



# Course Author Handbook

Getting Started Meeting



# 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.

## Introduction

Welcome to the exciting world of online learning! Whether you are teaching online for the first time, developing a new online degree or program, or are a veteran online educator, we hope you will find this document useful for navigating the online teaching process at Andrews University.

At Andrews University, oversight of the quality of online courses is provided by the School of Distance Education and the Online Course Quality Assurance Committee, which includes faculty membership from each School at Andrews University. Support for the online course development and teaching process is provided by Online Course Development Team in the Department of Digital Learning and Instructional Technology. The requirements in this document describe the teaching and course design requirements for all online courses.

### **Purpose and Timeline**






The purpose of this document is to assist course authors, instructional facilitators, and instructional design specialists with a roadmap to effectively deliver quality instruction online.

### **Timeline**

From the initial meeting until the course launches, plan for a minimum of six months in order to create a quality course that adheres to Andrews University online standards.

All of the information for the course, including course outcomes/objectives, 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. This ensures that students have a complete picture of what the semester will require so that they can plan their time accordingly and for the student who is able to find time to work ahead, they are not waiting for information to be posted.

## Online Course Roles and Responsibilities

Role	Responsibilities
<p><b>Course Author: YOU</b></p>	<p>Writes the syllabus. Composes module overviews, learning activities, assessments, and content presentations.</p>
 <p><b>Associate Dean, Online Higher Education</b> Janine Lim <a href="mailto:janine@andrews.edu">janine@andrews.edu</a> (269) 471-6546</p>	<p>Oversees evaluation and review of the course design process. Provides mentoring and training for Instructional Facilitators and Instructional Design Specialists.</p>
 <p><b>Course Manager</b> Amy Maydole <a href="mailto:maydole@andrews.edu">maydole@andrews.edu</a> (269) 471-6578</p>	<p>Manages the entire course development process to meet contract and timeline requirements, and through quality assurance, external review, production and deployment processes. Directs the day-to-day flow of production.</p>
 <p><b>Lead Curriculum and Instructional Design Specialist</b> Denise Shaver <a href="mailto:shaver@andrews.edu">shaver@andrews.edu</a> (269) 471-3250</p>	<p>Trains and mentors instructional facilitators and designers with the process of working directly with course authors. Promotes the academic quality of online courses. Supervises instructional facilitators. Assists course authors through the development process.</p>
 <p><b>Technology and Instructional Design Specialist</b> Marsha Beal <a href="mailto:bealmj@andrews.edu">bealmj@andrews.edu</a> (269) 471-3960</p>	<p>Provides guidance and training in selecting technology tools for engagement activities, formal and informal assessments, and content presentation. Researches new technology tools and LearningHub features to share with online course team. Promotes the technical quality of online courses. Assists course authors through the development process.</p>
<p><b>Instructional Facilitators</b> Graduate students and contract staff</p>	<p>Assists course authors through the development process.</p>
<p><b>External Reviewers</b></p>	<p>Reviews courses for AU Standards for Teaching Online.</p>
<p><b>Editors</b></p>	<p>Edits course materials for consistency and usability.</p>
 <p><b>Sam Villamizar</b> Learning Systems Administrator &amp; Helpdesk Coordinator <a href="mailto:dilit@andrews.edu">dilit@andrews.edu</a> (269) 471-6486</p>	<p>Provides technical support to the online course development team Assists with Tier 2 helpdesk tickets for online courses (<i>Instructional Facilitators and Instructional Design Specialists provide Tier 1 support</i>).</p>

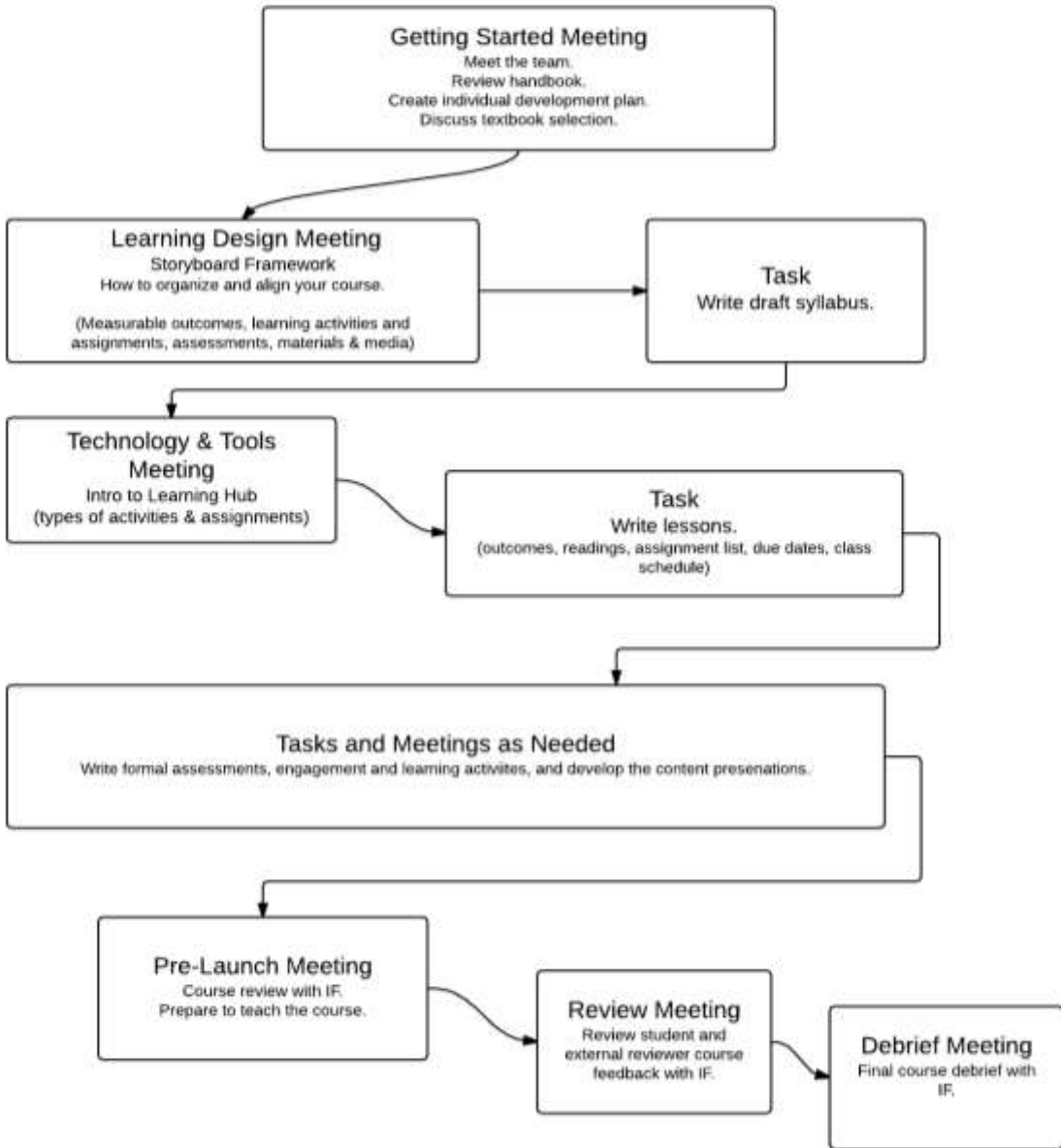
# Online Course Development Process Flowchart

**Purpose:**

To assist course authors and instructional facilitators (IF) with a roadmap to effectively develop and deliver quality instruction online.

**Timeline:**

From the initial meeting until the course launches, plan for a minimum of six months in order to create a quality course that adheres to Andrews University online standards.



## Course Development Meetings

### 1. Getting Started Meeting

GOAL: To introduce the people and processes of the online course development process and to begin the conversation on how to transform the course into an online format.

- a. Meet distance learning team.
- b. Review course development process.
- c. Review AU standards for online courses.
- d. Discuss integration of faith and learning.
- e. Create Individual Development Plan.
- f. Set deadlines and expectations for the contract.
- g. Review textbook selection.

### 2. Learning Design Meeting

Goal: To create significant learning experiences online by aligning student outcomes with learning activities and meaningful assessments.

By this point, you should have selected a training option from the Online Learning Consortium. Email [assocdeanonline@andrews.edu](mailto:assocdeanonline@andrews.edu) to schedule your Online Learning Consortium (OLC) workshop. When you finish your workshop, send your certification to [assocdeanonline@andrews.edu](mailto:assocdeanonline@andrews.edu).

Your Online Learning Consortium (OLC) Workshop site login: \_\_\_\_\_

### 3. Technology and Tools Meetings

*Note: Due date for all course materials is two months before scheduled course launch.*

Goal: To provide an overview of technology tools; selecting tools to meet the learning outcomes (working from the storyboard), and discussing methods of delivery of course materials to DLiT. This next stage is a series of meetings with your assigned Instructional Design Specialist or Instructional Facilitator as needed.

### 4. Course Materials Verification and Submission Meeting

GOAL: To review all materials prior to submission to DLiT offices for Learning Hub course development.

### 5. Course Pre-Launch Meeting

GOAL: To review technical mechanics within the course to facilitate a smooth launch of the course for you and your students.

### 6. Course Launch Assistance

GOAL: To assist the start of class to ensure you and your students are navigating the site.

### 7. Course Review Meeting

GOAL: To analyze the feedback from the first part of the course to determine if any adjustments need to be made during the semester.

### 8. Final Course Evaluation Meeting

GOAL: To evaluate the entire process from the beginning Getting Started meeting through the ongoing support during teaching of the class.

## Other Help and Assistance

Additional staff in support services at the university are available to assist you.

- Glynis Bradfield, Student Services – *Academic integrity, undergraduate online advising, registration issues, problem solving, student supports*
  - [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu) | 269-471-3432
- Steve Fox, Testing Supervisor – *Exam proctoring management*
  - [sdeexams@andrews.edu](mailto:sdeexams@andrews.edu) | 296-471- 6566
- Silas Marques, Off-Campus Services Librarian – *Library resources and services*
  - [silas@andrews.edu](mailto:silas@andrews.edu) | 269-471-6263

## Student Support Services

The following resources may be useful to include in support materials. These resources can be linked in the syllabus, in the course support block in LearningHub, or in other communication with students. The most recent version of this information is listed in the SDEIP Student Services section of the bulletin.

- Orientation, advising, tutoring and counseling information is available through the School of Distance Education Student Services Department (learn more at [www.andrews.edu/distance/students/](http://www.andrews.edu/distance/students/)).
- The current Andrews University Bulletin at [www.andrews.edu/academics/bulletin](http://www.andrews.edu/academics/bulletin) communicates policies and procedures, and key contact information for all campus services.
- The Andrews Agenda at [www.andrews.edu/agenda](http://www.andrews.edu/agenda) provides weekly news, announcements and updates.
- Follow [Andrews University's facebook page](#) for regular postings of life at Andrews.
- The Andrews Directory at [www.andrews.edu/directory](http://www.andrews.edu/directory) includes contact information for all current faculty, staff and students.
- Departmental updates are emailed to students registered in specific programs of study.
- [Pioneer Memorial Church Sabbath worship services](#) are streamed online, and [podcasts](#) are available.
- Videos of chapels, vespers, weeks of prayer, and other key presentations can be viewed at any time through the [Andrews University Youtube Channel](#).
- The [Andrews University Student Association Youtube Channel](#) includes many more videos of student sporting and social events.
- Listen to Andrews University's classical radio online 24/7 at [WAUS](#).
- Disability accommodation can be arranged through Student Success (learn more at [www.andrews.edu/services/sscenter/disability/](http://www.andrews.edu/services/sscenter/disability/))
- An [online grievance form](#) online grievance form provides students with tools to formally register a complaint about any aspect of the educational service provided by Andrews University.

## Library Access

Registered students of Andrews University have full and free access to the resources and services of the James White Library via phone, fax, e-mail or the Internet. Such services include:

- Access to the James White Library Catalog (JeWeL)
- Access to James White Library's Online Databases which include full-text articles from many thousands of periodicals
- Online Instruction, Tutorials and Research Guides
- Interlibrary Loan and Document Delivery Services
- Reference and Consultation Services
- Download software, such as Endnote
- FAQs and Ask-a-Librarian—[www.andrews.edu/library/RefDesk/services/ask.html](http://www.andrews.edu/library/RefDesk/services/ask.html)

Online access to these services is available through use of the Andrews University username and password supplied during the admission process. Off-campus program students, staff and faculty may apply for Andrews University username and password through the [Off-Campus Library Services Web page](#) or via 269-471-6263.

## Support Resources

- Technology Quick Reference Guides: <http://www.andrews.edu/distance/dlit/guides>
- Library Databases: <http://www.andrews.edu/library>