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 course development and teaching process at Andrews University.

-the Online Course Quality Assurance Committee
and the School of Distance Education
onlinereview@andrews.edu

Contacts
Janine Lim, Associate Dean, Higher Education
janine@andrews.edu
(269) 471-6546

Marsha Beal, Instructional Designer
dlit@andrews.edu
(269) 471-3960
Approval for Offering a Degree or Program Online

Is your department interested in starting an online degree or program? First, approvals must be obtained.

Departments considering an online degree or program must work with the School of Distance Education to design the program and determine resources available and needed for the degree.

New Programs: New degree programs must first be approved by the Department, School Curriculum Committee, the Program Development and Review Committee, and then Undergrad Council or Graduate Council. Next, the Distance Learning and Technology Committee must approve the degree.

On Campus Programs Newly Offered Online: If an on campus program will be delivered online without curriculum changes, the only approval required is from the Distance Learning and Technology Committee.

Submit the request for online degree approval to the Distance Learning and Technology Committee by emailing a proposal with the following items should be emailed to the Secretary of the Distance Learning and Technology Committee (Janine Lim; janine@andrews.edu):

- Evidence of approval by Undergraduate Council or Graduate Council
- A brief overview of the degree
- A description of the intended audience with evidence for the need for this online degree
- A list of the faculty (known at the time) who will be teaching online and the plan(s) for their professional development for teaching online
- The resources available in the department for delivering the degree
- Other resources needed for delivering the degree

Support for Offering a Degree or Program

In order to support the online program, the department planning and preparing an online program should work with the School of Distance Education to arrange for:

- Faculty professional development for course development and online teaching and learning
- Converting and creating instructional materials for online delivery
- Exam proctoring and verification of online student identity
- Student support services
- Other needs as identified

Approval for Offering a Course Online

Before a course is offered online, it must be approved by the Department, the School Curriculum Committee, and the School of Distance Education.
Approval for Offering a Course Online

This page is due to onlinereview@andrews.edu prior to the course submission to Records for listing in the Course Schedule. The approvals on this page will soon be done by the Acalog process instead of with this form.

**Course Information:**

<table>
<thead>
<tr>
<th>Course Acronym and Number</th>
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<th>Semester Credits</th>
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<tr>
<th>Course Author(s)</th>
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<tr>
<th>Course Instructor</th>
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Required materials submitted to bookstore: Write date of submission or intended submission here.

**Distance Format:**

Distance Education Category:  Self-Paced  Interactive Online  Blended (see Distance Education Definitions in the AU Bulletin)

Does this course have non-negotiable synchronous required live meeting times?  Yes  No
If yes, please list the day of the week & times:

________________________________________________________________________

Does this course need Moodle access outside of the course start & end dates?  Yes  No
If yes, please list the dates:

________________________________________________________________________

**Department and School Approvals:**  Faculty: Please review with your chair and dean. Their names typed below certify that you have reviewed the document together.

Department Sponsoring Course

Department Chair (This verifies that this course meets our academic standards of depth and content.)

Date This Course Was Approved in the School Curriculum Committee

Department Dean (This verifies that this course meets all of the college/school requirements.)
Support for Developing an Online Course

Faculty find that the course development process typically takes about six months or more. Faculty who utilize the services of the School of Distance Education find the process moving more quickly.

Samples for this process are found online at http://www.andrews.edu/distance/faculty/online-course-approvals.html

Initial Instructional Design Consultation. After approval has been obtained for offering the course online, the instructional design team in the School of Distance Education will meet with the course author to discuss the course development process, resources and technology tools needed, matching the intended audience to the tools used in the course, and to arrange for additional training and support. At this point, a sandbox course space will be created in the Learning Management System for development.

Documents shared with the course author at this time include:

- Sample syllabus language for online courses
- Sample exam proctoring language
- Course planning documents
- Andrews University Standards for Teaching Online (see p. 8-15)

Training for Teaching Online. If this is the first online course offered by the faculty member, it is required that the faculty member attend training in teaching online approved by the School of Distance Education. Needed training is arranged during the initial instructional design consultation.

Library Consultation. The course author will meet with the off-campus services librarian if the course is using online electronic references to arrange for support and instruction for students.

Online Course Development. As the course is developed, the faculty member is encouraged to take full advantage of the support resources offered by the School of Distance Education. This includes formatting text, audio, and video materials for online delivery; uploading quizzes into the Learning Management System, and assisting with content, assessment, and learning activity design. The instructional designer will initiate 2-3 meetings with the course author during the course development time to ensure the course will meet the Andrews University Standards for Teaching Online (see p. 8).

Syllabus Review. A copy of the syllabus must be turned into the School of Distance Education at onlinereview@andrews.edu for review on July 15 for fall courses; November 15 for spring courses; April 15 for summer courses. Sample language for most of the required syllabus components can be found online at http://www.andrews.edu/distance/faculty/online-course-approvals.html. For further assistance, email dlit@andrews.edu. Feedback on the syllabus will be shared within two weeks to allow for modifications before the course is taught.
Syllabus Review by School of Distance Education & DLiT

Name: __________ Course Acronym: __________ Application Date: ______

<table>
<thead>
<tr>
<th>Please check off the items included in your online course syllabus:</th>
<th>FOR OFFICE USE ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Student learning outcomes</td>
<td></td>
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<tr>
<td>b. Applicable program level outcomes</td>
<td></td>
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<tr>
<td>c. Standard syllabus sections required by your School or College</td>
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<tr>
<td>d. Credit hour explanation with a recommended method for students to organize their time</td>
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<tr>
<td>e. Course technical requirements listed along with how to receive technical support</td>
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<tr>
<td>f. An outline of the course or summary schedule of course activities (listed by week or module; including topic, readings, activities, assessments, and due dates)</td>
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<tr>
<td>g. A clear and understandable grading policy</td>
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<tr>
<td>h. Academic honesty and/or plagiarism statement</td>
<td></td>
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<tr>
<td>i. Americans with Disabilities accommodation statement</td>
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<tr>
<td>j. Rubrics or clear grading expectations for all assessments, such as discussions, projects, papers, and exams. Email <a href="mailto:assessment@andrews.edu">assessment@andrews.edu</a> for assistance with rubrics; email <a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a> for sample wording for your discussion forums expectations if not using a rubric for discussion.</td>
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<tr>
<td>k. Clear information on the methods a student can use to reach you including your response time (should be 1 to 2 business days). Note: This doesn’t mean necessarily mean grading in that amount of time; it means answering student questions quickly as you would if they stopped by your office. Include how often you will grade their work; when they can expect feedback; and your virtual office hours.</td>
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<tr>
<td>l. Exam proctoring language. Federal requirements include that we must verify the identity of students in our online courses. Exam proctoring is the preferred way to do this. Email <a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a> for assistance on arranging exam proctoring. If you do not have exams in your course, using Turnitin for projects and papers is strongly recommended. You may choose whether or not to mention Turnitin in your syllabus. Another option is student video presentations for final projects.</td>
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Introductions and Starting Your Class
Note: Please also ensure that you have a good introduction set up for your course before it starts:
- A picture of you and warm welcoming text in the top center of your space in Moodle
- An introductory welcoming email that includes information about ordering textbooks, how to login to the course, and how to get help if they aren’t able to login (this should be sent at least 2-5 days before class starts)
- A plan to send weekly emails to students with an overview of the coming week’s activities
- An introductions forum for students to get to know each other and you (for creative ideas, email dlit@andrews.edu)
**Course Reviews**

The course author, a peer reviewer, and an external reviewer will review all online courses. In addition, the School of Distance Education will review the online teaching student feedback from the first part of the course and work with the instructor to make adjustments as needed.

When 20% of the course has passed, several additional reviews will occur:

- Self-review of the course is due.
- The course author should select a peer-reviewer. The peer review is due back in two weeks. Online faculty can only use a peer-reviewer one time. For future course peer reviews, he/she should select another peer-reviewer.
- The School of Distance Education will assign an external reviewer. The external review is also due back within two weeks.
- Students in the course will complete a short feedback form.

**Student Feedback Form**

Likert Scale:

- The course materials are organized in a way that is easy to follow.
- So far in the class, I have found it easy to understand what to do.
- I am receiving sufficient feedback and comments from my instructor.
- I feel that my instructor is "present" in the course.
- I am starting to get to know the other students in the class.

Open ended:

- How many hours per week on average are you spending on this class (include online and offline time working on the class)?
- Any other comments? Places where you're stuck?

**Review**

The self-review, peer review, and external review will be prompted by email reminders with instructions from the School of Distance Education. The review will be completed using the rubrics at the end of this document and an online form found at [http://www.andrews.edu/distance/faculty/online-course-approvals.html](http://www.andrews.edu/distance/faculty/online-course-approvals.html).

The School of Distance Education will analyze the reviews and send the feedback to the faculty member with an offer of assistance in making changes as needed.

**Confidentiality**

The results of online course reviews are confidential.

**Exit Interview**

The Instructional Designer will meet with new online faculty to debrief the experiences from teaching online the first time.
Faculty Evaluation of Development and Review Process
The faculty member will complete a survey on the support they received during the course development and review process. This information will be used to improve the course development support and review process.

Online and Blended Course Quality Assessment
Re-Evaluation of Online and Blended Courses
To ensure continued improvement and consistent quality, all online and blended courses will be subject to periodic re-evaluation.

Student Evaluations
The primary review of student evaluations is done by department chairs and deans. However, the Online Course Approvals Committee has an additional interest in the online aspects of student evaluations.

End of course evaluations for online and blended courses will include additional questions determined by the Online Course Approvals Committee. The Online Course Approvals Committee may periodically review student evaluations to find areas where online courses can be improved.

Copyright, Intellectual Property and Ownership
Course materials included in online and blended courses must be the original work of the faculty member. Whenever and wherever copyrighted material is incorporated, it is the faculty member's responsibility to work with the School of Distance Education Compliance Officer to secure permission to use the copyrighted work and to abide by the Andrews University Working Policy 1:762:8:2.
Andrews University Standards for Teaching Online

Standard: 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

<table>
<thead>
<tr>
<th>Exceptional (5)</th>
<th>Target (4)</th>
<th>Acceptable (3)</th>
<th>Emerging (2)</th>
<th>Unsatisfactory (1)</th>
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<tr>
<td>There are 5 or more course learning experiences that encourage growth in students’ understanding of life, learning and civic responsibility from a Christian point of view.</td>
<td>There are 3-4 course learning experiences that encourage growth in students’ understanding of life, learning and civic responsibility from a Christian point of view.</td>
<td>There are 1-2 course learning experiences that encourage growth in students’ understanding of life, learning and civic responsibility from a Christian point of view.</td>
<td>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.</td>
<td>There is no evidence of course learning experiences that encourage growth in students’ understanding of life, learning and civic responsibility from a Christian point of view.</td>
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</table>

Examples: *This should not be considered an exhaustive list of how this standard may be met in an online course.*

- Journals with reflections on how course content can be applied in the student’s life
- Students participate in off-line volunteer activities that requires students to make connections between the course content and their civic responsibility
- Applied questions in the asynchronous discussion board. For example:
  - PHYS 110: Is it a reflection on God’s character that the Sun and other stars come to an end? The sun is expected to remain in its current state for approximately 5 billion years into the future, but some stars are exploding as supernovae at any moment. Could intelligent civilizations be terminated by such events?
  - HIST 117: Both the Aztecs and Ancient Hebrews practiced blood sacrifices. How were they different?
- Worship space (online chapel in a discussion forum)
- Part of the lecture or course instructional content
- Part of the synchronous discussions

Selected References and Resources:

Standard: Critical Thinking

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

Standard Source: Andrews University Mission Statement

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<thead>
<tr>
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<tr>
<td>The course includes multiple opportunities for students to think critically by requiring them to do the following: 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.</td>
<td>The course includes opportunities for students to think critically by requiring them to do most or all of the following: 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.</td>
<td>The course includes opportunities for students to think critically by requiring them to do one or more of the following: 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.</td>
<td>There is minimal evidence of course learning experiences that require critical thinking.</td>
<td>There is no evidence of course learning experiences that require critical thinking.</td>
</tr>
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Examples: This should not be considered an exhaustive list of how this standard may be met in an online course.

- Technology-facilitated critical thinking group projects (i.e. wiki, GoogleDocs)
- Critical thinking student individual or group video presentation (live or recorded)
- Journals or short writing assignments
- Critical thinking encouraged and facilitated by the instructor in the asynchronous discussion board
- Position papers
- Literature reviews
- Debates
- Critical thinking research paper

Selected References and Resources:

Standard: 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.

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<tr>
<td>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.</td>
<td>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.</td>
<td>Guidance and opportunities are provided to students to reflect on the course and its application.</td>
<td>Some opportunities are provided to students to reflect on content.</td>
<td>Little evidence exists that reflection is present in the course.</td>
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Examples: This should not be considered an exhaustive list of how this standard may be met in an online course.

- Assessments of content or practice include a reflection component
- Reflection assignments have a detailed rubric on how the reflections will be evaluated on the integration of course concepts into personal or professional practice
- Journal assignments require students to include reasons for reflections, or to give reasons for decisions or events in broader historical, social, or contexts, or to assess and evaluate their own learning
- Reflections connect beliefs to practice
- Discussion questions that ask students to reflect on what they are learning and to make connections with the content of the course, their reading of the literature, their experiences, and their fellow classmates’ reflections
- Students are provided with journaling assignments that require them to reflect on what they are learning and the process of their development

Selected References and Resources:

Standard: 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.

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<tr>
<td>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.</td>
<td>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, and self-disclosure, humor, and personal interaction.</td>
<td>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.</td>
<td>Instructors respond quickly to student-initiated interaction; provide quick feedback to students; and are perceived as available to the students.</td>
<td>Students are expected to work through the course material alone with no instructor support or interaction available.</td>
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Examples: This should not be considered an exhaustive list of how this standard may be met in an online course.

- The instructor has repeated contact with students over time and responds frequently and quickly to students and communicates attentiveness.
- The instructor emails the class with housekeeping and module overview information once a week.
- In synchronous meetings, the instructor looks directly into the camera to meet student’s eyes, smiles, nods, etc.
- The instructor’s picture is shown in at least one location in the course (and video is shared in synchronous sessions).

Selected References and Resources:

Standard: 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.

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<tr>
<td>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.</td>
<td>The participants and instructor are engaged and present in facilitating social and cognitive (learning) opportunities for interaction among the students.</td>
<td>The course design includes opportunities for social and learning interaction among the students.</td>
<td>Minimal opportunities are provided for students to interact with each other and the teacher.</td>
<td>No opportunity is provided for students to interact with each other.</td>
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Examples: This should not be considered an exhaustive list of how this standard may be met in an online course.

- An introductions forum for students to get to know each other personally and professionally
- A watercooler, Q&A, technical help, or learning process comments discussion forum for students to discuss and ask questions on housekeeping issues related to the class
- An online chapel inviting students to share inspirational thoughts and prayer requests
- Any live sessions include ice-breaker times or for students to check in, tell the weather or something interesting from their location; as well as opportunities for students to interact with each other as well as the instructor
- Asynchronous discussion forums are designed for students to interact with each other socially as well as to discuss and engage with the learning content
- The instructor empowers and structures the learning community to give “points” or rewards participants show their learning and engage in feedback
- The instructor facilitates and promotes student’s interaction and encourages and models intersubjectivity.

Selected References and Resources:

- Community of Inquiry model for online teaching: [http://communitiesofinquiry.com/](http://communitiesofinquiry.com/)
Standard: Stimulating Learning Experiences

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

Standard Source: Andrews University Mission Statement

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<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>A few activities allow for intellectual discovery, inquiry or creative problem solving.</td>
<td>There are no activities that allow for intellectual discovery, inquiry or creative problem solving.</td>
</tr>
</tbody>
</table>

Examples: This should not be considered an exhaustive list of how this standard may be met in an online course.

- Students do service learning and reflect on it online
- Assignment requires using creative problem solving
- Students teach a concept to someone outside of the class
- A variety of media are used in assignments and content presentation
- Assignments allow students to choose topics or areas of study
- Assignments using technology tools allow students to choose which tool to use to complete the assignment
- A variety of different types of assignments are included
- Assignments give options for kinesthetic, auditory, or visual learners

Selected References and Resources:

- Creative Problem Solving: [http://www.creativeeducationfoundation.org/our-process/what-is-cps](http://www.creativeeducationfoundation.org/our-process/what-is-cps)
- See also the service learning series in the JWL library CTALE. Search “service learning ctale” in the quick box.
Standard: 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

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<tr>
<td>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.</td>
<td>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.</td>
<td>Assessments are based on the stated course / program outcomes. Instructions inform students of what is expected.</td>
<td>Assessments are somewhat connected to the stated course / program outcomes. Instructions and expectations for students are somewhat unclear.</td>
<td>Assessments are unconnected to the stated course / program outcomes and have ambiguous instructions and expectations.</td>
</tr>
</tbody>
</table>

Examples: This should not be considered an exhaustive list of how this standard may be met in an online course.

- Clear grading criteria, expectations, and instructions
- Explicit rubrics or other grading guides provided for subjective assignments
- Exams are proctored and use randomized question test banks
- Connection between the outcomes and assessment clearly explained to students

Resources and References:

- The School of Distance Education provides exam proctoring services. Please email dlit@andrews.edu to make arrangements for your course.
- The Office of Assessment provides assistance with rubrics and other assessment related questions. Email assessment@andrews.edu to arrange for assistance.
Standard: 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

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<tr>
<td>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.</td>
<td>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.</td>
<td>The course is an introduction section.</td>
<td>The course is organized by content type and difficult for students to know where to start and what to do.</td>
<td>The course is difficult to follow, and inconsistently organized.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>The course is visually appealing with consistent colors and includes instructor photo and contact information.</td>
<td>The course is plain and visually neutral.</td>
<td>The course design is garish and visually unappealing, distracting students from the content presentation.</td>
</tr>
<tr>
<td>The course is exceptionally well-written and is free from grammar errors, typos and any copy errors.</td>
<td>The course is free from grammar errors, typos, and other copy errors.</td>
<td>The course has minimal grammar errors, typos, and other copy errors.</td>
<td>The course has a few grammar errors, typos, and other copy errors.</td>
<td>The course has obvious and frequent typos and English errors.</td>
</tr>
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</table>

Resources:

- The DLIT design team can design your content into visually appealing and web accessible formats. Email dlit@andrews.edu to arrange a consultation.
- The School of Distance Education also provides copy-editing services, but final copy must be provided at least two months in advance of the course being offered.
Appendix A: Definitions

**Distance Courses** are defined by the NCA-HLC Definition: “Distance-delivered courses are those in which all or the vast majority (typically 75% or more) of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other.”

- Includes: Courses that are delivered in the self-paced format or the interactive online format with 75% or more of the credit hour contact time.
- Does not include: Courses that are Lecture, Lab, Fieldwork, Independent, Clinical, Seminar, Music Organization, Practicum, Studio Course, or Workshop.

**Distance Programs** are defined by the NCA-HLC Definition: “Distance-delivered programs are those certificate or degree programs in which 50% or more of the required courses may be taken as distance-delivered courses” as defined above.

**Types of Distance Courses**

Andrews University offers two types of online courses:

**Self-Paced**: Student-centered study based on instructional materials provided to the student either by mail or electronic means¹

- **Direct faculty-student contact**: As needed
- **Out-of-class student work**: Learning activities as needed to reach a total of 45 (undergraduate and MDiv) or 60 (graduate) hours per credit hour
- **Attendance**: Only as requested by faculty/student or agreed upon by both parties

¹Self-paced courses are offered where instructional materials and examinations are provided by mail or electronic transmission to students who are separated from the instructor. Interaction between the instructor and the student is limited and is primarily initiated by the student. Self-paced courses may be delivered via paper; via electronic means such as email or a learning management system, or via DVDs, podcasts, streaming or similar one-way media transmission. (This definition aligns with the federal definition for correspondence courses.)

**Interactive Online**: Online live or asynchronous faculty presentation and other faculty-directed learning activities combined with various student-participation strategies²

- **Direct faculty-student contact**: Online faculty-directed learning activities (such as synchronous audio or video meetings; or regular substantive interaction in an online asynchronous learning community) totaling 12.5 clock hours (750 minutes) per semester credit hour
- **Out-of-class student work**: Learning activities as needed to reach a total of 45 (undergraduate and MDiv) or 60 (graduate) hours per semester credit hour
- **Attendance**: Only as requested by faculty or agreed upon between faculty and students

²Interactive online courses use the Internet to deliver instruction to students who are separate from the instructor. Interactive online courses use the Internet to support regular and substantive interaction between the students and the instructor. This regular substantive interaction includes a significant amount of interaction initiated by the instructor. Interactive online courses may use synchronous (real-time) meetings, or an asynchronous paced format. Technologies may include: The Internet, satellite or room-based videoconferencing, web-conferencing, audio-conferencing, or web-based videoconferencing. DVDs, podcasts, streaming and similar one way media may be used only if they are used in conjunction with another technology that facilitates regular and
substantive interaction between students and the instructor. (This matches the federal definition for distance education.)

**Blended Learning:** A combination of face to face, online live, or online asynchronous faculty presentation and other faculty-directed learning activities combined with various student-participation strategies.

- **Direct faculty-student contact:** A combination of face-to-face in class time and online faculty-directed learning activities totaling 12.5 clock hours (750 minutes) per semester credit hour.
- **Out-of-class student work:** As needed to reach a total of 45 (undergraduate and MDiv) or 60 (graduate) hours per credit hour.
- **Attendance:** Both faculty or substitute and students required to interact in person, online live, or online asynchronously regularly.

3 A blended learning course includes some time where the faculty and students are physically separated from each other and additional time where the faculty and students are in the same location. Blended learning scenarios include a face-to-face class that has reduced face-to-face time replaced with extended online assignments or a short intense face-to-face time supplemented with online learning activities. The blended learning course format uses the online activities to ensure that the course meets the credit hour definition requirements. The online portion of this type of course must meet the description of interactive online courses listed above. (This matches the federal definition for distance education.)