

# Andrews University

Seek Knowledge. Affirm Faith. Change the World.

## AU Standards for Teaching Online

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*Graduate and contract Instructional Facilitators*

## Andrews University Philosophy of Teaching

*Using innovative and time-honored methods for the purpose of restoring in each learner the image of God*

Working together in the classroom, the laboratory, the library, the studio, on the sports field, and wherever learning takes place, Andrews University professors and students embrace the educational aims as articulated by Ellen G. White, one of the founders of the Seventh-day Adventist Church: “to restore in [humanity] the image of God . . . to promote the development of body, mind, and soul, that the divine purpose in His creation might be realized.” In pursuit of these lofty goals, professors and students labor together in an atmosphere that is at once open to inquiry and mindful of tradition. They commit to respecting diversity, to examining issues from multiple perspectives, and to celebrating the best in one another and in each academic discipline. Accepting Christ as the Master Teacher, professors and students seek knowledge through both innovative and time-honored methods, while humbly and diligently affirming faith in order to change the world.

### Standard 1: Faith Integration

**Description:** The course provides students opportunities to grow in their understanding of life, learning, and civic responsibility from a Christian point of view.

**Standard Source:** Andrews University Mission Statement

Exceptional (5)	Target (4)	Acceptable (3)	Emerging (2)	Unsatisfactory (1)
The course includes engaging and creative worship opportunities connected to the course content, thought-provoking connections to the Adventist faith throughout the content presentations, assignments and assessments that encourage growth in students’ understanding of life, learning and	The course includes appropriate worship opportunities connected to the course content, appropriate connections to the Adventist faith throughout the content presentations, assignments that encourage growth in students’ understanding of life, learning and	The course includes worship opportunities, connections to Christian faith throughout content presentations, and at least one assignment that encourages growth in students’ understanding of life, learning and civic responsibility from a Christian point of view.	There is some evidence of course learning experiences that encourage growth in students’ understanding of life, learning and civic responsibility from a Christian point of view; however they are not well integrated into the course content and experiences.	There is little evidence of course learning experiences that encourage growth in students’ understanding of life, learning and civic responsibility from a Christian point of view.

civic responsibility from a Christian point of view. The teacher's interaction with the students exhibit care for the student, creating a safe and inviting learning environment.	civic responsibility from a Christian point of view. The teacher's interaction with the students exhibit care for the student.			
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## Standard 2: Critical Thinking

**Description:** The course expects students to demonstrate the ability to think clearly and critically.

**Standard Source:** Andrews University Mission Statement

<b>Exceptional</b>	<b>Target</b>	<b>Acceptable</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
<p>The course includes multiple opportunities for students to think critically by requiring them to do the following:</p> <p>define and describe a relevant issue from multiple angles, evaluate sources of information, identify and question others and one's own assumptions, acknowledge different sides of an issue, share a conclusion logically tied to a range of information including opposing viewpoints, and/or identify consequences and implications.</p>	<p>The course includes opportunities for students to think critically by requiring them to do most or all of the following:</p> <p>define and describe a relevant issue from multiple angles, evaluate sources of information, identify and question others and one's own assumptions, acknowledge different sides of an issue, share a conclusion logically tied to a range of information including opposing viewpoints, and/or identify consequences and implications.</p>	<p>The course includes opportunities for students to think critically by requiring them to do one or more of the following:</p> <p>define and describe a relevant issue, evaluate sources of information, grapple with different sides of an issue, form a conclusion based on evidence, identify consequences and implications.</p>	<p>There is minimal evidence of course learning experiences that require critical thinking.</p>	<p>There is no evidence of course learning experiences that require critical thinking.</p>

### Standard 3: Student Reflection

**Description:** The course promotes thoughtful student reflection through activities and opportunities which guide students in reflecting on the content and its application.

**Standard Source:** Andrews University Strategic Plan Pillar Community and Strategic Initiative #4.

Exceptional	Target	Acceptable	Emerging	Unsatisfactory
Significant guidance and opportunities are provided to students for them to reflect personally and professionally on the course content and its application to their life and work. There is clear instructor feedback and evaluation of these reflections.	Substantive guidance and opportunities are provided to students for them to reflect personally and professionally on the course content and its application. Instructor feedback is provided on these reflections.	Guidance and opportunities are provided to students to reflect on the course and its application.	Some opportunities are provided to students to reflect on content.	Little evidence exists that reflection is present in the course.

### Standard 4: Learning Community

**Description:** The course offers an engaging learning community.

**Standard Source:** Andrews University Strategic Plan Pillar Community and Strategic Initiative #4. A high level of interaction between the instructor and the student is also a federal requirement for “interactive online” courses. *A learning community is not required for “self-paced” courses.*

Exceptional	Target	Acceptable	Emerging	Unsatisfactory
The course creates a learning community by empowering individuals to contribute their learning and give feedback to each other. Both the instructor and participants visibly and frequently engage facilitate learning and social interactions a multiple times a week.	The participants and instructor are engaged and present in facilitating social and cognitive (learning) opportunities for interaction among the students.	The course design includes opportunities for social and learning interaction among the students.	Minimal opportunities are provided for students to interact with each other and the teacher.	No opportunity is provided for students to interact with each other.

## Standard 5: Faculty Presence

**Description:** The interactions between faculty and students within and outside the course are substantive and regular and the students perceive the instructor to be “present” and “immediate” in the course.

**Standard Source:** “Regular and substantive interaction with the instructor” is a federal requirement for “interactive online” courses. *“Self-paced” courses must meet at least the Emerging level.*

Exceptional	Target	Acceptable	Emerging	Unsatisfactory
<p>The instructor’s teaching presence is evident in the clear course design and organization, the substantive facilitation of discourse, and multiple methods of direct instruction. The instructor’s immediacy is evident through consistent interaction, regular accessibility, consistent and prompt feedback, and self-disclosure, humor, personal interaction, and attentiveness to all students, particularly the non-participative students.</p>	<p>The instructor’s teaching presence is evident in the course design and organization, the facilitation of discourse, and direct instruction. The instructor’s immediacy is evident through consistent interaction, accessibility, prompt feedback, humor, and personal interaction.</p>	<p>The instructor’s teaching presence is evident by the instructor responding quickly to student questions, providing quick feedback to students, and being active and visible in the course. The instructor’s immediacy is evident through self-disclosure and humor.</p>	<p>Instructors respond quickly to student-initiated interaction; provide quick feedback to students; and are perceived as available to the students.</p>	<p>Students are expected to work through the course material alone with no instructor support or interaction available.</p>

## Standard 6: Stimulating Learning Experiences

**Description:** The course provides diverse opportunities for engaging intellectual discovery, inquiry and creative problem-solving.

**Standard Source:** Andrews University Mission Statement

Exceptional	Target	Acceptable	Emerging	Unsatisfactory
<p>A thorough selection of significant learning experiences allow for rich intellectual discovery and inquiry. Assignments require and provide guidance and clear instruction for creative problem solving. Students are provided choices for methods of meeting content standards with various learning styles and pursuing individual interests within the boundaries of the learning outcomes.</p>	<p>Most of the learning experiences allow for intellectual discovery, inquiry, and creative problem solving. Most of the learning experiences provide choices for students to meet the content standards in a variety of ways that allow for various learning styles and individual interests.</p>	<p>At least half of the learning experiences allow for intellectual discovery, inquiry or creative problem solving. At least one activity provides choices for students to meet the content standard in a variety of ways to address various learning styles and individual interests.</p>	<p>A few activities allow for intellectual discovery, inquiry or creative problem solving.</p>	<p>There are no activities that allow for intellectual discovery, inquiry or creative problem solving.</p>

## Standard 7: Assessment

**Description:** The course’s assessment is appropriately linked to the learning outcomes and uses appropriate measurements for the type of knowledge or skills being assessed.

**Standard Source:** Andrews University Philosophy of Assessment

<b>Exceptional</b>	<b>Target</b>	<b>Acceptable</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
Assessments are clearly based on, and at the same level of learning, as the stated course / program outcomes, with the connection between outcomes and assessments obvious and clear to students. Instructions clearly inform students of expectations, any exams are proctored and use randomized question test banks, and clear rubrics are included for all subjective assignments.	Assessments are based on, and at the same level of learning, as the stated course / program outcomes. Instructions clearly inform students of what is expected. Rubrics are used appropriately for subjective assignments. Exams are appropriately proctored.	Assessments are based on the stated course / program outcomes. Instructions inform students of what is expected.	Assessments are somewhat connected to the stated course / program outcomes. Instructions and expectations for students are somewhat unclear.	Assessments are unconnected to the stated course / program outcomes and have ambiguous instructions and expectations.

## Standard 8: Web Design Quality

**Description:** The course is designed for accessible web delivery with user friendly navigation and organization, visually appealing graphics and components, and is copy-edited for correct English usage.

**Standard Source:** Andrews University

<b>Exceptional</b>	<b>Target</b>	<b>Acceptable</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
The course has a consistent content and organization pattern for each week or module, has clear introductions and getting started instructions, and all components are clearly labeled consistently throughout the syllabus, course content, and activities.	The course is organized by weeks or modules, has a clear section at the top to introduce students and instructions on how to get started, and most components are labeled consistently throughout the syllabus, course content, and activities.	The course is organized by weeks or modules and has an introduction section.	The course is organized by content type and difficult for students to know where to start and what to do.	The course is difficult to follow, and inconsistently organized.
The course is visually appealing, includes instructor photo and content information prominently placed, graphics to enhance the navigation, photos to enhance the content, and video clips appropriately used to enhance faculty presence and content delivery.	The course is visually appealing with consistent appropriate color usage, includes instructor photo and contact information prominently placed, graphics to enhance the navigation, and photos to appropriately enhance the content with image sources credited.	The course is visually appealing with consistent colors and includes instructor photo and contact information.	The course is plain and visually neutral.	The course design is garish and visually unappealing, distracting students from the content presentation.
The course is exceptionally well-written and is free from grammar errors, typos and any copy errors.	The course is free from grammar errors, typos, and other copy errors.	The course has minimal grammar errors, typos, and other copy errors.	The course has a few grammar errors, typos, and other copy errors.	The course has obvious and frequent typos and English errors.



# Required Course Components Checklist

## Syllabus

- The syllabus must include detail to show how the course meets the credit hour definition.
- The faculty directed activity portion of the credit hour definition must be met appropriately online.
- Textbook details must be included in the syllabus and textbooks must be submitted to the bookstore (even if books aren't ordered).
- The syllabus must include the learning outcomes. c. Identify in your course (in the syllabus schedule, in lesson pages in LearningHub, etc.) which learning objectives the reading assignments, quizzes, and tests will cover.
- Include the university academic integrity statement in your syllabus.

## LearningHub Setup

- All of the information for the course, including course outcomes/objectives<sup>1</sup>, assignments, grading rubrics, instructions for assignments, quizzes/tests, assignment due dates, etc., should be posted on the LearningHub before the **FIRST** day that the course is opened to the students.
- The course materials must be organized sequentially in LearningHub.
- The LearningHub course site should use the applicable online degree layout, which typically includes a standard course header, standard instructor block on the right, and standard program support resources on the left.

## Interaction

- Interactive online courses offered mainly asynchronously must have strong interaction with the instructor (Faculty Presence Standard) and with peers (Learning Community Standard). This is mainly achieved via discussion forums and other tools that encourage peer interaction. Strong interaction with the content is also encouraged.
- Interactive online courses offered mainly synchronously, with regularly scheduled live videoconferences or phone conferences, must have strong interaction with the instructor (Faculty Presence Standard) and with peers (Learning Community Standard). Depending on the design of the live sessions, peer interaction in discussion forums may also be necessary to achieve strong peer interaction. Strong interaction with the content is also encouraged.
- Self-paced courses must have rich interaction with the content and with the instructor (Faculty Presence Standard).

## Introductions

- Interactive Online courses require a design that provides for students and instructors to know each other (Learning Community Standard).
- Self-paced courses require a design that provides for the instructor to know the students.

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<sup>1</sup> The terminology may differ depending on the accreditation of each school or department.

- **Assignment and Assessment Design**
- **Library Assignment.** It is highly recommended that every course include an assignment requiring the use of the James White Library's services or print/media/electronic resources for which the students have paid.
- **Student Identity Verification.** Federal guidelines require that we must verify the identity of students in our online courses. Every course must have either at least one proctored exam or one live videoconference where the proctor or instructor checks the photo ID of the students.
- **Synthesis.** Online graduate courses should be designed to help students apply what they learn in a significant way that serves to show their ability to synthesize course outcomes meaningfully within the context of their degree program. For undergraduate courses this is highly recommended as well, but there may be some rare exceptions. Design or use a grading rubric to guide the students' work in the project.

### **Communication and Feedback**

- The instructor must provide the students with at least two (2) methods of communication desired for the course; such as Andrews email, through LearningHub, Skype, phone, text, etc. The instructor should provide a phone number where the students can reach him/her if needed.
- All communication from students (email or phone calls) must be acknowledged within 1 business day of receipt. The only exception to this is if the instructor has a planned absence which should be known to the students via the course schedule and/or a receipt of the "out of office" message from the email server. This policy needs to be listed in the syllabus.
- We strongly urge you to use the News Forum and a help forum within LearningHub to communicate with students. Weekly announcements sent via the News Forum are received by the student in their Andrews email as well as in LearningHub.
- Feedback is critical to the success of your students. Some feedback is automated on objective assessments such as multiple choice and true/false items. Other feedback is more thorough and detailed regarding projects, papers, and written assignments, and includes explaining to your students what the student has done well and why, what you marked wrong, why it is wrong, and how to improve for the future.
- Model the behavior you expect from your students. Set aside time in your schedule for responding to students. Keep active in your online course. Ensure that all students are able to communicate with you. Call them on the phone if necessary (phone numbers are available in the students' profile in iVue in vault.andrews.edu. Keep your gradebook up to date.