

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

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.