2015-2016 Edition

Credits
The Guide was developed to support the Loma Linda University Distance Education Policy and federal regulations, and to encourage the implementation of best practices on online education.

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Loma Linda University

Distance Education Instructor Guide

Introduction

This Guide is designed to assist online instructors understand how to make their courses qualify as Distance Education OR Correspondence courses according to Title IV regulations.

In April 2015 the Loma Linda University Board of Trustees approved the “LLU Distance Education Policy” (See Appendix 1). This policy seeks to not only bring LLU into compliance with the Title IV regulations but more importantly to improve the quality of LLU’s online education. This Guide endeavors to help administrators and faculty implement the new distance education policy.

“The Distance Education Instructor Guide” is specifically designed for distance education instructors and will be updated regularly with additional materials to expand and support the University and schools to implement not only the LLU Distance Education Policy but accepted best practices as well.

Policy Implementation

There are 31 policy statements in the “LLU Distance Education Policy;” many of them will be referred to in this Guide along with tips on how to implement them.

Types of Courses

Understanding the federal definitions of online courses is critical as students' financial aid will be impacted depending on the type of online course they are enrolled in. These definitions are important before exploring other aspects of the new policy.

There are two main definitions upon which the federal policies are based.

**Correspondence Course:** “(1) A course 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 [but not always] self-paced. (2) If a course is part correspondence and part residential training, the Secretary considers the course to be a correspondence course. (3) A correspondence course is not distance education.” *Note:* this is the default federal definition of an online course *unless* it rises to the level of a distance education course. (*34 CFR 600.2; “LLU Distance Education Policy,” #21)*

**Distance Education:** Distance education means “education that uses certain technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor. The interaction may be synchronous¹ or asynchronous². The technologies may include the

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¹ *Synchronous – Same time, live event or interaction.*
Internet; audio conferencing; or one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, wireless communications devices, and other modalities of electronic interaction. This type of course requires the monitoring of student activity and tracking academic engagement. (34 CFR 600.2)"

**Loma Linda University Hybrid Course Definitions**

Although neither the Federal Student Aid Handbook nor WSCUC use the term “hybrid” for courses, the FSA Handbook does provide this unexpected definition regarding mixed correspondence and face-to-face (F2F) courses:

"If a course is part correspondence and part residential training the Department considers the course to be a correspondence course."


This definition can be applied to mixed distance education and F2F courses. In an effort to apply the Title IV definition LLU includes the following definitions as part of the new distance education policy ("LLU Distance Education Policy," Statements 23-25, p. 4).

**Hybrid Distance Education Course:** When a face-to-face course replaces the equivalent of one or more of the required weekly sessions with online instructional materials and activities in the course management system and the instructor regularly and substantively interacts with the students, it is a hybrid distance education course. This type of course requires the monitoring of student activity and tracking academic engagement.

**Hybrid Correspondence Course:** When a face-to-face course replaces the equivalent of one or more of the required weekly sessions with scheduled online instructional materials and activities in the course management system but has only limited instructor interactions with the students, it is a hybrid correspondence course. *Note:* correspondence is the default federal definition for a course that is part face-to-face and part online unless it rises to the level of hybrid distance education.

**Web-enhanced F2F:** When a face-to-face course posts resources in the course management system and uses additional features such as discussion boards, quizzes, assignment submissions, etc., but meets face-to-face for every class session, it is a web-enhanced face-to-face course.

**Verification of Online Student Identity.** The University and programs need to verify all online students in multiple ways starting at the point of registration where the University must verify that the student is actually who they say they are. As a best practice this could also include logging into the course and the taking of online exams. While some programs like to avoid online tests by being exclusively project-oriented, it is a good practice to have at least one method that positively identifies the student.

Currently LLU is using Respondus Lock Down Browser and Monitor as a means of verifying students and ensuring academic integrity during tests. This is at no expense to students or

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2 *Asynchronous* – Posted materials and interactions that can be accessed at any time regardless of the time of day or time zones.
programs. However, other services such as ProctorU are also being used with success by some programs at LLU. As this is fee-based, either the program or the students must pay for ProctorU and similar services. Programs must notify students before or immediately upon registering for the course if they must pay for required proctoring services. ("LLU Distance Education Policy," Statement 2, p. 1)

**Mission Focused Learning (MFL) in Online Courses and Programs.** The University is committed to giving its online students an equivalent “Loma Linda University experience” as face-to-face (F2F) students in their programs and classes. ("LLU Distance Education Policy," Statement 3, p. 1)

Mission Focused Learning environment fosters the highest commitment to analytical and critical thinking, advocates the highest ethical and professional standards of practice, values the creation of new knowledge, and the faithful transmission of best practices within professional and scientific disciplines. It provides a learner-centered educational environment that facilitates the absorption of knowledge and perfection of skills while blending evidence-based decision-making with transformative learning events (“teachable moments”). It develops a culture of service, while encouraging the pursuit of wisdom through the example of Jesus Christ who lived to bring hope, healing, and happiness to mankind. Strategies for integrating MFL into online courses is available in Section I of “LLU’s Best Practices for Online Education” (See appendix 2).

**Rigor and Quality of Curriculum and Instruction in Online Programs and Courses.** It is expected that all online courses will meet the same level of rigor and quality as F2F courses both in the content and instruction. Merely posting a course syllabus, some recorded lectures, and assignments will not be sufficient to be considered a distance education course but will be deemed a correspondence course. The Division of Extended Education’s Distance Education Department will work with faculty to assist with instructional design and implementation. Quality distance education programs and courses are also expected to promote academic integrity. For more information see appendix 2 – "WCET: Best Practice Strategies to Promote Academic Integrity in Online Education.” ("LLU Distance Education Policy," Statement 4, p. 2)

**Faculty in Distance Education Courses.** Programs are responsible to provide sufficient faculty who are qualified to design online instruction and teach their courses. In addition, it is expected that qualified faculty are available to teach the courses within the faculty workload guidelines of the school. Distance education courses should practice active online learning; thus, course enrollment would ideally not be much larger than 25 students. When online courses have too many students for one instructor to interact with regularly and substantively, additional strategies will be needed to prevent the course from becoming a correspondence course. Faculty must have adequate time to engage the students through regular and substantive interactions. If greater student numbers are a necessity in a class, additional teaching support should be employed. Conversely, small programs should ensure that more than one or two faculty are teaching the courses. In addition, low course enrollments of one to five students often reduce the quality of the students’ educational experience and therefore should be avoided. ("LLU Distance Education Policy," Statement 8, p. 2)

**LLU-Approved Training and Professional Development for Distance Education Courses.** The Division of Extended Education will be coordinating various opportunities for distance education instructors to receive training at various levels to meet their individual needs, e.g., initial, intermediate, etc. Stay tuned for announcements to come. ("LLU Distance Education Policy," Statement 9, p. 2)
**LLU Evaluation of Online Courses.** During the 2015-2016 academic year LLU will begin the evaluation of all online courses whether they are in online or F2F programs. The goal will be to help all programs to increase the quality of their online courses and to ensure compliance with the LLU Distance Education Policy and federal regulations regarding distance education. ("LLU Distance Education Policy," Statement 10, p. 2)

**Online Faculty Office Hours.** In order to fully support their online students, all online course faculty need to provide the same number of regular office hours to their online students as they are required to provide for their F2F students. ("LLU Distance Education Policy," Statement 11, p. 2)

**Comparability of Distance and Correspondence Courses to Face-to-Face Courses.** Loma Linda University expects that the rigor and quality of an online course is equivalent to the F2F version. In addition to comparing the quality of the course's content and instruction, the online course should also be evaluated by comparing assessments of student learning outcomes, student retention, and student satisfaction. ("LLU Distance Education Policy," Statement 12, p. 2)

**Student Complaint Process.** All online and F2F students must be provided information about the LLU student complaint process. Not only does LLU seek to support its students in this way, but it is also a federal requirement. ("LLU Distance Education Policy," Statement 16, p. 2)

**State Authorization**

States have the authority to regulate online education in their domains. Some have chosen to not regulate it while others regulate distance education rigorously. Regulations vary widely by state. Even though most use common terms the definitions are often different. States have the right to require out-of-state institutions that offer distance education to citizens within their borders to register, pay fees, meet regulations, and distance education criteria unique to their state. However, a few states are so expensive to register in that most higher education institutions cannot accept students from them.

**LLU and State Authorization:** Higher education institutions have the responsibility to live by each state's regulations or simply decide to not accept online students from those states that are either too complicated or expensive to register in. Loma Linda University has posted a list of states in which online programs may accept students3. This information is provided to students who register through the prospective student portal. In addition program directors and faculty should also be aware of this information and share it with potential students. The list of states may change at any time, so check the “approved” states list each quarter.

**NC-SARA4 and Distance Education.** National Council for State Authorization Reciprocity Agreements (NC-SARA) is “a voluntary, regional approach to state oversight of distance education.” States are working to accept the SARA standards so their higher education institutions that deliver distance education can also register with SARA and thus will be able to accept students from other SARA states (See appendix 3 – “C-RAC: Guidelines for the Evaluation of Distance Education (On-line Learning)”). Until the state of California passes the required legislation and meets other requirements in order to become a SARA state, LLU will need to register in states that are SARA

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states. Some of these states did not regulate distance education but now are doing so since joining SARA.

**Distance Education Courses**

What the online teacher needs more than anything is to develop a set of habits: (1) communicate regularly and clearly, (2) demonstrate compassion, and (3) give prompt feedback.” (Adapted from Johnson, A. (2013). *Excellent Online Teaching: Effective Strategies for a Successful Semester.* Kindle version)

Two main items separate distance education from correspondence: (1) regular and substantive instructor interaction with students, and (2) weekly student attendance.

**Quality and Quantity of Instructor Interactions**

“Regular and substantive interaction between student and instructor” is required (*FSA Vol. 1, Ch. 1, p. 1-19*) and is a key difference between distance education and correspondence education. The Handbook adds that a course must have a *predominance* of substantive interactions initiated by the instructors with students. There are many ways this can be done including:

1. **Student Course Communications:** Use Canvas email rather than Outlook. Email interactions outside of Canvas will not be available to onsite audit teams.

2. **Video Conferencing:** LLU provides Zoom for video conferencing; however, Skype and other similar tools can also be used. Video conferencing needs to be documented in Canvas to show the nature and content summary of the conference. This could be accomplished via an assignment post in a discussion board, in collaboration, noted in announcements, etc.

3. **Discussion Threads** can demonstrate student-to-student and faculty-to-student interactions. Comments from the faculty must be “substantial;” making quick statements such as “good job”, “great comment,” “dig deeper, and so on are insufficient. Comments must be pertinent to the academic topic and enhance the value of the discussions. In addition, the interactions must be regular. Appendix 6, “Regular and Substantive Faculty Interactions in Distance Education.” Additional methods for creating an online learning environment that give the equivalent learning experience as a F2F class and that includes instructor interactions are outlined in

   a) Face-to-face instructors often “stir the pot” in course discussions by asking questions from time to time that cause the students to look at the issue in new light or through different filters. This should also be done in the distance education “classroom” discussions. Knowing how to develop effective questions for discussion boards and how to “stir the pot” when the discussion goes awry or wanes is key to promoting critical thinking and problem solving in relationship to the course content. (See appendix 3 – “Questions Based on Boom’s Cognitive Taxonomy,” and appendix 4 – “Full-Spectrum Questions.”)

   b) Discussion Board Questions: If students get into the habit of participating in the discussion boards without watching the lectures, consider occasionally embedding discussion board questions into the video lectures and/or presentation that require...
posting to discussion board. Doing so will encourage students to view the lecture. Try various methods of introducing the discussion question over the course term to keep the course engaging.

4. **Quizzes and Exams Submission** can also be used to document student attendance. ("LLU Distance Education Policy," Statement 31, p. 5)

5. **Level of Predominance**: Substantive student interactions should be present for 75% of the weeks of the course term. For example, required interactions must be present in each of four weeks in a five-week course term, or in each of eight weeks in a ten-week term. Adding just a few substantive instructor-initiated interactions with students does not transform a correspondence course into a distance education course. A distance education course must include predominantly instructor-initiated regular and substantive student interactions.

**Student Attendance**

Attendance in distance education courses verifies student presence on a weekly basis and is required by Title IV regulations. According to federal guidelines for online courses and distance learning, "documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student." *(Federal Student Aid Handbook, Vol. 5, Ch. 1, pp. 5-60).* Students can only be marked present when they participate in at least one activity per week.

Requirements for students’ participation in weekly assignments, activities, and assessments must be outlined in the course syllabus and be posted in Canvas. If anything is done outside of Canvas—such as video conference meetings, phone calls, etc.—the instructor must find a way to document it in Canvas. Remember that the evidence of student participation should always be visible in Canvas.

Below is a list of some effective strategies to engage students and document weekly attendance:

1. Assignment submission
2. Quiz or exam
3. Discussion board on academic matters
4. Assignment (guided by instructor)
5. Lab (guided by instructor)
6. Consultations with instructor
7. Blog/journal/reflection
8. Group lecture
9. Simulations
10. Live lectures/conferences
11. Online study group assigned by instructors
12. Group case studies
13. Library work
14. Field work
15. Peer-to-Peer
16. Interactive tutorial or computer-assisted instruction
17. Canvas email from student or other documentation showing the student initiated contact with the instructor to ask a question about the academic subject studied in the course. Remember that email outside of Canvas will not be available to anyone reviewing the course.
Resources

Books and Journal Articles


**Web Resources**


**Journals and Organizations**

*Journal of Online Learning and Teaching* - [http://jolt.merlot.org/](http://jolt.merlot.org/)

Online Learning Consortium (Formerly the Sloan Consortium) – LLU is a member – [http://onlinelearningconsortium.org/](http://onlinelearningconsortium.org/)

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Appendices
Preface
Loma Linda University (LLU) is using a growing range of delivery modalities for instructional and educational programs and services including various electronic means; as such, LLU has adopted this policy based on principles of good practice to help ensure that distance learning is characterized by the same expectations for quality, integrity, effectiveness, and mission that apply to more traditional modes of instruction.

This policy reflects WSCUC’s\(^1\) standards and criteria for review in addition to federal regulatory requirements regarding distance and correspondence education. It will be reviewed regularly.

Policy Statements
1. The University, schools, and programs will ensure that their distance and correspondence education courses and programs comply with all applicable accreditation requirements including federal regulations, WSCUC, Adventist Accreditation Association, discipline-specific accreditation.

2. The University will confirm that the student who registers in a distance education or correspondence course or program is the same person who participates each time in the course or program and is the one who completes it and receives the academic credit (see WCET Best Practice Strategies to Promote Academic Integrity in Online Education\(^2\)). Verification of student identity includes secure login and password, proctored examinations, and other emerging technologies and practices. The University will ensure the protection of student privacy and will notify students prior to class registration of any charges associated with verification of student identity (34 C.F.R. 602.17 (g)).

Mission
3. The development, implementation, and evaluation of all Loma Linda University’s courses and programs including those offered via distance or correspondence education must advance the University’s published mission.

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\(^1\) WSCUC – WASC Senior College and University Commission - [http://www.wascsenior.org/](http://www.wascsenior.org/)
\(^2\) WCET Best Practice Strategies to Promote Academic Integrity in Online Education Version 2.0, June 2009-[http://wcet.wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf](http://wcet.wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf)
Curriculum and Instruction
4. Schools and programs have the responsibility of the rigor and quality of curriculum and instruction of their distance education and correspondence courses. The University has oversight of the development of online courses’ instructional design and implementation with evaluation for both whether offered via distance or correspondence education.

5. All University courses and programs including distance education and correspondence education are expected to have clearly defined and appropriate student learning outcomes, including Institutional Student Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), and Course Learning Outcomes (CLOs).

6. The technologies used for the online course will be appropriate to the nature and objectives of the programs and courses, and the expectations concerning the use of such technologies are clearly communicated to students.

7. Faculty will apply University policies and acceptable practices when designing and teaching distance and correspondence education courses including determining the amount and level of credit awarded.

Faculty
8. The schools and programs will ensure that there is a sufficient number of faculty qualified to develop, design, and teach the distance and correspondence courses and programs.

9. Faculty who teach in distance and correspondence education programs and courses will receive appropriate, University-approved training.

10. The University criteria and processes for the evaluation of faculty teaching distance education and correspondence courses and programs will be standardized across the schools.

11. Faculty will offer the same number of regular office hours for online students as required for face-to-face students.

Institutional Effectiveness
12. The comparability of distance and correspondence education courses and programs to campus-based courses and programs will be ensured by the evaluation of educational effectiveness, including assessments of student learning outcomes, student retention, and student satisfaction.

Library and Learning Resources
13. The University will assess the effectiveness of its provision of library/learning resources and student support services for distance and correspondence education students.

14. Students have access to and can effectively use appropriate library resources. The University will provide assistance in using the employed technologies.

Student Services
15. Students have adequate access to the range of services appropriate to support the programs offered through distance and correspondence education.
16. Schools and programs must inform all students of their rights and protections through the University’s procedure for resolving their complaints.

17. Advertising, recruiting, and admissions information will adequately and accurately represent the programs’ requirements, cost, state authorization, and services available to students.

18. The University provides procedures to assure the protection of student information is protected, including when assessing and evaluating students and disseminating results.

19. Schools and programs will make known to the student enrolled in distance and correspondence education courses the type of technological equipment needed for success in the required course interaction. The University will provide assistance in using the employed technologies.

Additional Policy Statements and Definitions

Credit Hour

20. “A credit hour is an amount of work that reasonably approximates not less than

1. “One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class work each week for approximately...10 to 12 weeks for one quarter hour of credit, or at least the equivalent amount of work over a different amount of time; or

2. “At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.” (34 CFR 600.2)

Course Types

21. Correspondence

“(1) A course 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, the Secretary considers the course to be a correspondence course. (3) A correspondence course is not distance education.” Note: this is the default federal definition of an online course unless it rises to the level of a distance education course.” (34 CFR 600.2)

22. Distance Education

Distance education means education that uses certain technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor. The interaction may be synchronous3 or asynchronous4. The technologies may include the Internet; audio conferencing; or one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines fiber optics, satellite, wireless communications devices, and other modalities of electronic interaction. This type of course requires the monitoring of student activity and tracking academic engagement. (34 CFR 600.2) Note: for more detailed best practices, strategies, and examples about how to apply these policies, please refer to the

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3 Synchronous – Same time, live event or interaction.
4 Asynchronous – Posted materials and interactions that can be accessed at any time regardless of the time of day or time zones.
23. **Hybrid Distance Education**
When a face-to-face course replaces the equivalent of one or more of the required weekly sessions with online instructional materials and activities in the course management system and the instructor regularly and substantively interacts with the students, it is a hybrid distance education course. This type of course requires the monitoring of student activity and tracking academic engagement.

24. **Hybrid Correspondence**
When a face-to-face course replaces the equivalent of one or more of the required weekly sessions with scheduled online instructional materials and activities in the course management system but has only limited instructor interactions with the students, it is a hybrid correspondence course. Note: correspondence is the default federal definition for a course that is part face-to-face and part online unless it rises to the level of hybrid distance education.

25. **Web-enhanced Face-to-Face**
When a face-to-face course posts resources in the course management system and uses additional features such as discussion boards, quizzes, assignment submissions, etc., but meets face-to-face for every class session, it is a web-enhanced face-to-face course.

**Instruction and Attendance**

26. **Weeks of Instruction**
“A week of instructional time is any period of 7 consecutive days in which at least 1 day of regularly scheduled instruction, examination, or (after the last day of classes) at least 1 scheduled day of study for examinations occurs. The period begins on the first day of class and ends on the last day of classes or examinations. Instructional time does not include periods of orientation, counseling, homework, vacation, or other activity not related to class preparation or examination. Therefore, the weeks of instructional time may be less than the number of calendar weeks that elapse between the first day of classes and the last day of classes or examinations.” (34 CFR 668.3)

27. **Instructor-initiated Interactions**
Distance education instructors are required to actively initiate interaction with their students as a group and individually, unlike correspondence education, in which students are responsible for initiating contact with the instructor.

28. **Frequent and Timely, i.e., Regular Contact/Interactions**
Distance education instructors should measure “regular contact” or “interactions” based on a standard that is at least the same as it would be in a traditional face-to-face class. Instructors may exceed this minimum at their discretion. The number of asynchronous or synchronous hours that an instructor is available to students in a distance education class must be at least equal to the number of hours of availability as required for face-to-face classes of the same courses for both (1) instruction time and (2) office hours.

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5 LLU Distance and Correspondence Education Instructor Guide - [http://www.llu.edu/central/assessment/distance-education.page](http://www.llu.edu/central/assessment/distance-education.page)
29. **Effective/Substantive Contact/Interactions**
   Distance education instructors must have effective/substantive contact with students and delivery of course content through instructor-initiated interaction with the entire group of students in the course based on a well-defined schedule of availability, deadlines, feedback, and exchanges that are included in the course syllabus. Instructors define their schedules in the syllabus and in other appropriate locations within the course management system.

30. **In Case of Interrupted, Regular Contact**
   Interruptions in instructor contact as defined by the instructor’s syllabus (such as illness or an emergency that takes the instructor offline) require notification to students via a class announcement, email, and/or discussion board, or another course tool, stating the duration of the interruption. In the event that contact is not possible for four or more days, a substitute instructor must be engaged to assist students until the instructor of record is available once again.

31. **Documenting Student Attendance**
   “In a distance education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student. A school must demonstrate that a student participated in class or was otherwise engaged in an academically related activity, such as by contributing to an online discussion or initiating contact with a faculty member to ask a course-related question, student submission of an academic assignment, submission of an exam, documented student participation in an interactive tutorial or computer-assisted instruction, and posting by students showing participation in an online study group assigned by the instructor.” (34 CFR 668.2 (l) (7))
This list of best practice strategies is based on "Institutional Policies/Practices and Course Design Strategies to Promote Academic Integrity in Online Education," produced by WCET in February 2009 and updated in April 2009. In May 2009, the Instructional Technology Council (ITC) surveyed its membership to invite feedback and additional strategies to enhance the WCET work. This June 2009 document reflects the combined contributions of WCET, the UT TeleCampus of the University of Texas System, and ITC. This work is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 3.0 United States license.

**INSTITUTIONAL CONTEXT AND COMMITMENT**

1. Establish a campus-wide policy on academic integrity that articulates faculty and student responsibilities.
2. Demonstrate an institutional commitment to enforcing the policy and in supporting faculty and staff in the handling of academic integrity matters.
3. Make information on academic integrity easy to find on the campus Web site, library Web site, department Web site, course, within the syllabus and within specific assignments.
4. Include ethics instruction within the core curriculum and/or area-specific within degree plans.
5. Address academic integrity at student orientation programs and events.
6. Encourage faculty to report every suspected violation and act upon it.
7. Secure student logins and password to access online courses and related resources, discussions, assignments and assessments.

**CURRICULUM AND INSTRUCTION**

1. State the academic integrity/academic honesty policy within the online learning environment and discuss it early in the course.
2. Require student engagement with the academic integrity policy. For example:
   a. Ask students for their input on how to create a community of integrity at the start of the course. This establishes the students as stakeholders in the community and the process of its formation.
   b. Develop and ask students to commit to a class honor code.
   c. Require students to read and sign an agreement to the campus academic integrity policy.
   d. Write a letter to students about integrity and post it in the course.
   e. Ask students to restate the academic integrity policy (this can also be used as a writing sample to use when grading and reviewing student work).
   f. Ask students to reflect on the academic integrity policy in the discussion board.
   g. Include a lesson on avoiding plagiarism.
3. Have assignments and activities in which appropriate sharing and collaboration is essential to successful completion. Foster a community of integrity by choosing authentic learning tasks that require group cohesiveness and effort. For example, focus assignments on distinctive, individual, and non-duplicative tasks or on what individual students self-identify as their personal learning needs.
4. Provide students with a course or course lesson on research and/or study skills. Work with library staff to design assignments and prepare materials on plagiarism and research techniques.
Include a statement that the instructor reserves the right to require alternative forms and/or locations of assessments (e.g., proctoring).

Ask students follow-up questions to assignments such as, “expand upon this statement you made,” “tell me why you chose this phrase, description or reference,” and “expand upon the ideas behind this reference.”

Select one or two difficult concepts from the paper and ask the student to restate/rewrite the information.

Require students to share key learning from references for a paper or self-reflection on an assignment in the discussion board.

Include an ethical decision-making case study within the course.

**FACULTY SUPPORT**

1. Incorporate academic integrity strategies into professional development and faculty training offerings.
2. Publish academic integrity strategies and policies in faculty handbook and Web-based faculty resources.
3. Publish guidelines for handling/reporting individual student infractions.
4. Assign a department academic integrity liaison to support faculty.
5. Use a plagiarism detection service.
6. Use Google to search for a unique text string or unique phrase from the paper.
7. Keep student papers filed in the department by topic for reference.

**STUDENT SUPPORT**

1. Define academic integrity and cheating and clearly explain what is considered dishonest and unacceptable behavior.
2. Provide information and examples to help students understand the difference between collaboration on assignments and cheating, and identify plagiarism. Teach the proper use of citations.
3. State how much collaboration is permissible on each assignment.
4. State what the instructor’s expectations are for the students and explain what they should expect from the instructor. For example:
   a. Include a statement in the syllabus encouraging honest work.
   b. Repeat the campus academic integrity statement and provide a link to campus policies.
   c. Describe academic dishonesty.
   d. Describe the repercussions for academic dishonesty.
   e. Describe permissible and impermissible collaboration.
   f. Include outside links to information on plagiarism, self-tests and examples.
   g. Include information on acceptable sources.
   h. Include information about the college’s writing center, library or other support.
   i. Include outside links to information on plagiarism, self-tests and examples.
   j. Include information about the college’s writing center, library or other support.

**ASSESSMENT AND EVALUATION**

1. Provide rubrics, or detailed grading criteria, for every assignment at the beginning of the course so students understand how they will be graded.
2. Train faculty on ways to use the settings on the college’s learning management system to reduce cheating:
   a. Use a test bank with more questions than will be used on any particular test and have the learning management system pull a smaller number of questions from the test bank.
   b. Randomize the order of answers for multiple test questions so for example, the correct answer for a particular question might be “a” for one student and “b” for another.
   c. Require forced completion on exams so students cannot re-enter a test.
   d. Set a short window for testing completion, i.e. one or two days to take an exam rather than a whole week. Setting a completion time reduces a student’s ability to access the test, look up the
answer, and re-enter the test. Most test-taking software applications keep track of time on the server, not on the student's computer.

e. Password protect exams.

f. Show questions one at a time (makes more difficult for students to copy and paste the test in order to give it to someone else).

g. Use a Web browser lock-down service during testing.

h. Check the computer “properties” for the "creation date" and "author" for essay or term paper submissions if students are suspected of submitting work created by someone else.

3. Clarify that students with disabilities and requesting testing accommodations (extended time for completion of examinations and quizzes) must identify themselves to the college’s office of disabilities and provide appropriate documentation.

4. Change test items and assignment topics each semester.

5. Emphasize assignments that require written work and problem solving (e.g., essays, papers, online discussions).

6. Use a variety of assessment strategies (quizzes, short and long papers, test questions that require the application of a theory or concept).

7. Adopt the following practices to encourage authentic written work:

   a. Require students to turn in copies of reference articles with cited text highlighted.

   b. Require annotated bibliographies.

   c. Do not allow last minute changes in assignment topics.

   d. Require specific references be used (this might be the course text).

   e. Require an abstract.

   f. Give narrow assignment topics (tied into class experience) and require thesis statements prior to topic approval.

   g. Require students to turn in a draft, and their bibliography or references prior to the paper’s due date.

   h. Require students to write a concept paper and project plan prior to completing an assignment.

8. Evaluate the research process and the product.

9. After an assignment is due, have students post in the discussion board, describing the assignment and the research method used, a summary of conclusions and an abstract (a meta-learning essay).

10. When evaluating student written work, consider following these practices:

   a. Be wary of student writing that reads like an encyclopedia, newspaper article or expert in the field.

   b. Look for whether a paper reflects the assignment, has changes in tense, includes odd sentences within a well-written paper, is based on references older than three years, refers to past events as current, or uses jargon.

   c. Compare student writing on the discussion board with that on assignments and papers. A writing sample collected at the start of the semester can be helpful.

   d. Compare the writing at the beginning and end of the paper with that in the middle of the paper -- language, sentence length and reading level.

   e. Check references; compare quotations with cited sources; look for the same author in multiple references.

   f. Read all papers on the same topic together.

11. Make assignments cumulative (students turn in parts of a project or paper throughout the semester).


13. Other than grades, do not provide students feedback on tests until all of the students in the class have completed them.

14. Use proctored test sites where appropriate.

15. Faculty should use a robust user name and password to protect their computer-based grade book and keep a printed copy in a secure place in case students are able to hack into the computer system.
SOURCES

"101 Ways to Maintain Academic Integrity in an Online Course," by Michael Anderson and Lori McNabb, UT TeleCampus, The University of Texas System. Handout for faculty development program.


WCET Survey on Academic Integrity and Student Verification, August 2008.


Instructional Technology Council Survey on Best Practice Strategies to Promote Academic Integrity in Online Education, May 2009.
Guidelines for the Evaluation of Distance Education (On-line Learning)

Introduction

The Guidelines for the Evaluation of Distance Education (On-line Learning) have been developed by the Council of Regional Accrediting Commissions (C-RAC) to assist institutions in planning distance education and to provide an assessment framework for institutions already involved in distance education and for evaluation teams. They are based on a 2006 report prepared by the General Accounting Office, Evidence of Quality in Distance Education drawn from Interviews with the Accreditation Community and the “Best Practice Strategies to Promote Academic Integrity in Online Education,” prepared by WCET. They replace the 2001 Statement of Best Practices for Electronically Offered Degree and Certificate Programs, and are intended to be used in conjunction with the relevant standards and policies of each accreditor.

The Guidelines comprise nine hallmarks of quality for distance education. In their discussions of how their distance education programming fulfills their accreditor’s standards, institutions are asked to include evidence of the extent to which they meet these hallmarks. Examples of the types of evidence that institutions might use are given below. These lists are not meant to be exhaustive; it is likely that institutions will include additional types of evidence in their reports.
Guidelines for the Evaluation of Distance Education (On-line Learning)

1. On-line learning is appropriate to the institution’s mission and purposes.

Examples of evidence:

a. The mission statement explains the role of on-line learning within the range of the institution’s programs and services.

b. Institutional and program statements of vision and values inform how the on-line learning environment(s) is created and supported.

c. As appropriate, the institution incorporates into its on-line learning programs methods of meeting the stated institutional goals for the student experience at the institution.

d. The recruitment and admissions programs supporting the on-line learning courses and programs appropriately target the student populations to be served.

e. The students enrolled in the institution's on-line learning courses and programs fit the profile of the students the institution intends to serve.

f. Senior administrators and staff can articulate how on-line learning is consonant with the institution's mission and goals.

2. The institution's plans for developing, sustaining and, if appropriate, expanding on-line learning offerings are integrated into its regular planning and evaluation processes.

Examples of evidence:

a. Development and ownership of plans for on-line learning extend beyond the administrators directly responsible for it and the programs directly using it.

b. Planning documents are explicit about any goals to increase numbers of programs provided through on-line learning courses and programs and/or numbers of students to be enrolled in them.

c. Plans for on-line learning are linked effectively to budget and technology planning to ensure adequate support for current and future offerings.

d. Plans for expanding on-line learning demonstrate the institution’s capacity to assure an appropriate level of quality.

e. The institution and its on-line learning programs have a track record of conducting needs analysis and of supporting programs.

3. On-line learning is incorporated into the institution’s systems of governance and academic oversight.

Examples of evidence:

a. The institution’s faculty have a designated role in the design and implementation of its on-line learning offerings.

b. The institution ensures the rigor of the offerings and the quality of the instruction.
c. Approval of on-line learning courses and programs follows standard processes used in the college or university.

d. On-line learning courses and programs are evaluated on a periodic basis.

e. Contractual relationships and arrangements with consortial partners, if any, are clear and guarantee that the institution can exercise appropriate responsibility for the academic quality of all on-line learning offerings provided under its name.

4. Curricula for the institution's on-line learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

Examples of evidence:

a. The curricular goals and course objectives show that the institution or program has knowledge of the best uses of on-line learning in different disciplines and settings.

b. Curricula delivered through on-line learning are benchmarked against on-ground courses and programs, if provided by the institution, or those provided by traditional institutions.

c. The curriculum is coherent in its content and sequencing of courses and is effectively defined in easily available documents including course syllabi and program descriptions.

d. Scheduling of on-line learning courses and programs provides students with a dependable pathway to ensure timely completion of degrees.

e. The institution or program has established and enforces a policy on on-line learning course enrollments to ensure faculty capacity to work appropriately with students.

f. Expectations for any required face-to-face, on-ground work (e.g., internships, specialized laboratory work) are stated clearly.

g. Course design and delivery supports regular and substantive faculty-student and student-student interaction.

h. Curriculum design and the course management system enable active faculty contribution to the learning environment.

i. Course and program structures provide schedule and support known to be effective in helping on-line learning students persist and succeed.

5. The institution evaluates the effectiveness of its on-line learning offerings, including the extent to which the on-line learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.

Examples of evidence:

a. Assessment of student learning follows processes used in onsite courses or programs and/or reflects good practice in assessment methods.

b. Student course evaluations are routinely taken and an analysis of them contributes to strategies for course improvements.
c. Evaluation strategies ensure effective communication between faculty members who design curriculum, faculty members who interact with students, and faculty members who evaluate student learning.

d. The institution regularly evaluates the effectiveness of the academic and support services provided to students in on-line courses and uses the results for improvement.

e. The institution demonstrates the appropriate use of technology to support its assessment strategies.

f. The institution documents its success in implementing changes informed by its programs of assessment and evaluation.

g. The institution provides examples of student work and student interactions among themselves and with faculty.

h. The institution sets appropriate goals for the retention/persistence of students using on-line learning, assesses its achievement of these goals, and uses the results for improvement.

6. **Faculty responsible for delivering the on-line learning curricula and evaluating the students’ success in achieving the on-line learning goals are appropriately qualified and effectively supported.**

   **Examples of evidence:**

   a. On-line learning faculties are carefully selected, appropriately trained, frequently evaluated, and are marked by an acceptable level of turnover.

   b. The institution's training program for on-line learning faculty is periodic, incorporates tested good practices in on-line learning pedagogy, and ensures competency with the range of software products used by the institution.

   c. Faculty are proficient and effectively supported in using the course management system.

   d. The office or persons responsible for on-line learning training programs are clearly identified and have the competencies to accomplish the tasks, including knowledge of the specialized resources and technical support available to support course development and delivery.

   e. Faculty members engaged in on-line learning share in the mission and goals of the institution and its programs and are provided the opportunities to contribute to the broader activities of the institution.

   f. Students express satisfaction with the quality of the instruction provided by on-line learning faculty members.

7. **The institution provides effective student and academic services to support students enrolled in on-line learning offerings.**

   **Examples of evidence:**
a. The institution's admissions program for on-line learning provides good web-based information to students about the nature of the on-line learning environment, and assists them in determining if they possess the skills important to success in on-line learning.

b. The institution provides an on-line learning orientation program.

c. The institution provides support services to students in formats appropriate to the delivery of the on-line learning program.

d. Students in on-line learning programs have adequate access to student services, including financial aid, course registration, and career and placement counseling.

e. Students in on-line learning programs have ready access to 24/7 tech support.

f. Students using on-line learning have adequate access to learning resources, including library, information resources, laboratories, and equipment and tracking systems.

g. Students using on-line learning demonstrate proficiency in the use of electronic forms of learning resources.

h. Student complaint processes are clearly defined and can be used electronically.

i. Publications and advertising for on-line learning programs are accurate and contain necessary information such as program goals, requirements, academic calendar, and faculty.

j. Students are provided with reasonable and cost-effective ways to participate in the institution’s system of student authentication.

8. The institution provides sufficient resources to support and, if appropriate, expand its on-line learning offerings

Examples of evidence:

a. The institution prepares a multi-year budget for on-line learning that includes resources for assessment of program demand, marketing, appropriate levels of faculty and staff, faculty and staff development, library and information resources, and technology infrastructure.

b. The institution provides evidence of a multi-year technology plan that addresses its goals for on-line learning and includes provision for a robust and scalable technical infrastructure.

9. The institution assures the integrity of its on-line learning offerings.¹

Examples of evidence:

¹ Institutions are encouraged to consult “Best Practice Strategies to Promote Academic Integrity in Online Education,” prepared by WCET and available at http://www.wcet.info/2.0/
a. The institution has in place effective procedures through which to ensure that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. The institution makes clear in writing that these processes protect student privacy and notifies students at the time of registration or enrollment of any projected additional costs associated with the verification procedures. (Note: This is a federal requirement. All institutions that offer distance education programming must demonstrate compliance with this requirement.)

b. The institution’s policies on academic integrity include explicit references to on-line learning.

c. Issues of academic integrity are discussed during the orientation for on-line students.

d. Training for faculty members engaged in on-line learning includes consideration of issues of academic integrity, including ways to reduce cheating.

July, 2009
April 2013
Appendix 4

**Best Practices for Online Education**

*Developed by LLU’s Digital Education Committee*

I. Loma Linda University Mission-Focused Learning

1. Make use of Bible-centered video clips, verses, stories, worship thought, devotional ([www.biblegateway.com](http://www.biblegateway.com)).
2. Make use of Seventh-day Adventist Health Heritage (stories, ideas, tips, experiences, resources) ([www.adventisthealth.org](http://www.adventisthealth.org)).
3. Make use of LLU pioneers’ stories ([www.llu.edu](http://www.llu.edu)).
4. Make use of LLU missionary stories, community experiences
5. Link to [LLU 360 videos](http://www.llu.edu).
7. Remember, the student is the center of the teaching-learning process.
8. Employ the highest of ethical standards.
9. Use community-applied learning activities (service-learning, community outreach, family and workplace) in the spirit of LLU’s mission.
10. Employ student journals with self-reflections about how the course impacts student life. (Video or text-based format).
11. Keep wholeness in mind is when selecting learning activities (visit to the portal, activities, journal, videos, resources) - [LLU Center for Spiritual Life and Wholeness](http://www.llu.edu/llucsw).  
12. Have students participate in self-assessment exercises on course content.
13. Encourage or require students to view online University@Worship services ([Wednesdays and recorded sessions](http://www.llu.edu/llucsw)). There may be opportunities for online students to participate in live University@Worship services via Zoom. If interested, contact one of the LLU chaplains: [Chaplain Swenson](http://www.llu.edu/llucsw) or [Chaplain Brooks](http://www.llu.edu/llucsw).
14. Develop instructor videos and make available via the learning management system ([Canvas](http://www.canvas.net)).
15. Create online conversations/discussion items of selected topics around the LLU and Adventist values.
16. Provide links to selected external Seventh-day Adventist resources in areas of health, family relations, spiritual life, etc.) - [LLU Center for Spiritual Life and Wholeness](http://www.llu.edu/llucsw).
17. Use a consistent module design with specific item/section about Mission-Focused Learning (LLU Course template, see “example course” in [Canvas](http://www.canvas.net)).
18. Show empathy, pray with students, ask about how things are going, etc. Show kindness and interest for the well being of the student with uplifting encouragement. Use phone, Zoom, Skype, or other digital video media.
19. Provide online communities/social media spaces (for interactions around impacts in life, prayer, coaching, inspiring each other) - [www.llu.edu/social](http://www.llu.edu/social).
20. Make use of Ellen G. White selected quotes from her inspired writings ([www.whiteestate.org](http://www.whiteestate.org)).
II. Learning Styles
1. Focus on specific student needs.
2. Engage students towards higher levels of thinking, promote active learning by promoting active student involvement.
3. Encourage students to draw upon their own experiences.
4. Use problem-solving exercises.
5. Build options for students to work individually as well as work together.
6. Explore the theory of adult learning styles and incorporate them into the course.
7. Define and list learning outcomes: ILOs, PLOs, and CLOs.
8. Build activities that include hands-on experiences with individual and group activities in ways that student’s life experiences can be explored and connected to the course goals and outcomes.
9. Involve the learner actively in all course components.
10. Have students get to know each other through photographs, biographies, teleconferencing, and, when possible, face-to-face.

III. Self Training
1. Be pro-active with faculty training and support on campus.
2. Work with other faculty to build courses.
3. Find a mentor who is familiar with online education; either an on-campus or remote mentor.
4. Use your own experiences and reflection to improve the course over time.
5. Expect to benefit from multiple roles as an online instructor through your own transformative learning by reflecting constantly during the course and after the course.
6. Do not be afraid or hesitate to ask questions during exploration and discovery of new online approaches.

IV. Social Presence
1. Employ multiple technologies to communicate with your students:
   1. Use the phone.
   2. Use video conferencing.
   3. If possible, employ a face-to-face component in your class.
2. Include a faculty biography, complete with photographs and videos about your personal life—don’t forget the personal touch.
3. Initiate contact with your students; students often will not initiate contact with you.
4. Be timely with giving feedback.
5. Set a clear policy for faculty and students regarding behavior in the online course.
6. Encourage contact between students, and also between student and faculty.
Loma Linda University

7. Have specific office hours and a phone number where faculty can be contacted. Consider having a Zoom\(^1\) office where students can come.
8. Let students know how when faculty will be present, and how much time students are expected to put in each week for class participation.
9. Employ an anonymous polling survey during and after the course (i.e., Qualtrics, Polleverywhere.com).
10. Be prepared to provide basic technical assistance to students.
11. Interact with students to mentor, encourage, and support. Seek out those who are not active in the course. Interaction is essential.

V. Knowing Technology
1. Do not rely upon just one technology for communication.
2. Know the bandwidth capacity or geographical location of your students. Do not build an object that requires high bandwidth if all students don’t have it.
3. Be flexible with educational technologies—successful teaching can be achieved with any technology.
4. Build content in the proper format: HTML for online viewing, PDF for downloading and printing, Word files (.docx) for editable documents.
5. Don’t rely on technology to keep students happy. Real student satisfaction is increased with the personal attention they receive from the instructor.
6. Master the use of any technology you expect students to use.

VI. Collaboration
1. Use cooperative learning with group projects. Planning successful cooperative learning projects takes extra effort on your part but increases successful student learning in the long run.
2. Foster a feeling of community and camaraderie.
3. Remind your students that learning is social in nature and technical tools can enable social interaction.
4. Show students you care about them and their success in the course. Caring online is a reciprocal process that requires commitment to teaching and learning by both students and teachers.
5. Build collaboration by validating the importance of past experiences of students.
6. Convey your experiences as an online teacher. Let students know it is common to have trouble familiarizing themselves with online programs.
7. As an instructor, be clear about your expectations and how you will respond to questions and postings.
8. The instructor can demonstrate their commitment and caring by actively commenting when appropriate.
9. Have the students get to know you personally with your teaching experience and personal life.

\(^1\) Contact the Division of Extended Education to set up a Zoom office that does not require you to send students an invitation: extendeded@llu.edu.
VII. Feedback/Assessment
1. Be sure to give specific and timely feedback. The faster you give it, the more beneficial it is to the student. The longer feedback is delayed, the less it impacts student learning.
2. Tell your students how quickly they can expect replies from you.
3. Ask students about the course as they progress through it. When you find out about problems, confusion, or just good ideas, implement them during the course, if possible.
4. Employ an anonymous polling survey during the course (i.e., Qualtrics, Polleverywhere.com, etc.).
5. Request to have an online instructor to do a peer-review of your course.
6. Refine your next online courses by listening to your previous students.
7. Use rubrics.
8. Set up online course student evaluations to be sent out at the end of the quarter.

VIII. Active Course Management
1. Have early course availability when possible.
2. Establish clear expectations.
3. Use one email application for communication; either the internal course email in Canvas, or regular email.
4. Communicate high expectations.
5. Use a variety of large group, small group, and individual work experiences.
6. Use rubrics for assignments for clear grading and grading criteria.
7. Show up and teach.
8. Use links to current events applicable to the learning module.
9. Emphasize how much time students are to commit for the class.
10. Be present and active in online discussions.
11. Determine a reasonable response time, and communicate this with students.
12. Set the example by timely feedback, interest in student work, and building relationships.
13. Have a “Plan B” when things don’t go as expected; be flexible, whenever possible.
14. Use the ‘Student View’ feature available in most Canvas to get the student perspective of what the course looks like.

IX. KIS/Course Design
1. Be consistent in the overall course design. Provide a basic structure for the course.
2. Do not use any technology that you cannot teach students how to use.
3. Test drive the course by using the ‘Student View’ to assure things work as expected.
4. Use technology appropriately; make sure your students have sufficient Internet capabilities for content creation.

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2 Division of Extended Education: extendeded@llu.edu; ext. 15042
Loma Linda University

5. Course design should have a clear and easy path to navigate through the class. Do not radically change the Canvas course design elements.
6. Do not bury content several layers deep with links.
7. Have virtual office hours, or communicate to students how and when they can contact the instructor. Set up a Zoom office.
8. Have a plan and policy for times when students declare Internet or course availability problems, because students are known to constantly declare electronic issues.
9. Design the syllabus as a roadmap through the course.
10. Show up and teach—good teaching matters.
11. Remember: most online courses use Word and PDF documents, PowerPoint, audio files, and video, email and phone for communications. But not all courses need every new technology for the sake of technology. Simple beats complex.

X. University Support
The University should provide:
1. Complete support for online students:
   1. Admissions
   2. Registration
   3. Financial aid
   4. Online library resources
   5. Courseware platform
   6. Technical support
   7. Library access
2. Professional development opportunities for online instructors that specifies techniques to integrate active learning pedagogy into online courses.
3. Just-in-time training resources for online instructors.
4. Technology support and course design support.

XI. Academic Integrity
1. Provide guidance to students from the institution, school, program, and course perspectives and policies.
2. Have each student acknowledge, agree and understand an academic integrity policy.
3. Guide discussion and brought forward in course guidelines/syllabus.
4. Ask students to create a class policy of academic integrity.
5. Include a lesson on avoiding plagiarism.
6. Include links to guides on plagiarism.
7. Monitor course and deliverables closely.
8. Use Turnitin or similar service.
9. Use proctored exams when necessary, i.e., Respondus (LockDown Browser and Respondus Monitor), ProctorU.
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For more information contact:
- Division of Extended Education
- extendeded@llu.edu
- Ext. 15042
- Temporary website: http://www.llu.edu/central/assessment/distance-education.page
## Questions Based on Bloom's Cognitive Taxonomy

<table>
<thead>
<tr>
<th>Cognitive Level</th>
<th>Key Words</th>
<th>Questions</th>
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<tbody>
<tr>
<td><strong>Lower Order</strong></td>
<td><strong>Knowledge (Remembering)</strong></td>
<td>Memorialize, Define, Identify, Repeat, Recall, State, Write, List, Name</td>
</tr>
<tr>
<td></td>
<td><strong>Comprehension (Understanding)</strong></td>
<td>Describe, Distinguish, Explain, Interpret, Predict, Recognize, Summarize</td>
</tr>
<tr>
<td></td>
<td><strong>Application (Transferring)</strong></td>
<td>Apply, Compare, Contrast, Demonstrate, Examine, Relate, Solve, Use</td>
</tr>
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**Knowledge (Remembering)**: These types of questions test the students’ ability to memorize and to recall terms, facts and details without necessarily understanding the concept.

- What is...?
- How would you describe...?
- Why did...?
- How would your show...?
- Make a list of the main events.
- Make a timeline of events.
- Make a facts chart.
- Write a list of any pieces of information you can remember.
- List all the ______ in the case study/article/reading piece.
- Make a chart showing...

**Comprehension (Understanding)**: These questions test the students’ ability to summarize and describe in their own words without necessarily relating it to anything.

- What facts or ideas show...?
- How would you compare...?
- How would your classify...?
- Can you explain what is happening...?
- Illustrate what you think the main idea was.
- Retell the story in your words.
- Write a summary report of an event.
- Prepare a flow chart to illustrate the sequence of events.

**Application (Transferring)**: Application questions encourage students to apply or transfer learning to their own life or to a context different than one in which it was learned.

- Do you know another instance where...?
- Could this have happened in...?
- Can you group by characteristics such as...?
- What factors would you change if...?
- Can you apply the method used to some experience of your own...?
- What questions would you ask of...?
- From the information given, can you develop a set of instructions about...?
- Would this information be useful if you had a ___?
- What would result if...?
- What facts would you select to show...?
- What approach would you use to...?
- How would you use...?

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1 Adapted from the following: [http://faculty.academyart.edu/faculty/teaching-resources/teaching-curriculum/enhancing-teacher-student-interaction/different-types-questions-blooms-taxonomy.html#sthash.l7vYdM6A.dpuf](http://faculty.academyart.edu/faculty/teaching-resources/teaching-curriculum/enhancing-teacher-student-interaction/different-types-questions-blooms-taxonomy.html#sthash.l7vYdM6A.dpuf); [http://www.nmmu.ac.za/cyberhunts/bloom.htm](http://www.nmmu.ac.za/cyberhunts/bloom.htm)
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<td><strong>Higher Order</strong></td>
<td></td>
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<tr>
<td><strong>Analysis (Relating)</strong></td>
<td>Analyze</td>
<td>• What inference can you make...?</td>
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<tr>
<td></td>
<td>Differentiate</td>
<td>• What is the relationship between...?</td>
</tr>
<tr>
<td></td>
<td>Distinguish</td>
<td>• What evidence can you find...?</td>
</tr>
<tr>
<td></td>
<td>Explain</td>
<td>• What things justify...?</td>
</tr>
<tr>
<td></td>
<td>Infer</td>
<td>• What outcomes could have happened...?</td>
</tr>
<tr>
<td></td>
<td>Relate</td>
<td>• How was this similar to...?</td>
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<tr>
<td></td>
<td>Research</td>
<td>• What was the underlying theme of...?</td>
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<tr>
<td></td>
<td>Separate</td>
<td>• What do you see as other possible outcomes?</td>
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<tr>
<td></td>
<td></td>
<td>• Why did ... changes occur?</td>
</tr>
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<td></td>
<td></td>
<td>• Can you compare your ... with that presented in...?</td>
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<td></td>
<td></td>
<td>• Can you explain what must have happened when...?</td>
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<td></td>
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<td>• How is ... similar to...?</td>
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<td></td>
<td></td>
<td>• What are some of the problems of...?</td>
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<td></td>
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<td>• Can you distinguish between...?</td>
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<tr>
<td></td>
<td></td>
<td>• What were some of the motives behind...?</td>
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<td></td>
<td></td>
<td>• What was the turning point?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What was the problem with...?</td>
</tr>
<tr>
<td><strong>Synthesis (Creating)</strong></td>
<td>Arrange</td>
<td>• What could be changed to improve...?</td>
</tr>
<tr>
<td></td>
<td>Combine</td>
<td>• How would you test...?</td>
</tr>
<tr>
<td></td>
<td>Create</td>
<td>• What way would you design...?</td>
</tr>
<tr>
<td></td>
<td>Design</td>
<td>• What outcome would you predict for...?</td>
</tr>
<tr>
<td></td>
<td>Develop</td>
<td>• Can you design a ... to ...?</td>
</tr>
<tr>
<td></td>
<td>Formulate</td>
<td>• Can you see a possible solution to...?</td>
</tr>
<tr>
<td></td>
<td>Integrate</td>
<td>• If you had access to all resources how would you deal with...?</td>
</tr>
<tr>
<td></td>
<td>Organize</td>
<td>• Why don't you devise your own way to deal with...?</td>
</tr>
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<td></td>
<td></td>
<td>• What would happen if...?</td>
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<td></td>
<td>• How many ways can you...?</td>
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<td>• Can you create new and unusual uses for...?</td>
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<td></td>
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<td>• Can you develop a proposal that would...</td>
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<tr>
<td><strong>Evaluation (Judging)</strong></td>
<td>Assess</td>
<td>• How could you select...?</td>
</tr>
<tr>
<td></td>
<td>Critique</td>
<td>• How could you prove...?</td>
</tr>
<tr>
<td></td>
<td>Determine</td>
<td>• How would you prioritize...?</td>
</tr>
<tr>
<td></td>
<td>Evaluate</td>
<td>• What information would you use to support...?</td>
</tr>
<tr>
<td></td>
<td>Judge</td>
<td>• Is there a better solution to...</td>
</tr>
<tr>
<td></td>
<td>Justify</td>
<td>• Judge the value of...</td>
</tr>
<tr>
<td></td>
<td>Measure</td>
<td>• Can you defend your position about...?</td>
</tr>
<tr>
<td></td>
<td>Recommend</td>
<td>• Do you think ... is a good or a bad thing?</td>
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<td></td>
<td></td>
<td>• How would you have handled...?</td>
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<td></td>
<td></td>
<td>• What changes to ... would you recommend?</td>
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<tr>
<td></td>
<td></td>
<td>• Do you believe?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Are you a ... person?</td>
</tr>
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<td></td>
<td></td>
<td>• How would you feel if...?</td>
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<td></td>
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<td>• How effective are...?</td>
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<td></td>
<td></td>
<td>• What do you think about...?</td>
</tr>
</tbody>
</table>
### Full-Spectrum Questioning

<table>
<thead>
<tr>
<th>Questions that probe the “so what!” response</th>
<th>Questions that clarify meaning or conceptual vocabulary</th>
<th>Questions that explore assumptions, sources, and rationale</th>
<th>Questions that seek to identify causes and effects of outcomes</th>
<th>Questions that consider appropriate action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How Relevant or Important?</strong></td>
<td>Is there Ambiguity or Vagueness?</td>
<td>What Qualities Are Assumed?</td>
<td>Primary vs. Secondary?</td>
<td>Who Does What, How, When, with Whom, and Why?</td>
</tr>
<tr>
<td>To whom? To what constituency? Individuals or groups? What viewpoint would impart importance? Is that me/us/them? What audience is assumed? If we knew all about this, what good would it do?</td>
<td>Are terms clear or meanings commonly shared? What alternative meanings might exist? Can quantifiers be made more explicit? How much? How long? How few? To what extent? Can implicit comparisons be made explicit? Are Concepts Held in Common? Are terms relying on professional or technical understandings? Does meaning shift from ordinary usage to technical sense? Is persuasion confused with definition? What might be a similar example in another area?</td>
<td>Is the claim or phenomena assumed to be: Real, unique, measurable, beneficial, harmful, neutral? Might the opposite assumption be equally valid? Are biases or preconceptions evident in gender, audience, categorization? What does the speaker assume about herself or himself or the audience? Can One Be Sure? What evidence supports the claim? How can it be confirmed? What are reasons for belief or disbelief or assigning value? What procedures or processes give evidence for certainty? What supports any analogies?</td>
<td>Is the claim/condition a root or secondary cause or effect? Is it a trigger for other mechanisms? What are they? Internal/External vs. Systematic Interaction Is the cause/effect mechanism internal or partly external to the system? What external factors affect interactions? Are reputed ‘causes’ perhaps correlations? At what level might true causes operate? Are consequences long or short term? For whom? What limits or scenarios might apply? What are worst/best cases? What is most probable? Why? If cause/effects are connected systemically through feedback, what are the key feedback controls?</td>
<td></td>
</tr>
</tbody>
</table>


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Regular and Substantive Faculty Interactions in Distance Education

Loma Linda University

The expectation of the University, the U.S. Federal Government, and WSCUC is to give your online students an equivalent learning experience as you give to your face-to-face students. What follows is a brief list of strategies to implement active learning to the online learning environment through a combination of activities and approaches. Not all of these activities need to be present in a course or in a week. But there should be a good balance of activities each week rather than try to satisfy the requirements for interaction with only one activity.

<table>
<thead>
<tr>
<th>Instructor-initiated Activity</th>
<th>Where</th>
<th>Frequency</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Threaded discussion forums with appropriate instructor participation | Canvas         | Weekly; unless there is another activity that replaces it | • Make discussions worth both faculty and students’ time through questions that promote critical thinking and problem solving. See appendices 3 and 4 for more on questions that can be used to stimulate student thinking and discussion.  
• Discussion forms can be set up on all kinds of activities. There is no reason for these forums to become boring for either students or instructor.  
• Providing students with an open-ended question forum, although appropriate, does not constitute the entirety of effective instructor initiated interaction. |
| Email, phone or messaging to individual students       | Canvas, OR Outlook | As needed          | • Contact students who aren’t active for five to six days.  
• Document in Canvas, if using personal email          |
<table>
<thead>
<tr>
<th>Instructor-initiated Activity</th>
<th>Where</th>
<th>Frequency</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly announcements to students</td>
<td>Canvas</td>
<td>Weekly</td>
<td>• These should be timely and helpful announcements similar as you would make to a f2f class in response to the students’ progress or lack thereof, and so on.</td>
</tr>
<tr>
<td>Timely and effective feedback on student work</td>
<td>Canvas; comments in Word, etc.</td>
<td>A quick turnaround time from the time it was turned in</td>
<td>• Feedback is also expected for correspondence courses; however, it can be included as part of your regular and substantive interaction with your students as long as it is not the only or primary way you interact with your students.</td>
</tr>
<tr>
<td>Creating and moderating small virtual groups</td>
<td>Canvas Groups, OR Zoom</td>
<td>As needed</td>
<td>• Well-functioning groups do not happen accidentally. Refer to “Effective Online Groups,” on last page</td>
</tr>
<tr>
<td>Office hours: may be asynchronous or synchronous</td>
<td>Canvas, OR Zoom</td>
<td>Weekly</td>
<td>• Provide your online students the equivalent office hours that you are required to give your F2F students.</td>
</tr>
<tr>
<td>Instructor prepared e-lectures or introductions in the form of e-</td>
<td>Post in Canvas</td>
<td>Weekly, OR as needed</td>
<td>• Short e-lectures are better than a single long one.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Written or recorded lectures in video and/or</td>
</tr>
<tr>
<td>Instructor-initiated Activity</td>
<td>Where</td>
<td>Frequency</td>
<td>Notes</td>
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<tr>
<td>lectures to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the “virtual equivalent” of the face-to-face class.</td>
<td></td>
<td></td>
<td>audio format</td>
</tr>
</tbody>
</table>
| Facilitate student to student contact. | Canvas, Zoom, OR email | Weekly | • There are many ways to do this including a plethora of discussion board and small group activities.  
• If the activities are not done in Canvas (Zoom meetings, etc.), document the activity in Canvas. |
| Face-to-face activities such as on campus orientations or sessions | On campus | At the beginning of the class | • Ideally a F2F orientation on campus is ideal so the instructor can get to know the students and the students get to know each other and how to be successful in the course. However, having a required F2F on-campus orientation will limit enrollment. Fortunately, there are ways to accomplish similar goals in an online orientation. |
| Chat activities | Canvas | As needed | • Chat activities can be very dynamic, which means students or faculty with slow keyboarding skills may get lost.  
• Chats are most effective with small groups. If done with large groups, the instructor should give the rules for the activity to keep things organized. |
| Video conferencing | Zoom, Skype, etc. | As needed | • Set up a fixed Zoom room for your class where students can meet you for office hours, other conversations, activities, projects, etc.  
• Document Zoom activities in Canvas. |
Effective Online Groups

• **Faculty Perspective**
  How to Design Effective Online Work Group Activities
  [http://www.facultyfocus.com/articles/online-education/how-to-design-effective-online-group-work-activities/](http://www.facultyfocus.com/articles/online-education/how-to-design-effective-online-group-work-activities/)

  Seven Problems of Online Group Learning (and Their Solutions) [PDF]
  [www.ifets.info/journals/10_4/22.pdf](http://www.ifets.info/journals/10_4/22.pdf)

  "Ten Ways To Make Online Learning Groups Work" - Nau [PDF]
  [https://www2.nau.edu/d-elearn/support/tutorials/other/making_groups_work.pdf](https://www2.nau.edu/d-elearn/support/tutorials/other/making_groups_work.pdf)

• **Student Perspective**
  How to Survive Virtual Group Work

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