding, how many hours of programming a week can the system handle at each receiving site and at each origination site. Responsibility resides with ITS and MSG.

4. The University Executive Council (UEC) or a delegated entity will develop a base formula governing the distribution of general funds and tuition and fees among sending and receiving campuses consistent with this policy and with the Interim Operational Roles and Responsibilities for University of Hawai‘i Centers and Originating Campuses.
5. The Office of the Senior Vice President and Executive Vice Chancellor for M-anoa will develop a plan for distribution of tuition and fee revenues for distance learning programs internal to UH M-anoa.

4. Workload and Intellectual Property

a. Workload and intellectual property are determined in accordance with applicable state law and Board of Regents’ and administrative policy and are implemented in accordance with the terms of collective bargaining agreements.

b. Whenever existing load permits, in-state distance learning classes are taught as part of the normal teaching assignment. Special requirements associated with distance learning may be taken into consideration in determining an individual’s total workload. These include, but are not limited to, the type of technology used, the amount of prior preparation and conversion of instructional materials needed, and established campus/unit practice with respect to curriculum development activities. The determination of overload payment may be necessary and is contingent on the individual’s total assignment.

c. Recordings of classroom instruction, lecture, or other instructional or performance event produced by faculty members as part of a distance learning program are not sold or re-transmitted in future semesters except under the terms of a written agreement between the University and the faculty member.

d. In accordance with University policy, the copyright for instructional materials and courses developed and produced by faculty as “works for hire” resides with the University. Faculty own all rights to materials prepared on their own initiative.

5. External Providers and Service to Special Populations

Plans, policies, and procedures as they relate to external providers are evolving. In general, such collaboration may be considered when internal UH resources are not available to respond to demonstrated in-state needs and on a cost-plus basis for the use of the UH distance education infrastructure. As a general rule, such collaboration does not extend to brokering entire programs from external providers. All in-state and out-of-state collaborative arrangements are handled on a case-by-case
basis and require prior approval of affected UH Unit senior vice presidents.

A recent delegation to the President provides for course fees for special populations and for courses delivered to out-of-state students via telecommunications (see separate executive policy). Implementation of this policy assumes compliance with the criteria for distance learning priority setting found in IV.D and usual instructional workload requirements (see IV.F).

As the number of non-traditional accredited external providers increases, there will be requests to transfer credits earned via competency-based and other non-traditional instruction to regular UH credit programs. These are academic decisions that will be addressed by the appropriate academic entities on each campus.

Arrangements facilitating Hawai‘i’s participation in the Western Governors University continue to evolve. The University of Hawai‘i will continue to play a lead role in this new venture.

Action Items:

1. The President will promulgate a separate executive policy for implementing the Board delegation of authority relating to credit course fees.

2. All campuses will address the transfer of competency-based and other non-traditional instruction. UH-West O‘ahu and the UH Community Colleges will continue to take lead responsibility for facilitating alternative mechanisms for granting credit including assessment of prior learning options.

6. Special Assistance to Students and Enrollment Reporting

a. Financial aid. Current procedures make it difficult to verify enrollment for financial aid purposes. A UH system-wide consortium agreement that allows credits from multiple campuses to be counted toward a student’s program will facilitate financial aid eligibility. Attachment 5 includes a consortium agreement for financial aid purposes.

b. Disability Access. Reasonable modifications will be made to facilitate access to University of Hawai‘i distance learning programs and services by all qualified students with disabilities. Originating and receiving sites (along with their respective disability service programs) will work together to provide appropriate auxiliary aids and services
to those with documented disabilities. It is noted that, although distance learning often breaks down traditional barriers of time and space, technological advances place new and unforeseen demands on communication. Every reasonable effort will be made to ensure that communication with persons with disabilities is comparable to communication with others.

c. Common student registration system. A desirable function for the new system-wide student registration and information system is a university-wide transcript database. This and other common functions will help improve support for distance learners.

d. Enrollment reporting. As a general policy, the University of Hawai‘i will prepare enrollment reports that serve the two basic purposes described below. Campus enrollment and registration practices may have to be modified to facilitate implementation of this policy; timing of various changes is dependent on the establishment and systematic reporting of common data elements.

(1) Assign headcount and course enrollment information to the unit awarding the credit and/or offering the credential. In this case, distance learning enrollment information for classified students is incorporated into regular enrollment reports in the same way it is when instruction takes place entirely on-site at the home campus. This information will provide a complete picture of the instructional activity of the originating college/school.

(2) Display enrollment, course, and related information by distance learning support units (e.g., University Centers, UHM Outreach College, etc.) that facilitate distance learning enrollments and courses. This information will help answer questions such as: How many people were served by the University Center on Maui? By the UHM Outreach College?

Distance learning enrollment reporting described above requires the capacity to prepare duplicated and unduplicated counts. Thus, in addition to the usual demographic and course information collected, data is collected by receive and originating site and by mode of delivery. Other data elements may also be required.
For enrollment reporting purposes, distance learning data must be identifiable within the student registration and course information databases. At the same time, campuses ensure that documentation on official transcripts honors the fundamental University of Hawai‘i policy that the quality and standards of distance learning are comparable to those of other instructional programs of the institution.

e. Other areas. Other system-wide policies and practices that will assist distance learning students include: drop, withdrawal, and "depart without notice" practices; on-campus residency for purposes of degree completion; and common class-start and class-end times.

Action Items:

1. OVPPP convened a committee of financial aid officers, registrars, and other student services personnel who prepared a consortium agreement that allows cross-campus registrants to count appropriate credits from multiple campuses within the UH system toward full-time or part-time status for financial aid purposes. Upon promulgation of this updated Executive Policy E5.204, the Consortium Agreement becomes official University of Hawai‘i policy.

2. The system Committee on Disability Access will be convened and asked to review the provision of services for students with disabilities as these relate to distance learning. Based on this review, appropriate guidelines will be developed.

3. OVPPP and ITS will coordinate distance learning issues with the work groups developing the functional specifications for the new student information system.

4. OVPPP, with the Institutional Research Office as lead, will work with the campuses to develop consistent formats and procedures for incorporating distance learning enrollments into routine reports and to develop special reports that summarize distance learning enrollments by originating and receive sites and for the University system overall.

5. OVPSA will convene a committee to review drop, withdrawal, and "depart without notice" policies and deadlines as they impact distance learning students.
6. Campuses will be asked to review and establish common campus practices regarding program residency requirements.

IV. Delegation of Authority

There is no policy specific delegation of authority.

V. Contact Information

Office of the Executive Vice President for Academic Affairs at telephone no. 956-6897 or email evp@hawaii.edu

VI. References

- Attachments 1, 2, 3, 4, 5
- Link to superseded Executive Policies in old format <https://www.hawaii.edu/policy/archives/ep/>

Approved:

____________________________________  October 31, 2014
David Lassner  Date
President