College of the Marshall Islands
Accredited by the Western Association of Schools and Colleges

P.O. Box 1258
Uliga Campus
Majuro, Marshall Islands, MH 96960

Tel: (692) 625-3394/3291/4931
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COLLEGE OF THE MARSHALL ISLANDS
BOARD RESOLUTION-No: 2023 - *021*
"A RESOLUTION TO APPROVE REVISED POLICY #380: ONLINE LEARNING"

WHEREAS, The Board of Regents of the College of the Marshall Islands given the responsibility under the CMI Act 1992 to "approve such policies and standards as it may deem necessary for the effective operation of the College,"

And

WHEREAS, the revisions to Policy 380 align with US Federal requirements to offer Distance Education programs, including having a clear definition of Regular and Substantive Interactions and procedures to ensure RSI is practiced,

And

WHEREAS, the revisions to Policy 380 therefore prepare the college offer Distance Education programs in the future,

And

WHEREAS, Learning Environment and Academic Policy Committee and Executive Council have recommended the policy,

NOW, THEREFORE, BE IT RESOLVED:
That the College of the Marshall Islands Board of Regents approves revised Policy 380: Online Learning.

I, **Harden Lelet**, Vice-Chair of the Board of the College of the Marshall Islands, do hereby certify that the above is a true and correct copy of a resolution adopted at the meeting of the Board of Regents of the College of the Marshall Islands on _August 16, 2023_ at which a quorum was present and voted.

Harden Lelet
Vice-Chair, Board of Regents
College of the Marshall Islands

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CMI POLICY NO. 380

ONLINE LEARNING

Status:	Active
Effective Date:	August 16, 2023
Approval Date:	August 16, 2023
Steward:	Board of Regents
Approval Authority:	Board of Regents

Policy Statement

The College of the Marshall Islands will provide substantial online learning for all its students in alignment with the CMI mission. Every CMI course will have appropriate, interactive, online components developed by using instructional or learning design principles that focus on engaged learning. All courses will be regularly updated, maintained and evaluated using the CMI Framework for the evaluation of online courses at the College of the Marshall Islands. Online learning shall also be used to provide appropriate flexibility to support equitable student success. Training for teaching online will be provided by CMI as part of faculty professional development. Appropriate support shall be provided for students engaged in online learning.

Reason for the Policy

The purpose of this policy is to provide directions for the provision of high quality and enriching online learning experiences across all modes of delivery.

Definitions

The following definitions, informed by practice and literature in higher education will be used for the purpose of this policy and related online learning activities at CMI.

Online learning — Online learning is education that takes place over the Internet. It is often referred to as "e-learning" among other terms.

For CMI's purpose, online learning will include the following elements in the design, development and delivery of courses and programs:

- Education-based and education-driven;
- Substantially supported by the relevant technology;

- May include face to face sessions that may be virtual through video-conferencing.

CMI uses "online learning" as inclusive of all learning that is substantially supported by technology and is not face to face learning as defined herein. Online learning may include enhancements in which all contact hours are face to face, hybrid courses, and distance education courses.

Face to face	Mode of delivery where course content is delivered in real time and in person at a CMI site.
Distance education course	Course in which all required instructional contact hours are fulfilled through online interaction so that students never need to enter a physical CMI site. Students are, however, still expected to be ordinarily resident in the Republic of the Marshall Islands. For a course section to be offered as distance education, the approved course outline must allow all instructional contact hours to be online.
Hybrid course	A course in which some instructional contact hours are fulfilled through online interaction. Online instructional contact hours must not exceed the maximum listed on the approved course outline.
Learning design	An application of a pedagogical model for a specific **learning** objective, target group, and a specific context or knowledge domain. The **learning design** specifies the teaching and **learning** process, along with the conditions under which it occurs and the activities performed by the teachers and learners in order to achieve the required **learning** objectives or outcomes.
Persons with disabilities	Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. (Article 1: Convention on the Rights of Persons with Disabilities)
Regular and substantive interaction	Student/instructor interaction that occurs at a predictable interval appropriate to the length and credit hours of a course, takes place throughout the period for which the course runs, and is initiated by the faculty member. Interactions that are considered substantive may include: • Online demonstrations, lectures, or discussions held via teleconference in real-time. • Online discussions of course-appropriate material held synchronously or asynchronously e.g. by chat or on message boards.

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- Detailed and appropriate assessments of assignments including feedback for improvement.
- Innovative forms of engagement via technology appropriate to the subject matter.

For courses that may include online contact hours, required forms of RSI shall be designated on the approved course outline.

In order to meet RSI requirements, faculty should be active in Moodle on at least a weekly basis. If 3-5 credits worth of contact hours are online, this requirement increases to twice weekly. If 6-10 credits worth of contact hours are online, it increases to three times weekly. If more than ten credits worth of contact hours are online, it increases to four times weekly.

Student/ material interaction	Recorded interaction of learner to course content that when utilized, enables the course instructor or administrators to better understand student behavior to clarify issues, look for areas of focus, and see if changes have the intended effect. Student/material interaction is not part of Federal requirements for regular and substantive interaction.
Student/ student interaction	Opportunities for students to engage with each other within the course shell for purposes of discussion or collaboration related to class subjects, activities, and outcomes. Student/student interaction is not part of Federal requirements for regular and substantive interaction.
Open Educational Resources (OER).	Teaching, learning, and research materials in any medium that are in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others.

Statements of Elaboration of Policy

The following principles underpin this Online Learning Policy:

I. Appropriate quality assurance procedures, including faculty training and student learning outcomes assessment, must be put in place to ensure the quality of courses and programs in online learning.

II. Training for faculty will include the integration of Open Educational Resources (OERs) and other open source materials, software, applications and systems; use of the LMS; design of interactive activities; and other appropriate subjects.

III. Appropriate support must be put in place for students in online learning courses/programs.

IV. The strategies for teaching, the provision of learning materials, the systems for student support and the methods of assessment are explicitly designed to ensure that the aims and intended learning outcomes of the courses and programs can be achieved by students who are studying through online learning.

V. Each course or program is delivered to provide students, who have been accepted for a course or program, with the learning opportunities to successfully complete the course or program. Strategies will be included for promoting autonomous learning and enabling students to take control of their own development. Students must be given the opportunity to engage productively with their instructors, other students and communities of learning for the purposes of collaborative learning. Online learning is constantly evolving. Student centered learning methodologies, new pedagogies and technology enhanced learning will be driven by quality research and robust and reliable institutional data.

VI. Available resources are sufficient to ensure that the course or program can be delivered effectively through online learning.

Procedures

1. Each CMI for-credit course section and high-school equivalency course section should have a Moodle shell, even if all instructional hours are conducted on a face-to-face basis. Moodle shells should include interactive activities, and the grade book function must be used. Every semester, the Learning Designer will provide a report of which courses have a Moodle shell, have interactive activities, and are making use of the grade book. Any faculty whose courses fall short of these basic requirements will be prioritized for additional training and assistance from the learning design office. If, following additional training, a faculty member still falls short of these basic requirements, they may be subject to disciplinary action.

2. Faculty members who have demonstrated a high level of skill in using Moodle will be trained to apply the CMI Framework for the Evaluation of Online Learning. In collaboration with the Learning Designer, these designated faculty members will review course shells regularly. Any distance education courses must be evaluated every semester. Hybrid courses should be evaluated on an annual basis. Courses for which all instructional contact hours are face-to-face may be evaluated every other year. Faculty who participate in this process shall be awarded one credit equivalency for every three courses they review. The Learning Design Office shall keep all completed evaluations on file for a minimum of five years. The primary purpose of the evaluation is formative, and the results will be shared with faculty for improvement of the course. However, if any distance education course is found in the process of evaluation not to

3. meet requirements for Regular and Substantive Interaction, this must immediately be reported to the appropriate Dean and the Dean shall ensure that steps are taken at once

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to remedy the shortfall. In addition, faculty may use evaluations of their courses as evidence for PMS.

4. The Learning Designer and the supervisor of the Learning Designer shall review all evaluations submitted during a semester to identify patterns and key areas for improvement across the institution. These shall be submitted to the LEAP Committee for review and shall also form the basis of training workshops offered during the following semester.

5. Faculty involved in the process of evaluating online learning should also provide any feedback for improvement to the Framework, and any resulting changes to the Framework should go through the participatory governance process.

6. Faculty are encouraged to allow students to attend in-person sessions via Zoom as appropriate. While this will not be appropriate for some classes, such as labs or practice, this kind of flexible learning can benefit students who may be unable to attend in-person on any given date. Course policies regarding such flexible learning should be included in the syllabus. No student should be allowed to attend a course entirely via Zoom unless they do so from another CMI location and the course section is designated for CMI centers, the course section is designated as distance education, or prior permission is obtained from the Vice President for Academic and Student Affairs.

7. Sections that will include instructional contact hours that are online, whether distance education or hybrid, should have those hours designated at the time the schedule for each semester is made. This is achieved in Jenzabar SONIS by designating the "Instruction Type" as online. In addition, those sections that have only online instructional contact hours should have the distance education box checked.

8. Sections that allow students from CMI Centers on neighboring islands or from campuses other than Uliga to join via Zoom must be designated at the time the schedule for each semester is made. In order to avoid exceeding the capacities of these locations, students at the centers should not join classes that have not been designated for this purpose. To achieve this, a single class will have its enrollment split across several sections, one for each CMI location offering it. For example, instead of allocating 20 slots to CMI 999 Section 1, there might be 10 slots allocated to CMI 999 Section 1 at Uliga, 5 slots allocated to CMI 999 Section 2 at Wotje, 3 slots allocated to CMI 999 Section 3 at Kwajalein, and 2 slots allocated to CMI 999 Section 4 at Jaluit. All four sections would have the same instructor, meet together at the same time, and generally function as a single section.

Responsible Officer

The Vice President of Academic and Student Affairs will ensure that training, courses and programs offered in the online mode are regularly and systematically monitored, reviewed and improved.

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Key Offices to Contact Regarding the Policy and its Implementation

The Curriculum Committee ensures that course outlines include appropriate resources, suggested teaching methods, and other elements for online learning.

Instructors engaged in online learning design, development and delivery will be supported by the Learning Designer and the learning design team which may include media and information technology services, and other specialists and consultants that provide learning technologies and emerging pedagogies support as required.
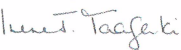
Date of Initial Policy

Recommended by Institutional Effectiveness Committee: November 18, 2020

Recommended by Executive Council: November 25, 2020

Approved by Board of Regents: December 14, 2020

Date of Revised Policy:

President's Signature:

DocuSigned by:

Irene J. Taafaki

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August 16, 2023

Dr. Irene J. Taafaki, President

Date