Distance Education Faculty Handbook

Kaua'i Community College

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Welcome

Aloha! Thank you for your interest in teaching distance education (DE) courses at Kauaʻi Community College. Please review this guide carefully. If you have any questions, please contact your program or discipline coordinator, division chair, Distance Education/Learning Committee representative, and/or the [Professional Development Coordinator](#).

Teaching Distance Education at Kauaʻi CC

Instructors wanting or scheduled to teach DE courses at Kauaʻi Community College are encouraged to participate and complete any available DE preparation courses or programs. There are several options available within the UHCC system, including a collaborative 6-week training hosted by Kauaʻi CC and Maui College. For more information about any of these courses or programs, contact the [Professional Development Coordinator](#), your program or discipline coordinator, and/or division chair.

Likewise, to ensure continuous improvement, instructors are encouraged to have their DE courses evaluated regularly by other highly effective online educators. If you need assistance finding an evaluator, please contact the [Professional Development Coordinator](#) or your Distance Education/Learning Committee representative.

Finally, because teaching technologies and DE best practices change often, instructors are encouraged to participate in regular and continuous professional development. If you want information about available training opportunities, please contact the [Professional Development Coordinator](#).

DE Course Modalities

Flexible Online

Instructional time is met via [in-person](#) meetings or online activities (i.e., [Online Asynchronous](#)). Students have the flexibility to move between modalities throughout the duration of the course.

Flexible Synchronous

Instructional time is met via [in-person](#) or online scheduled meetings at published dates and times or day(s) of week and time (i.e., [Online Synchronous](#)). Students have the flexibility to move between modalities throughout the duration of the course.

Here or There

Instructional time is met via in-person or online scheduled meetings at published dates and times or day(s) of week and time (i.e., Online Synchronous). Students participate via the modality they register for throughout the duration of the course.

Hybrid

Instructional time is met via in-person **and** online asynchronous activities. Each student must participate in both in-person and online activities to qualify as a hybrid class.

Online Asynchronous

Instructional time is met via online activities. Instructors **cannot** require students to meet at a specific time or in person.

Online Synchronous

Instructional time is met via online scheduled meetings (e.g., via web conferencing) at published dates and time or day(s) of week and time.

Variable Online

Instructional time is met via in-person **and** online synchronous activities. Each student must participate in both in-person and online activities to qualify as a variable online class.

Hours of Instruction, Learning Outcomes, Rigor, and Expectations for DE Courses

The total hours of instruction, learning outcomes, rigor, and expectations for all DE courses should be the same as their face-to-face equivalents. It is important to ensure that the learning opportunities provided to face-to-face students be provided to students in DE sections as well. These learning opportunities do not have to be the same, however, and in fact, cannot be in some circumstances. For example, if you require your face-to-face students to visit the campus tutoring center in person to meet with a tutor as a way of introducing them to the support services available, you should have a comparable activity for the students in your online asynchronous sections that does not require students to appear on campus. After all, these students may be located on a different island or in a different state. Instead, you could create a virtual tour of the tutoring center and arrange a process for DE students to meet with a tutor virtually via web conferencing to learn about available support services. The most important thing to ensure is that the activity is equitable--i.e., requires a similar amount of investment and meets the learning outcome while allowing for the constraints of the modality.

Other Related Definitions

Accessibility: Federal law requires that online and DE courses be accessible to students with disabilities.

Contact Hour: A contact hour is equal to one hour of scheduled instruction provided to students. UHCC policy on credit hour (UHCCP 5.228) defines a credit hour reasonably approximates but is not less than fifty minutes to one hour of class or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different period of time.

Distance Education: To maintain eligibility for Title IV (i.e., federal financial aid) funds, online classes (and online components of hybrid classes) must meet the definition of distance education (as opposed to correspondence) courses. Central to being considered distance education, courses must require "regular and substantive interaction between…students and the instructor" as stipulated by § 600.2 of the Electronic Code of Federal Regulations. This means interaction that is not wholly optional, interaction that is initiated by the instructor, interaction that is regular throughout the course, and interaction that is scheduled (not self-paced). Instructors should be engaging with students through discussions and fostering instructor-student and student-student interaction. **Limiting interaction to answering student questions or providing feedback on assignments or tests is not considered by the federal government as "regular and substantive" interaction.**

Flipped Classrooms: A pedagogical model in which all face-to-face "seat time" is maintained, but the typical lecture and homework elements of a course are reversed. Some or most of direct instruction is delivered outside the classroom using video or other modes of delivery, usually employing technology. Class time is utilized for active learning, discussions, collaborative projects, and for instructors to provide face-to-face instruction. Flipped Classroom courses

BEST PRACTICES FOR TEACHING ONLINE
PD a Kaua'i CC

1 ENGAGE REGULARLY
Establish a presence and engage regularly and often--i.e., post announcements, share videos, participate in discussions, etc.

MODEL INTERACTION 2
Be a model for interaction. Conduct yourself in the same manner you expect your students to conduct themselves.

3 NURTURE
Be your students' biggest cheerleaders and do what you can to facilitate learning!

EDUCATE 4
Your primary role in an online class is educator; take an active role teaching.

5 DEMAND EXCELLENCE
Expect and demand excellence from your online students. Just because it's online, it doesn't need to be easy!

Get more tips at
PD AT KAUA'I CC

that are face-to-face do not require instructor certification.

In-Person (or Face-to-Face): Instructional time is met via in-person meetings.

Web-enhanced Courses: Courses that utilize web/computer-based components while **maintaining all face-to-face "seat time."** These courses can be enhanced through learning materials (e.g., handouts, assignments, quizzes, etc.) posted in the course's learning management system (e.g., Laulima) and/or other web-based technologies.

Considerations Before Teaching Online

Prepare to Teach Online

Before beginning the design process of a distance course, faculty are encouraged to review the following resources:

- [Best Practices for Teaching Online (Arizona State University)](#),
- [Strategies for Teaching Online (Stanford University)](#) , and
- [10 Principles for Effective Online Teaching: Best Practices in Distance Education (Faculty Focus)](#).

And, as mentioned above, participate in available professional development workshops, courses, or programs.

Distance Education Policies

Academic Integrity

All course syllabi should include a definition of cheating and plagiarism (and consequences) and either have a link to or the embedded text from section [IV.B.1.a-c of Executive Policy 7.208: Student Code of Conduct](#) that discusses cheating, plagiarism, providing false information, and forgery.

Accessibility, ADA Compliance, and Universal Design

All DE courses at Kauaʻi Community College **must be capable of providing reasonable accommodations to students who are vision and hearing impaired**. As of Fall 2018, the University of Hawaiʻi published the [UH Guidelines for Accessible Technology and Digital Media](#), which includes [requiring "all non-public facing content (e.g., intranet content such as that within Laulima) to be compliant](#).

See the [Accessibility at UH](#) page for [creating accessible content](#) and the [UHOIC Keeping Accessibility and Universal Design for Learning (UDL) in Mind](#) document for more information.

Copyright and Fair Use

From [UH Maui College's Copyright and Fair Use for Education page](#):

> According to University of Hawaiʻi policy, instructors are to make their own decisions about the use of copyrighted materials in their courses. For example, copyright needs to be considered when posting materials on course websites such as Laulima, in presentations using PowerPoint or Google Slides, or the showing of a video during a recorded Zoom class session.
>
> ### What is Copyright?
>
> [According to the U.S. Copyright office](#): "Copyright is a form of protection grounded in the U.S. Constitution and granted by law for original works of authorship fixed in a tangible medium of expression. Copyright covers both published and unpublished works."
>
> The copyright owner's set of protections grants them exclusive rights to:
>
> - Reproduce the copyrighted material
> - Create derivative works based on the original
> - To distribute copies of the work however they see fit.
> - Perform or display the work live or any other medium (i.e. online).
>
> ### Exceptions to Copyright
>
> There are some creative works which do not have copyright protection. The most frequent you will encounter are:
>
> - Public Domain - Just as it states, items in this category are owned by the public. Anyone can use a work in the public domain however they see fit.
> - Expired Copyright - Items whose copyright term has passed (with a few exceptions) become part of the public domain.
> - Facts and ideas -- These cannot be copyrighted but the expressions of them are protected. For example, the idea of a spaceship that travels around the galaxy exploring and meeting new races is not protected, but its expression as *Star Trek* is protected.
> - Creative Commons -- Creative Commons Licensing works with copyright law to protect the creator and still allow use of the materials with limited permission.
> - Legal exception such as Fair Use and the TEACH Act

For more information about educational uses and the legal concerns of using copyrighted materials, view the American University Washington College of Law webinar below.

Distance Education vs. Correspondence Education

It is important to be aware of key federal, regional, and state rules and regulations when designing, building, and facilitating an online class. By following these rules and regulations, faculty can improve the quality of their online courses, make course content accessible to all learners, and avoid any legal and accreditation issues. One key distinction to understand is the difference between correspondence and distance education. Please see the Accrediting Commission for Community and Junior Colleges (ACCJC) policy on Distance Education and on Correspondence Education

Correspondence Education

According to the Electronic Code of Federal Regulations, a correspondence course is…

1. [one] provided by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced.
2. If a course is part correspondence and part residential training, consider the course to be a correspondence course.
3. Not distance education.

Distance Education

Distance education, on the other hand, is…

1. [one] that uses one or more of the technologies listed in paragraphs 2.i through 2.iv of this definition to deliver instruction to students who are separated from the

        instructor or instructors and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously.
    2. The technologies that may be used to offer distance education include -
        i. The internet;
        ii. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
        iii. Audio conference; or
        iv. Other media used in a course in conjunction with any of the technologies listed in paragraphs 2.i through iii of this definition.
    3. For purposes of this definition, an instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by an institution's accrediting agency.
    4. For purposes of this definition, [substantive interaction](#) is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following -
        i. Providing direct instruction;
        ii. Assessing or providing feedback on a student's coursework;
        iii. Providing information or responding to questions about the content of a course or competency;
        iv. Facilitating a group discussion regarding the content of a course or competency; or
        v. Other instructional activities approved by the institution's or program's accrediting agency.
    5. An institution ensures [regular interaction](#) between a student and an instructor or instructors by, prior to the student's completion of a course or competency -
        i. Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
        ii. Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Accrediting agencies, including our accreditors, the Accrediting Commission for Community and Junior Colleges (ACCJC), are looking carefully when conducting reviews of distance courses to ensure they are truly distance education (DE) courses and not correspondence education (CE) courses based on the current definitions found in section [§ 600.2 of the Electronic Code of Federal Regulations](#). As already mentioned, this is a very important distinction as federal regulations state that institutions teaching correspondence courses are ineligible to receive Title IV (financial aid) funds. Please see ACCJC's [policy on Distance Education and on Correspondence Education](#) for more information.

Family Educational Rights Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, is a federal law that protects the privacy of student education records and provides students with access to their education records (U.S Department of Education). The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA also requires the University system to provide students with access to their education records, an opportunity to have the records amended, and some control over its disclosure.

For details, review the Family Educational Rights and Privacy Act (FERPA) and Confidentiality of Student Records document (from the University of Hawaiʻi System).

The University of Hawaiʻi at Hilo Registrar's Office has an excellent tutorial on FERPA. It takes about 10 minutes to read through and complete the review quiz. Since Laulima requires students to log in, using Laulima is an easy first step to protect student work and identity.

FERPA Guidance for Online Lectures and Recordings

The UH Institutional Data Governance table summarizes FERPA as it relates to online lectures and recordings. It can help determine whether written student consent is required for recordings of instructional classes.

FERPA Consent to Release Student Information Relating to Classroom Recordings and Media Release

If a FERPA or media release is warranted, view or download the FERPA Consent to Release Student Information Relating to Classroom Recordings and Media Release.

FERPA Dos and Don'ts

Consider the following dos and don'ts below. (This is not a comprehensive list, so faculty should familiarize themselves with FERPA policies.)

Do…	Don't…
Use a secure login learning management system (e.g., Laulima) tool approved by UH to protect your student work and identity.	Use a third party tool for assignment submissions and student interaction.

Do...	Don't...
Use Laulima Learning Management System for coursework and other activities that include personally identifiable student information--especially graded work.	Use Google Apps (e.g., Google Docs, Google Forms) for coursework and other activities that could include personally identifiable student information--especially graded work.
Treat any class as the third-party audience when showing recordings from previous classes. Otherwise, de-identify (i.e., remove name and blur images) or get consent from any students depicted.	Release recordings if a student declines to sign a FERPA consent waiver.
Dispose of all material containing confidential information such as tests, papers, and class rosters properly--particularly any graded work.	Dispose material containing confidential student information such as tests, papers, and class rosters into the trash without shredding it--particularly any graded work.
Obtain a student's consent before sharing their protected education records with parents, guardians, spouses, etc.	Forward a student email to a group listserv without removing their personal identifiable information.
Obtain a student's consent before sharing their protected education records with parents, guardians, spouses, etc.	Share with parents, guardians, spouses, etc. any protected education records, including academic progress and grade reports, financial information, dorm life, student activities, and any disciplinary actions without a student's consent.

Minimum Security Standards

As part of the UH Data Classifications Policy (EP 2.214) technical guidelines for each data classification category shall be followed to prevent the inadvertent exposure and inappropriate disclosure of Institutional Data that are considered protected data. See the UH Information Security Page on Minimum Security Standards for more information.

Storing, Managing, and Sharing Sensitive and Regulated Information

UH Enterprise Dropbox[1]

Information Technology Services (ITS) has established a licensing program with the cloud storage provider Dropbox. The UH Enterprise Dropbox is intended for the storing, managing, and sharing of Sensitive or Regulated information as defined in UH Executive Policy 2.214 (UH Institutional Data Classification Categories). Dropbox is meant to be used

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[1] Only valid UH faculty and staff with a need for the storing, managing, and sharing of Institutional Data categorized as Sensitive or Regulated may request an account. The UH Enterprise Dropbox account should only be used for UH business purposes.

specifically in situations where a UH Department/Unit needs to store and/or collaborate using Sensitive or Regulated data.

Examples of Regulated or Sensitive data include:

- Personally Identifiable Information (PII)
- Health Insurance Portability and Accountability Act (HIPAA)
- Family Educational Rights and Privacy Act (FERPA)
- Additional examples of Sensitive and Regulated Data can be found here (UH login required): https://datagov.intranet.hawaii.edu/institutional-data-classification-levels/

Users with an UH Enterprise Dropbox account must follow all applicable UH Policies, HRS, and External Standards and Regulations related to the safeguarding and protection of data being stored in Dropbox: https://www.hawaii.edu/infosec/policies/

Due to the sensitive nature of data being stored in the UH Enterprise Dropbox, immediately notify the Information Security Team if there is a suspected or confirmed breach of Institutional Data: https://www.hawaii.edu/infosec/notification/

UH FileDrop

UH File Drop is a service for the UH community for allowing transfer of large files (up to 999 MB) to others in UH and/or people unaffiliated with the University. It is recognized that there is a growing need within the University community to share more and larger amounts of information with others.

Is it secure?

The file transfer (both in uploading and downloading) is secure, in the sense that "SSL" is used to encrypt the file(s) over the Internet. This should provide sufficient security for most users. However, it's true that in the basic mode of operation, the security of the system depends entirely on the security of the randomly generated URLs used to download the files. It is extremely unlikely that anyone would be able to guess one of these URLs. But there may be other ways for an attacker to learn the download URL, and since in the basic mode of operation that's all we require to download the files, the attacker would gain access to the files.

We do offer an additional level of protection, for users exchanging files containing sensitive information. When uploading files, you can check off the "Optional Authentication" checkbox. If this checkbox is selected, the UH user who is the recipient of the transfer (and in this case, the recipient must be a UH user) will have to login before retrieving the files. That is, the recipient must know both the secret URL and the recipient's UH Username and password.

How does it work?

The basic idea behind this service is simple: we allow people to upload potentially large files to our servers, where they will be stored for a limited period. We generate a random URL which can be used to download the files during that period. Once the files have been completely uploaded, we send an email containing this URL to the address or UH Username you have specified as the recipient. Note that the use of the service must comply with all relevant University policies, including [E2.210](E2.210).

This service is provided to the UH community, and is not meant to be open to the general public. However, we do wish to provide the ability for people unaffiliated with the University to use the service to share files with people within UH. In all cases, we require at least one end of the transaction (sender or receiver, that is) to be a UH person. The only practical consequence of this is that for a UH person to send files to a non-UH person, the UH person **must** use the link on the service home page to login prior to uploading files.

Office Hours

Like face-to-face courses, distance courses should provide students with opportunities to meet with their instructors. Because students who enroll in distance courses often cannot come to campus on a regular basis, distance education faculty should provide online office hours utilizing web-based tools such as Zoom or Google Meet. These office hours should be conducted at times that are accessible to students, which may require offering sessions late in the evening, early in the morning, and/or on weekends.

Regular Effective Contact

The primary student complaint about distance courses is that the instructor has not kept in touch, either by not answering emails promptly or by not posting announcements or discussion responses. As a best practice, DE faculty should have **regular** and **frequent** contact with students. It is also suggested that faculty have policies that dictate this contact. This can include…

- Requirements for how students should contact their instructor--e.g., via the Laulima Messages tool, UH Email, a course discussion board, office telephone, etc.,
- Protocols when leaving or sending messages,
- Expected timeline for responses, etc.

Regular Substantive Interaction (RSI)

Regular Interaction

There are two key components that make up the regular substantive interaction (RSI) requirement mandated by the U.S. Department of Education.

The first is **regular interaction**. According to [34 CFR 600.2](#) (see Distance Education, (5).(i)-(ii)) (emphasis added):

> An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—
>
> (i) Providing the opportunity for **substantive interactions** with the student on a **predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency**; and
>
> (ii) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for **promptly and proactively engaging in substantive interaction with the student when needed, on the basis of such monitoring, or upon request by the student**.

Substantive Interaction

The next component is **substantive interaction**. According to [34 CFR 600.2](#) (see Distance Education, (4).(i)-(v)) (emphasis added):

> ...substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes **at least two of the following**—
>
> (i) Providing [direct instruction](#);
> (ii) Assessing or providing feedback on a student's coursework;
> (iii) Providing information or responding to questions about the content of a course or competency;
> (iv) Facilitating a group discussion regarding the content of a course or competency; or,
> (v) Other instructional activities approved by the institution's or program's accrediting agency.[2]

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[2] As of May 2023, there are no 'other instructional activities' that have been explicitly approved by ACCJC or other accrediting agencies. (When Kapiʻolani CC inquired with ACCJC, they responded on 4/22/2021 that "ACCJC is not asking that colleges seek approval from us for other activities they define for RSI. However, as indicated during the webinar it is important that these other activities are clearly documented and faculty are informed and aware of them."

Direct Instruction

According to an [August 2021 WCET article](#) discussing the updated definitions of RSI, the Department of Education (emphasis added):

> …indicated that direct instruction is intended to be a situation in a **synchronous environment where both the instructor and student are present at the same time and are both engaged**. However, in the same webinar, the Department stated that would be a "version" of direct instruction, implying there may be other acceptable practices that would constitute direct instruction.

> We believe that **"direct instruction" would likely include asynchronous activities**, such as **participating in discussions, providing feedback, and office hour interactions with students focused on the subject of the class**.

In terms of recorded lectures, the same WCET article stated that (emphasis added):

> Based on the Department's April 2021 webcast, **a recorded lecture would likely not count as direct instruction**. However, we want to emphasize that direct instruction is **only one option in a list of five options for substantive interaction**, two of which must be met for direct instruction to be fulfilled. Therefore, **an instructor could still use recorded video lectures in a course if combined with other direct instruction interaction activities**.

Student Identity Verification

According to [University of Hawaiʻi Online](#):

> Institutions that offer distance education must have processes in place through which the institution establishes that each registered student is the same student who participates in and completes the course or program and receives the academic credit. Therefore, the institutions must employ methods such as

> - A secure log-in and pass code
> - New or other technologies or practices that are effective in verifying student identity

> In so doing, the institution must make clear in writing at the time of enrollment or registration that it uses processes that protect student privacy and must notify students of any additional fees associated with the verification of student identity.

> The University of Hawaiʻi is meeting the Student Identity Verification for distance learning and online classes by doing the following:

> - Upon admission to any of the UH campuses, the student is given a UH username and password. A UH Username is a **unique identifier** for each authorized student at the UH System. The UH Username and Password are

the student's **personal identification** for accessing Laulima, MyUH, email, web publishing and various other services.
- The UH course management system used for online courses, requires students to use their UH Username and password.
- UH interactive video (ITV) classrooms use video conferencing technologies to deliver instruction. This technology provides visual identification.
- All methods of verifying student identity in distance learning protects the privacy of student information under the Family Educational Rights and Privacy Act (FERPA). The privacy of students who enroll in online courses at UH is protected under the institution's policies regarding student privacy.

UH does not charge a fee for student identity verification. Students would be notified of additional fees, if any, prior to and during the registration process through various publications i.e., UH Catalog, and on the UH website.

Student Participation Verification

Additionally, University of Hawaiʻi Executive Policy 7.209 requires that faculty verify students are attending classes to be in compliance with Federal Student aid Title IV regulations.

"Participation" includes, but is not limited to:

1. Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is opportunity for interaction between the instructor and students;
2. Submitting an academic assignment;
3. Taking an assessment or an exam;
4. Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
5. Participating in a study group, group project, or an online discussion that is assigned by the institution;
6. Interacting with an instructor about academic affairs

"Participation" does not include activities where a student may be present, but not academically engaged, such as...

1. Living in institutional housing;
2. Participating in the institution's meal plan;
3. Logging into an online class or tutorial without any further participation;
4. Participating in academic counseling or advisement

Please see the University's Participation Verification for Faculty webpage for more information.

In order to be compliant with these regulations, Kauaʻi Community College's protocol for all distance education courses requires that faculty...

- send a welcome announcement to their distance courses by midnight of the first day of instruction and
- assign a "Check-in" assignment by midnight of the first day of instruction (which can include the Laulima Weekly Engagement tool). This assignment will be due no later than the first week of instruction.

Welcome Announcements

Faculty who are teaching distance courses must post a welcome announcement to their courses by midnight of the first day of instruction. Besides welcoming students to the course, this announcement should direct students to the course…

- syllabus,
- policies (e.g., grading),
- requirements (e.g., textbooks),
- a tentative semester schedule,
- etc.

It should also inform them of the required Check-in assignment (see below) and its due date.

Check-in Assignment

All distance courses must assign a check-in activity by midnight of the first day of instruction. This assignment should be due no later than the first week of instruction; however, it is strongly suggested that this assignment be due earlier, e.g., in the middle of the week. (Requiring an earlier deadline will allow faculty members to contact and/or flag a student who may not have engaged with the course.) Unless prior arrangements have been made, a student who does not complete this assignment by the [last day to demonstrate participation](#) can and should be reported as a "no show." The check-in assignment can start up to five business days prior to the first day of instruction.

This assignment can be low-stakes. All that is required is the following:

1. Students log-in to the course LMS using their UH log-in credentials.
2. Students complete an assignment. For example, the student must log-in to the course page in Laulima and access the "Syllabus" tool, where they will read the course syllabus and then post a comment in the course "Discussion Board" stating that they read the syllabus and understand the course policies.

Syllabus Requirements

All faculty members must provide students with a course syllabus specific to the course. All course syllabi must adhere to any instructional division and/or Curriculum Committee policies. If a distance course has any special requirements--e.g., attending a synchronous activity every week, completing a proctored quiz/assignment, etc.--these must be included in the course syllabus as well.

It is recommended that faculty use the [Kauaʻi CC Syllabus template](#).

Usage of Third-Party Online Tools

Faculty who want to utilize [third-party online tools or microservices](#) like [Flipgrid](#), [Nearpod](#), [Bitmoji](#), etc., should…

- Read the tool's/service's Privacy Statement and Terms of Service, ensuring they minimize risk for users;
- Determine if the tool or service is accessible;
- Include the tool's/service's privacy and accessibility policies in their syllabi and/or LMS site(s);
- Determine if the tool/service requires [data governance clearance](#),
- Determine if the tool/service requires ["Shrinkwrap" approval](#); and
- Be aware that any [tool/service that utilizes Google@UH sign-on puts users at increased risk](#).

List of ITS Reviewed Instructional Third-Party Tools and Microservices

Faculty can [view a list of third-party tools and microservices that have already been reviewed by UH ITS](#). If a tool is not on the list, faculty can [submit it for review](#). Of course, faculty should refrain from using tools and services (e.g, Facebook and Vimeo) that have been denied. Remember that [faculty are responsible for protecting their students' sensitive and regulated data](#).

Other Considerations

Archive Courses

After the semester ends and grades are submitted, Laulima course sites are automatically unpublished and archived. If a faculty member is concerned about losing resources, he or she can archive material on their own. They should be careful not to keep sensitive student information on unsecured media or web/cloud services.

Archive Course Emails

If using the **Email tool** in Laulima, faculty may want to select the **"Send me a copy"** option to create a record or archive of messages sent. Unfortunately, messages sent via the **Email tool** are not automatically archived by the UH Gmail service. Alternatively, faculty should consider using the **Laulima Messages tool**, which keeps a record of all course correspondence sent using the tool.

Download Gradebooks

Although not required, faculty should download a copy of their Laulima or other gradebooks once final grades have been submitted. Store downloaded gradebook information securely. Do not store on unsecured media or web/cloud services.

Equity in the Online Classroom

Faculty should ensure that their online classes provide equitable experiences for all students enrolled. Often, the concept of equity is confused with equality. Equality promotes fairness and justice by giving all students the same things. Equity, on the other hand, is about making sure students have access to the same opportunities. View Susan K Gardner's YouTube video discussing the difference between these concepts.

EQUALITY

EQUITY
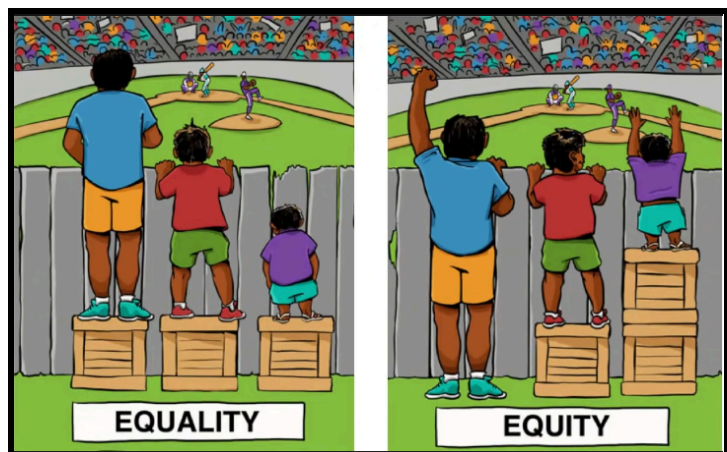
Faculty Support for Distance Education

Accessibility Support and Services

Accessible Documents

See Accessibility at [UH's Creating Accessible Documents page](#) for information about and assistance with creating accessible documents.

University of Hawaiʻi faculty and staff can access and utilize Adobe Acrobat Pro DC. See the [UH ITS Site License site](#) for more information. Additionally, faculty and staff can [install](#) and [utilize](#) Grackle Docs, a free third-party add-on for Google Docs that can check a Google Doc against accessibility standards.

Closed Captioning

See [Accessibility at UH's Creating Accessible Media page](#) for assistance with closed captioning videos. Faculty can access information about a variety of services including [Augusta ADA Solution](#), [YouTube](#), [Amara](#), Zoom, and others.

Dealing with Disruptive Students

If a faculty member encounters disruptive students online, they should first try to reach out to these students and seek a resolution. If one cannot be made, the faculty member should contact their division chair, program coordinator, and/or the Vice Chancellor for Academic Affairs for assistance.

Faculty may want to include [examples of netiquette](#) for students in their syllabi and/or on their Laulima site to avoid such conflict. Additionally, they should refer students to [UH Executive Policy 7.208: Student Code of Conduct](#), particularly section IV.B that discusses rules and standards.

Distance Education/Learning Committee

The Distance Learning Committee (DLC) is a sub-committee of the Faculty Senate. Its representatives are tasked with addressing the evolving technology needs of distance education courses in a variety of disciplines that use technology for instructional purposes. The DLC is the recommending body for policies, procedures, systems, and purchases that relate to distance education and technology used for teaching and learning. See the [DE/DLC's charter](#).

Google Workspace for Education

The University of Hawaiʻi is a Google Workspace for Education institution. Because of this, faculty, staff, and students have access to Google's many services--e.g., G-Mail, G-Calendar, G-Drive, G-Meet, G-Classroom, etc. To access these services, go to the Google@UH homepage.

Additionally, UH faculty and staff can enable and access Google third-party (or Consumer) apps, like YouTube, G-Photos, etc. These services do require users to opt-in. Before doing so, you may want to review the Google@UH Consumer Apps FAQs.

IT Services

Faculty/Staff and students can access computer services assistance by contacting IT Services via their workorder system or via telephone at 808-245-8342. Alternatively, they can request assistance by visiting the following help sites:

- Laulima Faculty Help
- University of Hawaiʻi Information and Technology Services Help Desk
- University of Hawaiʻi Information and Technology Services, Faculty Assistance

Kauaʻi CC Laulima Template

To access a copy of the Kauaʻi CC Laulima course template, contact the PD Coordinator.

Kauaʻi CC Syllabus Template

Faculty can make a copy of the [Kauaʻi CC Syllabus template](#) to use for their courses.

Library

Faculty, staff, and students can access library resources and services via the [Kauaʻi CC Library homepage](#).

MyUH Services

Faculty can find one-click access to common tasks, forms, apps, news, and more at [MyUH Services](#). For example, faculty can submit [final grades](#) and [registration overrides](#), check class [rosters](#) and [availability](#), and even access the [Hawaiʻi Information Portal](#), including pay-stubs and payroll/tax forms.

Professional Development Coordinator

The [Professional Development Coordinator (PDC)](#) serves as a liaison between faculty and administration in distance education related issues, leads planning efforts for DL professional development, serves on the DE/DLC, and certifies instructors to teach distance courses. The PDC also assists faculty with technical and pedagogical matters related to distance education.

Proctoring

If a faculty member is a planning to assign a proctored assignment (e.g., a test or quiz), they must do the following:

1. Prominently place a notice in the notes of the course availability page prior to the registration and in the syllabus about any proctored assignments and information on how to complete them.
2. Make arrangements with the [appropriate testing center](#)--i.e., at Kauaʻi Community College or one of the other testing sites around the UH System-- including the student names, assignment opening and closing dates, accommodations, etc.
3. Be ready to accommodate students who cannot go to a UH System campus. (Contact the Professional Development Coordinator for assistance.)

Technical Support

Technical support for faculty/staff and students for distance education courses are available through several campus and system entities (see Table 1). There is limited

technical support for faculty on weekends, holidays, in between active semesters, and on days when the Kauaʻi CC campus is closed.

Resource	Located	Contact
Remote Google, Laulima, and IT Support	UH Mānoa	UH ITS Help Desk
Remote Information Technology Resources Support Tools	UH Mānoa	Support Tools | Information Technology Services
Onsite Computer and IT Support. Services	Kauaʻi Community College, IT Services Help Desk, LRC 119	808-245-8342 or itkauai@hawaii.edu
Onsite Laulima Support	Kauaʻi Community College, NATSCI 111	808-245-8215 or pdkaucc@hawaii.edu

Table 1: Technical Support for DE Faculty

Textbooks and Class Materials

To order textbooks and other materials, including Interactive Digital Access Program (IDAP) texts, contact the University of Hawai'i Kaua'i Bookstore. Additionally, see the University of Hawaiʻi's Open Educational Resources webpage for more information about zero-cost texts and materials.

UH Online Innovation Center

The University of Hawaiʻi Online Innovation Center provides a variety and support to UH faculty. Services include professional development, instructional design support, and others.

See the UHOIC Tutorials and Resources list to access support for teaching online.

Student Support for Distance Education

Academic Support Center (Tutoring)

The Academic Support Center offers tutoring services. Students enrolled in at least one class at any UH Community College can access Tutor.com, an online tutoring service. For more information, please visit the Academic Support Center's homepage.

IT Services

Faculty/Staff and students can access computer services assistance by contacting IT Services (https://sites.google.com/a/hawaii.edu/kauaicc-workorders/) at 808-245-8342. Alternatively, they can request assistance by visiting the following help sites:

- Laulima Student Help
- University of Hawaiʻi Information and Technology Services Help Desk

Library

Faculty, staff, and students can access library resources and services online via the Kauaʻi CC Library homepage.

Online Orientation and Student Guide

UH Online provides support resources for distance education students, including an online orientation and student guide.

Student Code of Conduct

Students should familiarize themselves with Executive Policy 7.208: Student Code of Conduct, particularly section IV.B that discusses rules and standards.