



UNIVERSITY OF HAWAII

PRESIDENT, UNIVERSITY OF HAWAII
AND CHANCELLOR, UNIVERSITY OF HAWAII AT MĀNOA

May 27, 1998

EXECUTIVE MEMORANDUM 98-7

TO: Senior Vice President/Executive Vice Chancellor
Senior Vice Presidents/Chancellors
Senior Vice Presidents
Vice Presidents
Chancellor
Secretary of the Board of Regents
State Director for Vocational Education

SUBJECT: *REVISED EXECUTIVE POLICY E5.204, UNIVERSITY OF HAWAII, DISTANCE
LEARNING PLANS, POLICIES, AND PROCEDURES*

I am hereby officially promulgating a revised Executive Policy E5.204, "University of Hawaii'i, Distance Learning Plans, Policies, and Procedures." Originally this policy was entitled "Outreach" and promulgated in 1982; it was revised in 1992. As the University's distance learning activities have grown and developed in recent years, it became evident that our planning direction, policy base, and procedural guidelines for distance learning needed to be brought up to date and addressed in a comprehensive manner. Provisions of this revised Executive Policy E5.204 dated May 1998 are effective immediately and supersede E5.204 dated June 1992.

A supplementary document entitled "University of Hawaii'i: Frequently Asked Questions About UH Distance Learning" has also been prepared. By copy of this memo, I am ensuring broad distribution of the revised E5.204 and the Frequently Asked Questions (FAQ) to the University community. Please share and use both with internal and external audiences as appropriate. Both documents are on-line at: <http://www2.hawaii.edu/ovppp/> under Distance Education.

This revised Executive Policy E5.204 reflects an extensive consultation and review process. Revisions are briefly summarized below and cross-referenced to the executive policy. The University's goals for distance learning are clarified:

- The primary goal for distance learning at the University of Hawaii'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. The primary purpose of our distance learning effort is to provide increased access to higher educational opportunity for the people of Hawaii'i. (II)

- Another goal of distance learning is to increasingly strengthen our Asian/Pacific focus and the University's leadership role in bridging East and West. Moreover, 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. (II)

In addition, key distance learning policies address:

- **Responsibility.** Distance learning is an integral part of the mission and a primary responsibility of every campus of the University of Hawai'i system. (III, A)
- **Quality Assurance.** 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. Faculty are responsible for program coherence, course content, and appropriate pedagogy. (III,C)
- **Programming Priorities.** The University gives priority to those programs that respond to statewide public policy priorities and identified needs of the largest number of in-state students. In-state offerings have priority over out-of-state offerings. (III,F)
- **Cost to Students in Hawai'i.** The University's ongoing goal is to offer in Hawai'i distance learning instruction at a cost to the student similar to that charged by the originating unit for comparable on-campus instruction. (III,G)
- **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. (III,I)
- **Entrepreneurship.** 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. (III,J)

The revised policy also details related management activities and action items. (IV,A-H) Attachments provide supporting information regarding acronyms and definitions used in the policy (Attachment 1), the policy base for distance learning (Attachment 2), interim operational roles and responsibilities for University of Hawai'i Centers and originating campuses (previously promulgated) (Attachment 3), cost worksheet components (Attachment 4), and the consortium agreement for financial aid for distance learners (Attachment 5).

I am grateful to the many members of the University community for their thorough review and support of this policy revision. A wide array of comments and suggestions were received; all were carefully considered. The revised policy now being promulgated will better guide the University's continuing commitment to a vigorous distance learning effort.

May 27, 1998

We recognize that there are distance learning issues still to be addressed and new issues that will emerge as information technology and telecommunications capabilities continue to advance. This revised policy reflects plans, policies, and procedures appropriate for today. As our distance learning programs and services expand and take advantage of future developments, we will necessarily revisit our policies and procedures.

Your support and assistance in implementing the provisions of this revised policy are critical to its success. In particular, I call upon campus administrators and faculty senate chairs to engage in campus-based discussions involving faculty, student services, academic support, and technical support personnel on how campuses can advance the goals and policies promulgated here. I encourage your creativity and commitment to ensure that distance learning at the University of Hawai'i thrives as an exemplary effort to provide access to quality academic programs to citizens of the State of Hawai'i, the Pacific Rim, and the global community.



Kenneth P. Mortimer
President, University of Hawai'i, and
Chancellor, University of Hawai'i at Mānoa

Enclosures

c: BOR Chairman David B. Ramos
UH Mānoa, UH Hilo, UH-West O'ahu Deans and Directors
UH Community College Provosts
Faculty Senates Chairs, All Campuses
Student Government Organizations, All Campuses
Collective Bargaining Units' Leadership

Prepared by the Office of the Vice President for Planning and Policy
with the assistance of the System Academic Affairs Council.
This replaces E5.204 dated June 1992.

UNIVERSITY OF HAWAII

Executive Policy - Administration

May 1998

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E5.204 University of Hawai'i Distance Learning Plans, Policies, and Procedures

I. INTRODUCTION

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 ~~5.2d~~ ⁵⁻¹⁰).

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.

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.

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.

II. GOALS FOR DISTANCE LEARNING

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.

Board Policy

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.

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.

III. SYNOPSIS OF DISTANCE LEARNING POLICIES

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).

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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.

IV. DISTANCE LEARNING MANAGEMENT ACTIVITIES AND ACTION ITEMS

A. 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.

B. 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.

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

Updated

shape the overall directions for distance learning program development, lead responsibilities fall naturally to Units in accordance with their mission and resources.

UH Mānoa has lead responsibility for most graduate and professional programs and a wide range of baccalaureate programs that are unique to the Mānoa 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.

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.

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1. 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.

2. Receive Sites

UH to coordinate closest to system

- 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.

3. 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.

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.

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.

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

1. **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.
2. **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.

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Academic Technology

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.

3. **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.

4. **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.

5. The newly established **UHM Outreach College** is the administrative point of contact for all distance learning programs originating at UH Mānoa. All UHM programs, colleges, and schools offering distance learning in-state or out-of-state identify lead contacts who share information on these

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activities with the UHM Outreach College. This unit coordinates campus distance learning activities as directed by UHM senior vice presidents.

6. **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.
7. **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.

C. 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:

1. 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.
2. 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.
3. 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.
4. Programs provide for appropriate accommodations for students with

Accreditation

special needs, using appropriate technologies.

5. Campuses provide professional development opportunities at levels appropriate to the expertise of faculty and staff involved in distance learning.
6. Originating campuses follow their established policy and procedures with respect to curriculum review.
7. Articulated courses and programs of instruction delivered via distance learning modes are covered by existing transfer and articulation agreements and procedures.
8. 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.

D. 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.

1. Criteria for Distance Learning Priority Setting. Programs proposed for delivery are reviewed in accordance with the priorities listed below.
 - a. 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.
 - b. 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.
 - c. 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.
 - d. 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.
 - e. The program plan considers the total needs of the students, e.g., library support, academic advising, prerequisites, degree of preparation, etc.

Academic Planning

Need coordination so services are available

- f. 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.
- g. In-state offerings have priority over out-of-state offerings when they compete for the use of telecommunications technology and other University resources.
- h. 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.

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Programs

2.

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;

"Catalog of distance programs"

- (b) Analyze data and determine system programming priorities;
- (c) Recommend to the Senior Vice Presidents a three-year to four-year Master Schedule.

E. 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 Mānoa student" is both the student physically present in a Mānoa 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 Mānoa will develop a plan for distribution of tuition and fee revenues for distance learning programs internal to UH Mānoa.

F. Workload and Intellectual Property

1. 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.
2. 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.
3. 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.
4. 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.

G. 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).

*MOOL(S)
Copyright
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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.

H. Special Assistance to Students and Enrollment Reporting

1. 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.
2. 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.
3. 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.

ADA

4. 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.
 - a. 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.
 - b. 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?

IPAD
Dist. ed
enrollments
by
course type

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.

5. 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.

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University of Hawai'i Distance Learning

Acronyms & Definitions

historical page

University of Hawai'i Distance Learning Acronyms & Definitions

The following acronyms and definitions are used in the Distance Learning Plans, Policies, and Procedures.

Acronyms

UH Mānoa (UHM)

UH Community Colleges (UHCC)

UH Hilo (UHH)

UH-West O'ahu (UHWO)

University Executive Council (UEC)

Information Technology Services (ITS)

The Distance Learning and Instructional Technology (DLIT)

Hawai'i Interactive Television System (HITS)

Master Scheduling Group (MSG)

Office of the Vice President for Planning and Policy (OVPPP)

UHM College of Continuing Education & Community Service (CCECS)

UHM Summer Session (UHM SS)

UHM Office of Faculty Development and Academic Support (UHM OFDAS)

Definitions

1. Distance Learning:
 - a. 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.

- b. 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.
2. Regular Credit Courses: Those courses offered for academic credit applicable toward a certificate, degree, or diploma.
3. University of Hawai‘i Major Units: The major segments of public higher education in Hawai‘i—UH Mānoa (UHM), UH Community Colleges (UHCC), UH Hilo (UHH), and UH-West O‘ahu (UHWO).
4. 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.
5. 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.
6. 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.
7. 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.

8. 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.
9. Components of Distance Learning. The specific components of the University of Hawai'i distance learning effort are:
 - a. Undergraduate, post-baccalaureate, and graduate credit courses and programs made available at sites other than or in addition to the originating campus.
 - b. 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.

10. 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.

*The non-credit courses offered by the Campus Center Board at UHM are not included under this policy because they are restricted to UHM regular students and staff and are not part of the University's regular instructional and research program.

University of Hawai'i Distance Learning

Distance Learning Planning and Policy Base

University of Hawai'i Distance Learning

Distance Learning Planning and Policy Base

A. Early Commitment

The University of Hawai'i has a long-standing commitment to serving statewide needs for high demand programs. Before the advent of distance learning technologies, outreach instruction needs of students in under-served parts of the state, including the neighbor islands, were addressed by faculty who traveled to teach compressed or "weekend college" courses. More recently, technologies such as the SkyBridge interactive television system on Maui, the statewide Hawai'i Interactive Television System (HITS), and cable television educational access channels have greatly expanded the University's ability to provide access to on-campus offerings. In addition, satellite education centers, such as the Leeward Wai'anae Center, were established to serve particular, geographically isolated regions.

The University of Hawai'i also has a long history of providing learning opportunities in the Pacific region including, for example, the American Samoa Territorial Teacher Training Assistance Program (TTTAP) which began in 1980.

While such on-site efforts continue, the rapid growth in the capabilities of distance learning technology to deliver and improve the quality of instruction prompts a reexamination of distance learning policy. In the past and for the future, the primary goal is to improve access by all the people of the state to public post-secondary education by serving more students cost-effectively.

B. UH Strategic Plan Context for Distance Learning

The recently adopted *University Strategic Plan 1997-2007* acknowledges the escalating demand for meaningful access to post-secondary education in traditionally under-served regions of the state and the University's mission beyond state boundaries.

1. While all five goals of the UH Strategic Plan provide a foundation for distance learning, the first four are particularly relevant. They are:
 - a. *Providing Access to Quality Educational Experiences and Service to the State.*
 - b. *Implementing Differentiated Campus Missions and Functioning as a System.*
 - c. *Continuing to Champion Diversity and Respect for Differences.*

- d. *Strengthening the University as the Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing Its International Leadership Role.*
2. Strategic Plan Planning Principles make clear the University's commitment to distance learning.
 - a. *Responsiveness to State Needs. In keeping with its land-grant mission, the University of Hawai'i system will continue to be responsive to state needs within available resources.*
 - b. *Access, Distance Education, and Technologies. The point of access to the University system will be based on prior student preparation. Distance education will be used to reach more students throughout the state and region. Emerging technologies, information access, and networks will assist student learning and research and improve service delivery and administrative operations.*
 3. Strategic Plan Action Strategies set forth implementation actions that deliver on the University's commitment to distance learning.
 - a. *Manage intercampus cooperation and deliver demand-driven educational options to under-served populations on the neighbor islands and in West O'ahu, using campus-based and/or distance education delivery means, and provide the needed administrative, student, and faculty support services.*
 - b. *Re-engineer institutional and student support services, including a common student database for operational transactions. Use information technologies to improve access to the full range of institutional databases for management and planning purposes.*
 - c. *Provide and support UH system-wide and campus-specific library and electronic information services to preserve and develop collections and enhance the academic programs of all UH students, regardless of their place of attendance.*
 - d. *Develop an on-line catalog of electronically delivered courses available from the campuses of the University system.*
 - e. *Explore the possibility of establishing an "open university" or "virtual university" component of the University of Hawai'i system, and determine the placement of this unit within the system. Within accreditation standards, consider the use of alternatives such as: mentoring and individualized degree study; advanced standing that grants college credit for prior learning; learning contracts; telecommunicated learning*

- resources; and the delivery of courses/programs on a cost-reimbursable basis.*
- f. *Develop a time line and financial strategy for updating and implementing strategic plans for information technology and distance education.*
 - g. *Provide relevant education and training to those who will assume positions of responsibility and leadership in the region and world.*
 - h. *Develop affiliation, exchange, and/or collaborative arrangements that promise to advance instructional and research priorities and benefit students; continue cooperative arrangements with the East-West Center.*
4. The assumptions of the Strategic Plan acknowledge the effect of the continuing demand for distance learning on the overall mission of the University of Hawai'i system. They set the context for more specific policies and procedures.
- a. *The demands on the University to expand access sites and respond to the geographic areas of the state lacking ready access to post-secondary education will not abate.*
 - b. *Telecommunications, computing technology, and integrated library and information services will continue to advance at a rapid pace, offering opportunities for profound change in how the University carries out its instruction and research missions, manages the total enterprise, and responds to distance education and information needs.*
 - c. *Collaboration and working cooperatively as a system will accomplish more than autonomous campus efforts. An effective system assumes dual responsibilities by all to nurture system synergies and enhance campus strengths. The University of Hawai'i will continue to be a multi-campus state university system composed of Units with distinct, yet coordinated, missions governed by a single Board of Regents.*
5. Other relevant distance learning planning and policy references include the *Interim Operational Roles and Responsibilities for University Centers and Originating Campuses* (May 13, 1997 agreement signed by senior executives) provided separately as Attachment 3 and the following documents.
- a. University of Hawai'i Mission Statement (November 1996).
 - b. BOR Outreach policy (BORP Section 5-2d).
 - c. Board Teaching Assignments for Instructional Faculty policy (BORP Section 9-16).
 - d. Administrative Teaching Assignment policy.
 - e. Board policy on Program Approval (BORP Section 5-1.a(2)).
 - f. Executive Policy E5.201 on Program Approval.
 - g. Board policy on University Centers (BORP Section 5-2g).

University of Hawai'i Distance Learning

**Interim Operational Roles and Responsibilities for University Centers and
Originating Campuses**



UNIVERSITY OF HAWAII

PRESIDENT, UNIVERSITY OF HAWAII
AND CHANCELLOR, UNIVERSITY OF HAWAII AT MANOA

June 19, 1997

MEMORANDUM

TO: Senior Vice President and Executive Vice Chancellor
Senior Vice Presidents and Chancellors
Senior Vice President
Vice Presidents
System Directors
Secretary of the Board of Regents
State Director for Vocational Education

FROM: Kenneth P. Mortimer *Kenneth P. Mortimer*
President, University of Hawai'i and
Chancellor, University of Hawai'i at Mānoa

**SUBJECT: Interim Operational Roles and Responsibilities for University Centers
and Originating Campuses**

Attached is a memorandum of agreement establishing a set of Interim Guidelines governing the roles and responsibilities of University Centers, originating campuses and relevant system offices. This document was developed as part of the planning effort relating to distance education and University Centers. It provides operational guidance consistent with the goals and objectives established in Board of Regent's (Section 5-2) and Executive Policy (E5.204).

I hereby officially promulgate these guidelines with the understanding that they will be reviewed on an as-needed basis and will eventually be incorporated into on overall planning and policy framework for distance education at the University of Hawai'i.

I appreciate your support and assistance in implementing this agreement.

Attachment

c: Board of Regents Chair Lily K. Yao
Board Secretary Dan Ishii
Faculty Senate Chairs, All Campuses

**UNIVERSITY OF HAWAI'I CENTERS
MEMORANDUM OF AGREEMENT**

May 13, 1997

Preamble:

The University of Hawai'i Centers were established by Board of Regents action in June 1996. University Centers are not separately accredited, nor do they offer degrees or certificates. Their program offerings derive accredited status because they are provided by accredited UH campuses. Thus, they perform a brokering role to bring together resources to fulfill the identified educational needs of the community. This collaborative structure for distance learning in the University of Hawai'i system requires clearly understood roles and expectations of originating and receiving sites, as well as facilitation responsibilities on the system level.

STATEMENT OF AGREEMENT

Consistent with the goals and objectives established in Board of Regent's Policy Section 5-2, Instruction, part g, and University Executive Policy E5.204, we, the undersigned, agree to the following principles.

The **Interim Operational Roles and Responsibilities for University of Hawai'i Centers and Originating Campuses (Appendix A)** will serve as operational guidelines providing a framework for roles and expectations of originating campuses, receiving sites, and appropriate system offices in the operation of University Centers.

The guidelines will be reviewed on an as-needed basis, and any additional, specialized requirements necessary to deliver particular programs will be appended.

The guidelines will be tested, evaluated, and modified as necessary over the next academic year.

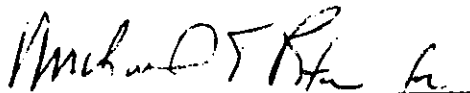
SIGNED ON THIS DAY:



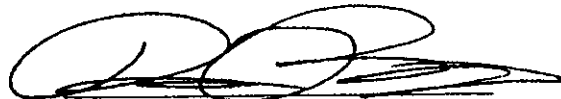
Carol M. Eastman
Senior Vice President and Executive Vice Chancellor
UH Mānoa



William A. Pearman
Interim Senior Vice President and Chancellor
UH Hilo



Joyce S. Tsunoda
Senior Vice President and Chancellor
UH Community Colleges



Bruce W. Bergland
Executive Vice Chancellor
UH-West O'ahu

INTERIM OPERATIONAL ROLES AND RESPONSIBILITIES FOR UNIVERSITY OF HAWAI'I CENTERS AND ORIGINATING CAMPUSES

The University of Hawai'i Centers were established by Board of Regents (BOR) action in June, 1996. The Center establishes a permanent University of Hawai'i presence in a community that otherwise lacks access to programs offered elsewhere in the UH system. The Center is a site at which qualified students who are unable to travel to a specific UH campus can enroll in courses or credential programs that are offered by one or more of the University's accredited institutions.

While the primary purpose of University of Hawai'i Centers is instructional, they may also serve as the receive site for various research and/or public service programs. University of Hawai'i Centers are assigned for administrative purposes to existing University campuses. University of Hawai'i Centers are neither separately accredited, nor do they offer degrees or certificates. Their program offerings derive accredited status because they are provided by accredited UH campuses. Therefore, it is important that instruction and support services be delivered with the quality to assure continued accreditation of the campus delivering the program.

University Centers operate within the framework of established policies and procedures, including: Board of Regents Policies, Section 5-2g; and the University Executive Policy E5.204. Within this policy framework, the University Council of Senior Executives (CSE) has the responsibility for outreach policy coordination, including implementation and policy revision, and approving a prioritized list of credit outreach programs to be delivered. The Office of Information Technology is responsible for coordinating, scheduling, and ensuring the effective use of technologies such as the Hawai'i Interactive Television System (HITS) and cable television. Additionally, all UH campuses have a shared responsibility for ascertaining the need for and ensuring the delivery of outreach credit and non-credit instruction.

This paper is intended to clarify the core operational responsibilities among the various University of Hawai'i campuses and the University of Hawai'i Centers that will be cooperating in the delivery of courses, programs, and services. It also points out certain key issues requiring system level discussion, e.g., prioritization and allocation of such system resources as telecommunication technology, publication of an integrated catalog, and linkage to overall system planning.

These guidelines will be reviewed on an as-needed basis, and formal agreements among the Senior Vice Presidents of the University Units responsible for administering and delivering programs through each Center shall be executed. These agreements will assume a commitment to abide by the responsibilities detailed below and, as needed, will describe any additional, specialized requirements, that may be necessary to assure successful delivery of programs and services.

The following is a description of the core operational functions that must be carried out in order for a Center to function in an efficient and effective manner.

Operational Functions	University of Hawai'i Center	Originating Campuses	System Facilitation
<p>Planning</p>	<p>Administer periodic community needs assessments to determine future programming requirements and provide results to all UH Units</p> <p>Coordinate the creation of a Center multi-year development plan, including prospective programs</p> <p>Update multi-year development plan to reflect changing community needs and available resources</p> <p>Participate in the formulation of a multi-year plan of programs to be offered at the Centers</p> <p>Support the acquisition of general infrastructure resources necessary to deliver specific degree programs. (See Academic Support, Student Services Support and Institutional Support sections below for specific examples.)</p>	<p>Participate in the community needs assessments for specialized programs</p> <p>Participate in the creation of the Centers' multi-year development plans</p> <p>Participate in the formulation of a multi-year plan of programs to be offered at the Centers</p> <p>Solicit from programs, which may be offered, the resource requirements necessary to deliver their degree programs at a specific Center or Centers</p> <p>Following established campus procedures for oversight, determine the appropriateness and feasibility of offering specific programs at selected Centers</p> <p>Acquire the resources necessary to deliver specific degree programs at selected Centers</p> <p>Secure WASC (or other accrediting body) permission to operate off-site, if required, or to offer a level of degree not currently approved within the campus' present accreditation</p>	<p>Coordinate system-wide meetings and participate in the formulation of multi-year plans for programs to be offered at all Centers, with the final decision residing with the Council of Senior Executives</p>

Operational Functions	University of Hawai'i Center	Originating Campuses	System Facilitation
Planning		Examine campus academic policies and modify as appropriate to meet the needs of students at University Centers, as well as ensure the integrity of its programs offered at Centers. Ultimately, the integrity of the credential offered resides with the originating campus	
Instruction Scheduling	<p>Participate with the other Centers and originating campuses in the development of a schedule of future offerings to assure delivery of complete programs, including access to pre-requisites</p> <p>Designate the specific facilities and academic support resources for each program to be offered</p> <p>Coordinate availability of appropriate pre-requisite courses</p>	<p>Participate with Centers and other originating campuses in the development of a schedule of future offerings to assure delivery of complete programs, including appropriate pre-requisites</p> <p>Determine the delivery requirements and mode (e.g., on site, HITS, etc.) of specific programs to be delivered</p>	Coordinate and finalize the system HITS schedule and work with the Centers to make available a consolidated schedule for each center
Program Delivery	<p>Provide regular publicity for Center programs and services</p> <p>Coordinate with the originating campuses in marketing programs and services</p>	<p>Acquire qualified faculty and offer program as per agreed schedule</p> <p>Coordinate with the Centers in marketing programs and services</p>	

Operational Functions	University of Hawai'i Center	Originating Campuses	System Facilitation
<p>Program Delivery</p>	<p>Publish a comprehensive class schedule for each term</p> <p>Support requirements of sending unit to provide adequate opportunities for student/faculty interaction</p> <p>Establish, maintain, support, and upgrade suitable instructional facilities and schedule their use to meet program delivery requirements</p> <p>Make required academic support services available to students and faculty to meet program delivery requirements</p> <p>(See also Academic Support section)</p>	<p>Deliver quality instruction according to the standards established by the respective accrediting bodies</p> <p>Provide students with the opportunity to meet individually with faculty, either on-line, via television, via telephone, or in person, on a scheduled basis</p> <p>Coordinate with Centers to deliver required academic support services in an efficient and timely manner</p> <p>(See Academic Support section)</p>	
<p>Program Assessment</p>	<p>Collect student, class, and enrollment data, and publish a summary report of Center activities each term</p> <p>Facilitate the administration of student evaluations of teaching each term and transmit to originating campus</p>	<p>Develop and implement a program review process unique to the needs of outreach programs</p> <p>Prepare, as needed, assessment reports to meet requirements of the University and WASC or other external accrediting body</p>	<p>Develop system-wide data collection requirements and standards</p> <p>Collect and consolidate student, class, and enrollment data, and integrate</p>

Operational Functions	University of Hawai'i Center	Originating Campuses	System Facilitation
<p>Program Delivery</p>	<p>Publish a comprehensive class schedule for each term</p> <p>Support requirements of sending unit to provide adequate opportunities for student/faculty interaction</p> <p>Establish, maintain, support, and upgrade suitable instructional facilities and schedule their use to meet program delivery requirements</p> <p>Make required academic support services available to students and faculty to meet program delivery requirements</p> <p>(See also Academic Support section)</p>	<p>Deliver quality instruction according to the standards established by the respective accrediting bodies</p> <p>Provide students with the opportunity to meet individually with faculty, either on-line, via television, via telephone, or in person, on a scheduled basis</p> <p>Coordinate with Centers to deliver required academic support services in an efficient and timely manner</p> <p>(See Academic Support section)</p>	
<p>Program Assessment</p>	<p>Collect student, class, and enrollment data, and publish a summary report of Center activities each term</p> <p>Facilitate the administration of student evaluations of teaching each term and transmit to originating campus</p>	<p>Develop and implement a program review process unique to the needs of outreach programs</p> <p>Prepare, as needed, assessment reports to meet requirements of the University and WASC or other external accrediting body</p>	<p>Develop system-wide data collection requirements and standards</p> <p>Collect and consolidate student, class, and enrollment data, and integrate</p>

Operational Functions	University of Hawai'i Center	Originating Campuses	System Facilitation
	<p>Establish, operate, and maintain suitable telecommunications resources, including: telephone, FAX, connectivity to HITS and satellite TV, electronic mail, the World-Wide Web, etc.</p> <p>Make training in the use of the necessary technology available to enrolled students</p>	<p>manner (planning stage)</p> <p>Make appropriate use of the available technologies to deliver instruction and communicate with students</p>	<p>data, and video requirements</p> <p>Coordinate the development and implementation of system-wide technical standards for telecommunications infrastructure for hardware and software</p>
Learning Resources	<p>Provide access to Learning Resource Center support. These services might include tutoring, testing, exam proctoring, writing clinics, duplication, special needs, etc.</p>	<p>Support Centers' LRCs with specialized resource requirements and ensure timely transmission of class materials for duplication or distribution</p>	<p>Establish policies and procedures re: fair use for instructional materials on DL technologies (HITS, cable, WWW)</p>
Professional Development	<p>Coordinate with originating campuses to provide appropriate professional development opportunities for faculty and staff involved with programs offered at University Centers, including Center staff</p>	<p>Assess needs and deliver professional development resources for faculty and staff involved in programs offered at University Centers</p>	<p>Support the development and delivery of professional development resources, especially in the effective use of system technology resources such as HITS</p>

Operational Functions	University of Hawai'i Center	Originating Campuses	System Facilitation
<p>Student Services</p> <p>Admission, registration, student records</p>	<p>Distribute and collect student applications for program admission and forward to appropriate office</p> <p>Operate an on-site registration process for all admitted students</p>	<p>Provide a single point-of-contact to resolve student concerns and program changes in a timely manner</p> <p>Review student applications and admit qualified students</p> <p>Provide Centers with a current list of admitted students</p>	<p>Assure that the needs of distance learning students and University Centers are included in on-going system consideration of a student information system</p> <p>(See also Assessment Data collection)</p>
<p>Advising and Counseling</p>	<p>Provide general academic information, counseling, and guidance services to students and prospective students</p> <p>Provide access to appropriate telecommunications or other resources to support adequate counseling and advising interaction for enrolled students</p> <p>Coordinate with other units to identify and provide support for students with special needs</p>	<p>Provide Centers with up-to-date, general program information including logistical information re: operation of the courses (e-mail needed, electronic transfer of documents, WWW info, etc.)</p> <p>Provide specialized program information, counseling and guidance to enrolled students</p> <p>Coordinate with Centers to identify and provide support for students with special needs</p>	
<p>Financial Aid</p>	<p>Collect student financial aid applications and distribute to appropriate campus personnel</p>	<p>Determine eligibility for and provide student financial aid to students who meet application requirements</p>	

Operational Functions	University of Hawai'i Center	Originating Campuses	System Facilitation
Financial Aid		<p>Monitor continuing eligibility of students</p> <p>Track last date of attendance and check disbursement. The originating campus is responsible for maintaining campus eligibility</p>	
Student life	<p>Provide students with an opportunity for organized input into matters relative to quality of life in the Center</p> <p>Provide and publicize a mechanism for reporting student concerns re: discrimination, sexual harassment, and any other EEO/AA issue</p>	<p>Provide students with an opportunity for organized input into matters relative to academic quality in the programs delivered through the Center</p>	
<p>Institutional Support</p> <p>Administra- tion</p>	<p>Appoint an individual to act as director to provide leadership in the development and operation of the Center</p> <p>Provide secretarial and clerical support to facilitate the operation of the center</p>	<p>Appoint an individual as a point of contact for all programs and services being delivered at the Centers</p>	<p>Initiate and facilitate discussion on an appropriate mechanism for promoting system collaboration</p>
Operations	<p>Establish and maintain an annual operating budget to</p>	<p>Budget to cover the direct cost of program delivery,</p>	<p>Develop annual schedules of</p>

Operational Functions	University of Hawai'i Center	Originating Campuses	System Facilitation
<p>Operations</p>	<p>cover the costs associated with the delivery of Center support services and facilities</p> <p>Establish, maintain, and update suitable instruction and administrative facilities, including: office space, classrooms, other work spaces, and instructional equipment</p> <p>Provide for appropriate security during the hours of Center operation</p> <p>Provide for the collection, accounting, and appropriate disbursement of student tuition and fees, state general funds, and other monies according to agreements between and among originating campuses and University Centers or established University policies</p>	<p>Including: faculty salaries, faculty travel, specialized supplies and equipment, instructional materials, databases, library resources, software, etc., not normally available at the Centers</p>	<p>Information routinely needed from University Centers and coordinate preparation of agenda items for the CSE as needed</p> <p>Oversee the distribution of Alternative Delivery Funds to support operations and encourage innovations in distance learning</p>

University of Hawai'i Distance Learning

Cost Worksheet Components

University of Hawai'i Distance Learning

Cost Worksheet Components

The purpose of the Program Cost Worksheet is to provide originating campuses, receiving sites, and the Master Scheduling Group (MSG) with information for planning. Both tuition revenues and expenditure projections should be included and any balance or shortfall clearly noted. Receiving sites, especially University Centers, have responsibilities for the support of distance learning programs; therefore their funding and expenditures should be displayed on the worksheet. The joint development of the cost worksheet is particularly important so that both originating and receiving sites have sufficient time to budget for expenses.

Projected Revenue

Expected revenues from tuition and fees are projected based on:

1. Total number of classes and credits to be offered, by semesters, including any summer classes.
2. Of the total classes, the number of classes and credits that require lecturers or overload for FT faculty.
3. Number of students needed to make up a viable group across multiple sites.
4. Tuition rates per credit hour based on the BOR-approved schedule for the originating campus. Any approved tuition increases should be shown.
5. Projected number of students for each year of the program, taking into account projected attrition rates.

In-load and in-kind support provided by the originating and receiving campuses should also be noted, e.g., those classes that will be taught in-load by regular faculty. These calculations should be directly linked to the expenditure worksheet.

Projected Expenditures

Projected expenditures should be consistent with the revenue information based on the projected number of classes to be offered and students enrolled. Separately identify all funding, i.e., general funds, special funds (tuition), and any other funding, that might be available. Budget items should include, but are not limited to:

1. Personnel
 - a. All Instructional faculty -note separately those charged to tuition revenues, and

those teaching in-load and funded by state general funds or other funds. Additional faculty costs, i.e., classes that cannot be taught in-load, are calculated as lecturer replacement on a class-by-class basis at Step B, until actual costs are known. If full-time faculty are used on an overload basis, normal campus/departmental procedures are followed to determine and document eligibility for overload compensation.

- b. Other faculty or staff assigned to the program, e.g., certain classes may require on-site supervision (clinicals, student teaching, lab sections).
- c. Teaching assistants, student help, clerical support, etc.

2. Fringe Benefits

If lecturers, overload or other personnel will be charged to special funds, funds must be budgeted to cover fringe benefits.

3. Instructional Materials and Supplies

- a. Consider such costs as duplication and distribution of instructional materials, specialized reference and resource materials, specialized software, specialized hardware, etc.
- b. Consider costs shared between originating and receiving site, e.g., handouts that are made accessible on the Internet that may be printed by students on their own; these may impact receive site equipment and paper, but make minimum demands on staff time.
- c. Consider system-wide resource acquisition, where appropriate, e.g., system site licensing of software or on-line databases.

4. Communication

Include anticipated costs for telecommunication, e.g., long distance telephone, faxing, provision of an e-mail connection for all faculty involved, etc.

5. Travel

Classes conducted through HITS often benefit from at least one on-site visit. The program should seek advice from the instructional designers and support staff at the Distance Learning and Instructional Technology office.

6. Needs Assessment

Receiving sites have primary responsibility for needs assessment in their communities.

7. Recruitment and Marketing

Collaboration among originating and receiving sites is essential for successful recruiting and marketing of programs. Costs may include printing and duplication, travel, evening HITS usage, etc.

8. Other

Other costs might include assigned time provided to faculty for preparation or conversion of traditional classes to a telecommunicated delivery format, CCECS coordination charges for UHM programs, etc.

Projected Funding Shortfall

Once a program has been approved and scheduled for delivery by the MSG, and should projected expenditures exceed available funding, originating and receiving campus administrators will prepare a joint request to their respective senior executives specifying the additional funds needed. The MSG will assist them in preparing such a proposal and will forward both the Master Schedule and any funding requests to the senior executives. If other funding is sought, e.g., federal or local government grants, the MSG may also be called upon for assistance, as appropriate.

Program Fund Balances

Should projected tuition revenues exceed additional costs, i.e., those costs not covered by the in-kind contributions of originating and receiving sites, these revenues are to be distributed 80% to originating campus and 20% to receiving sites.

University of Hawai'i Distance Learning

Consortium Agreement for Financial Aid for Distance Learners

University of Hawai'i Distance Learning
Consortium Agreement for Financial Aid for Distance Learning

Purpose

Establish procedures that facilitate the financial aid process for students taking distance learning courses and/or students approved for concurrent registration in courses at the University of Hawai'i campuses.

Definitions

1. The Home Institution is the institution at which the student is classified as a degree-seeking student. A student may be eligible for financial aid at only one Home Institution at any given time.
2. The Host Institution(s) is/are the campus(es) other than the Home Institution from which the student may take courses which count toward completion of the Home Institution's degree program. Host Institutions do not grant financial aid to distance learning students.
3. For the purposes of this agreement,
 - a "distance learning student" refers to a student enrolled in courses delivered via outreach or technology-mediated instruction by campuses other than the student's Home Institution;
 - "students approved for concurrent registration" refers to those students who possess and are able to present (upon request) a completed and signed University of Hawai'i Concurrent Enrollment Application form;
 - "multiple campus registrants" refers to those students who enroll concurrently at more than one UH campus without completing either the Concurrent Enrollment Application or the Application for Approval of Distance Learning Courses for Financial Aid Purposes form or both. This agreement does not apply to Multiple Campus Registrants.

General

1. In order for courses taken from Host Institutions to be calculated into financial aid awards, students must complete the Concurrent Enrollment Application form and/or the Application for Approval of Distance Learning Courses for Financial Aid Purposes.
2. The student shall be assessed the UH BOR-approved tuition and appropriate fees of the campus offering the particular course(s). The annual "Guidelines for the Establishment of Student Budgets To Be Used in the Awarding of Financial Aid" (as determined through UH financial aid procedures) shall be the basis for determining cost(s) of attendance.

3. The student shall pay tuition to the campus offering the course(s).
4. The student shall be responsible for informing the Home and Host Institutions of enrollment at other campuses and any changes thereto and for completing necessary forms.
5. Students must enroll for at least one course each term at the Home Institution in order to continue to be considered enrolled in a degree program at that institution. However, subject to Home Institution operating procedures, required minimum credit hours for which a student must be enrolled at the Home Institution may vary.
6. If necessary, for any and/or all request(s) for enrollment verification, the student shall be responsible for submitting to the Registrar at the Home Institution, proof of enrollment at campuses other than the Home campus.
7. The student shall be responsible for requesting that official transcripts be sent from the Host Institution(s) to the Home Institution.
8. The Host Institution shall provide information and assistance to the Home Institution, in order to assure compliance with all applicable Financial Aid regulations.

Home Institution

1. The Home Institution's Financial Aid Office shall be responsible for determining eligibility and awarding student financial aid. Enrollment for courses which are applicable to the student's degree program at the Home and Host Institutions shall be considered in the financial aid award.
2. The Home Institution's Financial Aid Office shall be responsible for disbursing financial aid and may seek the assistance of the Host Institution's Financial Aid Office and/or University Center staff.
3. The Home Institution's Financial Aid Office shall be responsible for monitoring the student's continued eligibility for aid with the assistance of the Host Institution and the University Center(s).
4. The Home Institution's Financial Aid Office shall assure that federal financial aid funds are properly refunded to the appropriate accounts should the student completely withdraw prior to the end of the term.
5. Contingent upon student's presentation of proof(s) of enrollment, the Home Institution shall certify enrollment for all courses taken at the Home and Host Institution(s).

Host Institution

1. The Host Institution shall assist in the verification of enrollment and shall provide the student's grades, tuition and fee charges, and other relevant information to the Home Institution.
2. The Host Institution shall inform the Home Institution's Financial Aid Office, on a timely basis, if the student drops courses or completely withdraws. Should the student drop classes or withdraw during the refund period, the Host Institution shall send the refund to the Home Institution to be returned to the federal financial aid accounts as required by federal regulations.
3. In the case where a student may have officially or unofficially withdrawn, the instructor(s) may be asked to provide the Home Institution with the last date of contact (for example, based on the date of exams, submission of assignments, records of attendance, tutorials, computer-assisted instruction, counseling, academic advisement or study group attendance, etc.).

UNIVERSITY OF HAWAII
Frequently Asked Questions About UH Distance Learning

For a full explanation of the University of Hawaii's distance learning policy, please see Executive Policy E5.204: Distance Learning Plans, Policies, and Procedures. The following provides highlights by answering frequently asked questions about distance learning at the University. Both E5.204 and this Q&A document are available on-line at: <http://www2.hawaii.edu/ovppp/>.

1. What is distance learning?

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

2. What is the goal of UH's distance learning effort?

The goal of distance learning at the University of Hawaii is to expand access to quality higher educational opportunities to Hawaii citizens and to those beyond the boundaries of the state. The primary goal is to provide service to the state and is expressed as follows:

Providing access 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 and training but are unable to attend the UH campus offering their program of choice.

Distance learning outside the state is also an important University goal. Distance learning will increasingly strengthen the University's Asian/Pacific focus, positioning UH as the premier institution of higher education in the Pacific Basin. The use of the Internet will increasingly blur distinctions between in-state and out-of-state distance learning but will not change UH's primary responsibility to serve the people of Hawaii.

3. Why is distance learning important at this time?

Recent advances in telecommunications technologies provide the UH with tools to serve state needs by expanding our geographic reach. The possibilities now available to UH make delivery to off-campus and previously under-served populations more feasible. Currently, the UH is facing increasing competition from out-of-state institutions and private organizations to serve Hawaii's educational needs. It is in this context that the UH seeks to expand access within Hawaii and to share UH's special strengths beyond state boundaries.

4. *Whose responsibility is distance learning?*

Distance learning is an integral part of the mission of every campus of the UH system. It is a coordinated effort in which collaboration and cooperation are critical to ensure effective and efficient course and program delivery, facets of which span the full range of student and faculty support services. Facilitating this collaboration is one of the most difficult tasks facing the UH. Provision of the full complement of student support services requires extensive coordination and cooperation among the originating campus, the receive site, and all instructional and support units. Increased inter-campus cooperation among the ten primary UH campuses, educational centers, and the University of Hawai'i centers will facilitate course delivery and provision of appropriate and adequate faculty, staff, and student support by existing units. Those delivering courses and programs solely on-line bear responsibility for ensuring similar services.

5. *Do certain programs bear a special responsibility for distance learning?*

Yes. Unique programs that respond to Hawai'i's public policy priorities have a statewide responsibility. For example, programs available from only one UH campus that address statewide workforce needs are expected to use distance learning as a means to meet their statewide service responsibility.

6. *What is entrepreneurial distance learning?*

Distance learning conducted on a cost-recovery basis is considered entrepreneurial. It may involve credit and/or non-credit instruction delivered out-of-state or to in-state populations with special requests or needs that are not otherwise served through normal University programming. Examples include a specially designed five-course training program developed specifically for a local company or an extension of an existing program to out-of-state clientele.

7. *What are the guidelines for entrepreneurial programs?*

Entrepreneurial courses and programs are demand-driven. In all cases, tuition and fees are determined by the target market's willingness and ability to bear direct and indirect costs of instruction and infrastructure, including instructor replacement costs for any instruction taught in-load. Program coordinators ensure that entrepreneurial efforts provide substantial contributions to in-state resource needs.

Approval authority for special fees attached to courses for special in-state or out-of-state populations has been recently delegated to the President. Separate policy guidelines for determining entrepreneurial course and program fees are being prepared.

8. *How are priorities for the use of UH system resources determined?*

Priority for use of limited system telecommunication resources is given to those programs that respond to statewide needs and goals and serve the largest number of in-state students. In all cases, however, a critical mass of students sufficient to justify offering a full program cycle and maintain the rigor and integrity of the academic program is critical. Additional criteria to be used in determining priorities include course/program availability from UH campuses in the receiving community, program coherence, consistency with campus role and mission, and efficiency in resource sharing and utilization.

In-state offerings have priority over out-of-state offerings. Non-credit instruction will continue to be offered on a self-support basis with tuition and fees covering direct instructional and indirect infrastructure costs, except for those courses and programs involving dedicated general funds.

A University of Hawai'i Master Scheduling Group (MSG), with system-wide representation, coordinates distance learning program scheduling. The MSG focuses on scheduling programs dependent on the resources of the system and/or multiple campuses; other distance learning offerings are scheduled separately but are reported to the MSG for purposes of overall coordination and reporting. The MSG determines the priority in scheduling limited system telecommunication resources by taking into consideration the aforementioned criteria as well as official public policy statements and initiatives, the goals and objectives of the University's strategic and academic plans, and the results of needs assessments. Needs assessments are conducted through the University Centers and by other components of the University. They determine the demand for specific training and educational programs in under-served areas by assessing the needs and interests of local student, community, and business populations.

9. *How is distance learning quality ensured?*

Distance learning is first and foremost an academic endeavor. As with conventional courses and programs, faculty are responsible for maintaining the integrity of program coherence, individual courses, and content, and for utilizing appropriate pedagogy in course delivery. The quality and standards of distance learning instruction must be comparable to those of other University instructional programs. Responsibility for ensuring quality, in part demonstrated by obtaining regional accreditation, resides with the campus conferring academic credit and/or a credential. The Chief Academic Officer of each campus is responsible for certifying that the appropriate level of oversight and quality assurance is achieved. The responsibilities for quality assurance described here apply equally to distance learning delivered on-site, in collaboration with a receive site, or solely on-line.

The UH has adapted and established as UH policy the Western Interstate Commission for Higher Education (WICHE) Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs. These principles, endorsed by the Western Association of Schools and Colleges (WASC), focus attention on specific aspects of quality including instructional/academic rigor and breadth; program coherence and course content; appropriate pedagogy; articulated courses and programs; faculty support and development; student support services; and provisions for students with special needs.

10. Does WASC require special review of distance learning credit courses/programs?

Yes. The WASC Accrediting Commissions require prior review of substantive changes, which include plans to deliver programs outside the geographic region currently served or through telecommunications technologies. The Junior Commission generally requires "advance notice" of substantive changes. Subject to WASC review of this notice, decisions regarding the need for further information and/or planning and guidelines are provided to the originating institution. The Senior Commission requires a more comprehensive proposal detailed in the "Off-Campus and Substantive Change Application Manual" (WASC, July 1996).

While specific procedures may differ between the Senior and Junior Commissions, substantive change review generally requires descriptions of the institution and program, program need, and faculty resources; provisions for library, information resources, and computer support; physical and financial resources; and plans for evaluation and assessment. In addition, sample syllabi, vitae of key faculty, written library agreements, and copies of program announcements are required. Proposals to the Senior Commission must be submitted at least 120 days prior to program commencement.

11. How are the coordination and collaboration needed for distance learning across the UH system realized?

Responsibility for major instructional and support distance learning activities is assigned to campuses based on their status as an originating or receiving site. These responsibilities are elaborated in a document entitled *Interim Operational Roles and Responsibilities for University of Hawai'i Centers and Originating Campuses*, promulgated June 19, 1997. Among other responsibilities, originating and receiving sites designate single points-of-contact. These points-of-contact are responsible for facilitating the collaboration and communication necessary to provide students with effective service appropriate to the originating campus' rigor and measures of quality.

Originating campuses retain responsibility and discretion for program delivery including staffing, faculty selection, and course development. Quality assurance therefore resides with the originating campus, and each campus is responsible for establishing internal processes to maintain the quality and integrity of all distance learning programs.

Each receive site is responsible for providing adequate and appropriate support services including library, computer, and student services. In addition, receive sites are responsible for conducting needs assessments to demonstrate local need for specific courses and/or programs and communicating the results to potential originating campuses and appropriate system entities.

System and unit offices such as OVPPP, ITS, the Master Scheduling Group, the UHCC Distance Education Committee, and the UHM Outreach College provide on-going support and guidance activities to facilitate the efforts of originating and receiving sites.

12. *What are University Centers?*

University Centers are system entities administratively assigned to one of the Major Units of the University of Hawai'i system. To date, three University Centers have been established by the Board of Regents; they are located in West Hawai'i and on Maui and Kaua'i, and are administratively assigned to the UH Community Colleges. University of Hawai'i Centers establish a permanent University of Hawai'i presence in communities that otherwise lack access to programs offered elsewhere in the UH system. Centers serve as receive sites and permit qualified students to enroll in courses/programs offered by one or more of the University's accredited institutions. In general, upper division and graduate programs rotate and respond to cohort need and resource availability. In the absence of a community college, more continuous lower-division programming is available as demand and resources permit. Instruction may be telecommunications-assisted and/or on-site. The primary purpose of University Centers is instructional; some may also serve as receive sites for research and/or public service programs.

13. *What types and levels of service can students expect?*

The UH is committed to providing to distance learners comparable access to those services and resources available to other students at the UH campuses. Originating campuses are charged with giving equal consideration to off-site and on-site students. Similarly, receive sites are charged with supporting the legitimate needs of students, notwithstanding the fact that the degree/certificate will be conferred by a sister campus.

Course delivery and instruction are held to the same instructional standards as residential programs. Interaction with other students and the instructor is facilitated by both mail delivery and through technology (e.g., electronic mail, facsimiles, phone, interactive television, the WWW, and other Internet applications). Access to student support services such as library and information resources, computers and technology, and training is facilitated by the receiving site. Other student support services such as academic advising, counseling, and career advising are the responsibility of the student's home campus but will likely be facilitated by the receive site.

14. *What are the costs to students?*

The goal of the UH is to provide access within Hawai'i through distance learning at a cost similar to that paid by comparable on-campus students. BOR-approved tuition and fee schedules apply for Hawai'i students. Cost recovery is expected of courses and programs delivered to students outside Hawai'i. Special fees, requiring approval by the President, may be charged under special circumstances. A separate executive policy provides guidelines.

15. *Can the University afford distance learning?*

The University needs additional resources to expand its distance learning offerings. It cannot afford to ignore distance learning. The UH has and will continue to play a critical role in facilitating immediate and long-term economic and social goals of the state. In particular, if UH is committed to provide in-state residents with increased access to programs not available to them, distance learning is the most cost-effective means to do so. Further, telecommunications technologies will mean increased competition from out-of-state institutions and private organizations. Despite severe budget cuts, distance learning has continued as a UH priority. With time, it is expected that increased entrepreneurial activity by the units will provide additional funding to support in-state programs.

16. *How will the UH pay for distance learning?*

Funding sources include reallocated and specifically budgeted general funds, special internal allocations, tuition, and other federal, local, and/or private support. Possible strategies to accommodate the costs of distance learning might include the following.

Faculty assignment. Whenever existing load permits, distance learning classes are taught as part of the normal teaching assignment. Where necessary, normal campus/departmental procedures shall be followed to determine eligibility for overload. Factors that might be taken into consideration include, but are not limited to, the type of technology used for course delivery, the amount of prior preparation and development of course materials required, and established campus/unit procedures with respect to course development.

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

Additional funding. Where required for in-state courses and programs, it is the responsibility of both the originating and receiving campuses to develop a joint request to the Senior Executives for additional funding.

17. *How will distance learning revenues be distributed?*

Tuition and fee revenues derived from distance learning offerings are retained by the University and shared among the units bearing direct and indirect costs of such offerings. Specific procedures and formulae for system-wide revenue distribution between origination and receive sites are currently being discussed by the University Executive Council. Similar discussions with respect to programs internal to the Mānoa campus are being facilitated by the Office of the Senior Vice President and Executive Vice Chancellor for Mānoa.

18. *How will distance learning enrollments be reported?*

As a general rule and contingent on the systematic collection by all UH campuses of needed data elements, the University will prepare two general types of enrollment information. Routine and systematic preparation of the following reports will require implementation of a system-wide student registration system.

- (a) Unduplicated information that assigns distance learning headcount and course enrollment data to the unit awarding the credit and/or offering the credential.
- (b) Duplicated information that displays enrollments, courses, and related information by distance learning support units (e.g., University Centers, UHM Outreach College, etc.).

19. *Has the University considered the impact of external providers in the state?*

Discussions regarding the University's stance on external providers are on-going. Plans, policies, and procedures, including the University's lead responsibility for involvement with the Western Governors University, continue to evolve. In general, collaboration with other external providers may be considered when internal UH resources are not able to respond to demonstrated state needs and when such collaboration can be conducted on a cost-plus basis. All collaborative arrangements are handled on a case-by-case basis and require approval of appropriate UH Unit senior vice presidents.

20. *Is UH distance learning limited to or dependent on HITS technology?*

No. Distance learning at UH uses a rich variety of technologies including interactive television, cable television, and Internet-based instruction. In 1990 the first statewide programs were delivered using HITS. In recent years, much of the growth in distance learning has taken place using Internet technologies. Nearly all UH HITS and Cable TV courses use the Internet to improve interaction and provide access to information. The first UH Internet-only courses were delivered as early as 1993. Many more are now in development. The usual experience is that course preparation for asynchronous Internet delivery is more time-consuming than for interactive classroom instruction.

Interactive television will continue as an important medium for UH, particularly for in-state program offerings. However, the rapid maturation of instructional tools on the Internet, facility with their use, and the obvious ubiquity of the Internet (which permits UH to reach many more students) will over time make it very likely that many more courses will be developed for Internet-based delivery.

21. *Is distance learning for everyone?*

Probably not. Counselors at receive sites and at originating campuses can provide information on general academic and professional preparation required for admission into specific degree programs and assist in determining if distance learning is right for the individual student. Potential benefits of distance learning for students are considerable. For example, distance learning in many cases provides students greater flexibility of time and space, freeing them from requirements of travel or relocation and affording them opportunities to take courses otherwise non-accessible due to scheduling or physical constraints. As a result, much of the responsibility for learning resides with the student and successful completion will depend on the individual student's self-discipline and commitment to the course or program.

While the UH is committed to providing access to necessary instructional and student support services, it is important to recognize that in many cases the separation of teacher and student imposes some constraints on service delivery. First, the process of service delivery may not necessarily be the "same" as that provided to on-campus students. Yet, as with on-campus students, it is the student's responsibility to become aware of available services and procedures and pursue these services and resources as needed.

22. *What is the status of distance learning efforts elsewhere and at UH?*

According to a U.S. National Center for Education Statistics (NCES) survey, in fall 1995, approximately 33% of U.S. higher education institutions delivered distance education courses. Of these institutions, 35% of the four-year public institutions and 12% of the public two-year institutions offered complete degree-granting programs via distance education in academic year 1994-95. Roughly 74% of all institutions offering distance education courses in fall 1995 offered less than 26 distance education courses in academic year 1994-95.

During the fall 1997 semester, across the UH system, 4900-plus student registrations were distributed across 280-plus distance learning courses in nine graduate, eight undergraduate, and thirteen associate program areas. In addition, at some sites, the Community Colleges offered various certificate programs in additional content areas.