

Federal guidelines and institutional accrediting policies (Higher Learning Commission) require institutional reporting on the use of online teaching best practice standards. The following standards serve as a basis for effective online teaching practices at Creighton University. These standards were selected as they are unique to the context of the online teaching and learning environment and are a recognized online teaching best practice. Resources to assist in development of these standards are available in the Faculty Resources section of the Creighton Office of Online Learning (COOL) web site (<http://www.creighton.edu/onlinelearning>) including the [CUOnline Guide](#).

Standard 1: Employ strategies to develop a community of online learners	Examples of Evidence to Demonstrate Standard	Annotations
<p>1a. Employ strategies to encourage contact between students and instructor, actively engage students in learning experiences</p> <p>1b. Employ strategies to provide prompt, meaningful feedback</p> <p>1c. Employ strategies to facilitate construction of knowledge, move beyond knowledge transmission, with online students</p>	<p>1a. Online course design review rubric (<i>Learner Interaction Standard</i>)</p> <p>Course syllabus</p> <p>1b. University's standard set of end of course survey items, item #2</p> <p>Course syllabus</p> <p>1c. Course syllabus (e.g., instructor uses facilitated course discussions)</p>	<ul style="list-style-type: none"> • Provide opportunities for learner co-creation of knowledge, creates opportunities for cooperative/collaborative activities through, for example, a discussion forum, or blog, or wiki tool or other types of social media. • Provide opportunities during and at the end of a unit of study for learners to summarize and reflect on their learning. • Where applicable, provide for application of learning to a real world context • Offer a variety of ways to interact with content and learners (through text, audio, video, images, simulations, animations, kinesthetic activities etc.) • Provide information to students regarding teacher availability and response time, communicate with students on a regular basis • Recognize students social needs online and responds appropriately in an a positive, encouraging manner • Post meaningful questions or ideas to encourage critical thinking where discussion begins to wane <p><u>Development Resource Suggestions</u></p> <p>Conrad, R. & Donaldson, J.A. (2004). Engaging the online learner. San Francisco: Jossey-Bass.</p> <p>Ko, S. & Rossen, S. (2010). Teaching online: A practical guide. New York: Routledge. (Chapter 7)</p> <p>Palloff, R.M. and Pratt, K. (2007). Building online learning communities: Effective strategies for the virtual classroom. San Francisco: Jossey-Bass.</p>

Standard 2: Employ measurable learning objectives and assessments appropriate for the online learning environment.	Examples of Evidence to Demonstrate Standard	Annotations
2a. Articulate measurable learning objectives	<p>Course syllabus</p> <p>Online course design review rubric, (<i>Learning Objectives Standard</i>)</p>	<p>Learning objectives describe student performance in specific, measurable terms.</p> <p><u>Development Resource Suggestions</u> Svinicki, M. and McKeachie, W.J. (2010). <i>McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers</i>. Belmont, CA: Wadsworth Publishing.</p>
2b. Employ a variety of assessment methods appropriate for online learners	<p>Course syllabus</p> <p>Online course design review rubric, (<i>Assessment Standard</i>)</p>	<p>Where applicable, develop authentic assessments that relate to real world experiences.</p> <p><u>Development Resource Suggestions</u> Comeaux, P. (2005). <i>Assessing Online Learning</i>. San Francisco: Jossey-Bass. Palloff, R.M. and Pratt, K. (2009). <i>Assessing the Online Learner</i>. San Francisco: Jossey-Bass.</p>
2c. Employ a variety of opportunities for students to obtain feedback on their learning progress	<p>Course syllabus</p> <p>Online course design review rubric, (<i>Assessment Standard</i>)</p>	<p>Provide rubrics for assessment activities Monitor student progress in the course through tracking, discussion postings, assignment submission etc.</p> <p><u>Development Resource Suggestions</u> Ko, S. & Rossen, S. (2010). <i>Teaching online: A practical guide</i>. New York: Routledge. (Chapter 11)</p>

Standard 3: Employ strategies to effectively manage the online teaching and learning environment	Examples of Evidence to Demonstrate Standard	Annotations
3a. Employ strategies to remain compliant with TEACH Act (use of copyrighted materials)	Online course design review rubric, (<i>Instructional Materials Standard</i>)	<p>Ensure copyright permission has been obtained when using resource materials</p> <p>Annotate resource links</p> <p>Appropriately cite resource material used in course</p> <p><u>Development Resource Suggestions</u></p> <p>Health Sciences Library: http://www.creighton.edu/health/library/services/obtaincopyrightpermission/index.php Judi Bergjord (402) 280-5199 bergjord@creighton.edu</p> <p>Reinert- Alumni Memorial Library: http://www.creighton.edu/reinert/facultyservices/copyrightinformation/index.php Deb Sturges (402) 280-4756 dsturges@creighton.edu</p> <p>Klutznick Law Library - http://culaw2.creighton.edu/index.aspx?p=100</p>
3b. Employ effective time management strategies for teaching online	<p>Course syllabus</p> <p>Online course design review rubric (<i>Learning Objective Standard 2.3; Assessment Standard, 3.3; Instructional Materials Standard: 4.1, 4.3; Learner Interaction Standards 5.3</i>)</p>	<p>Establishing virtual office hours, or a consistent time when you will respond to student questions helps the instructor and student to manage their schedules.</p> <p>Seek ongoing feedback from students regarding course experience, and makes adjustments where appropriate</p> <p><u>Development Resource Suggestions</u></p> <p>Ko, S. & Rossen, S. (2010). Teaching online: A practical guide. New York: Routledge. (Chapter 11)</p> <p>Paloff, R.M. and Pratt, K. (2007). Building online learning communities: Effective strategies for the virtual classroom. San Francisco: Jossey-Bass. (Chapter 4)</p>

<p>3c. Employ appropriate end of course evaluation strategies for online learners</p>	<p>Course syllabus (stating how end of course evaluation will be delivered)</p> <p>Use of the University's standard set of end of course survey items</p>	<p>Course evaluations are delivered electronically</p> <p>Evaluation items are relevant to the online learning environment</p> <p>The University's standard set of end of course survey items are used</p> <p><u>Development Resource Suggestions</u> Creighton Office of Online Learning: http://www.creighton.edu/onlinelearning</p> <p>Paloff, R.M. and Pratt, K. (2007). Building online learning communities: Effective strategies for the virtual classroom. San Francisco: Jossey-Bass. (Chapter 10)</p>
<p>3d. Employ strategies to promote academic integrity in the online teaching and learning environment.</p>	<p>Online Course Design Review rubric (<i>Course Design Standard 1.7</i>)</p> <p>Course syllabus</p>	<p>The following is from "Are Your Online Students Really the Ones Registered for the Course? Student Authentication Requirements for Distance Education Providers" A WCET Briefing Paper, February 2008.</p> <p>Most distance learning providers use multi-faceted assessment strategies rather than high stakes proctored exams. Assessments are designed to be frequent, varied, and authentic to the application of learning. Instructors rely on interactive discussions, writing assignments, quizzes, capstone projects, group work, and online exams. Assessments are often modified from semester to semester.</p> <p>Students demonstrate learning outcomes through written assignments and interaction with the instructor via discussions. Instructors become familiar with students' writing styles through online discussions.</p> <p>Test questions are randomly drawn from banks of questions, so each student gets a different set of questions. Most tests are designed to be open-book, but once a student begins a test, they have a limited amount of time to complete it, and usually only one attempt.</p> <p>Many cases of academic dishonesty arise from students' lack of awareness, such as when it is okay and not okay to collaborate on coursework. Many providers now include in course syllabi a college's academic integrity statement and a link to campus policies; a description of academic dishonesty and information on repercussions for academic dishonesty; links to plagiarism information as well as acceptable sources, and descriptions of permissible and nonpermissible collaboration. Some colleges use an honor code</p>

		<p>approach where communities of learners discuss and agree upon honor codes for courses or programs and the use of ethical decision-making case studies as a part the curriculum.</p> <p><u>Development Resource Suggestions</u></p> <p>“Best Practice Strategies to Promote Academic Integrity in Online Education”, June 2009; by WCET, UT TeleCampus, and Instructional Technology Council.</p> <p>“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.</p> <p>McNabb, L., & Olmstead, A. “Communities of Integrity in Online Courses: Faculty Member Beliefs and Strategies.” <i>Journal of Online Learning and Teaching</i> 5, no.2 (June 2009), 208-221. Retrieved from http://jolt.merlot.org/vol5no2/mcnabb_0609.htm.</p> <p>WCET Survey on Academic Integrity and Student Verification, August 2008.</p> <p>“Institutional Policies/Practices and Course Design Strategies to Promote Academic Integrity in Online Education,” by WCET Working Group on Academic Integrity and Student Verification. February 2009 and revised April 2009.</p> <p>Instructional Technology Council Survey on Best Practice Strategies to Promote Academic Integrity in Online Education, May 2009.</p>
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Standard 4: Employ best practices in online course design as defined by the University's online course design rubric	Examples of Evidence to Demonstrate Standard	Development Resource Suggestions
<p>4a. Demonstrate how to incorporate the course overview and introduction elements of the online course design rubric into an online course</p> <p>4b. Demonstrate how to design the learning resources and materials for an online course such that they meet the online course design rubric criteria</p> <p>4c. Demonstrate how to incorporate course technology elements of the online course design rubric</p>	<p>Creighton University Online Course Design Rubric</p>	<p>Descriptions and examples of these competencies are included on the annotated version of the Creighton University Online Course Design Rubric located on the Creighton Office of Online Learning (COOL) web site.</p> <p>Development Resource Suggestions</p> <p>Annotated Online Course Design Rubric: http://www.creighton.edu/fileadmin/user/online-learning/docs/ OnlineCourseReviewRubricBlank_Annotated.pdf</p> <p>Elbaum, B., McIntyre, C., and Smith, A. (2002). Essential Elements: Prepare, Design, and Teach Your Online Course. Madison, WI: Atwood.</p> <p>Ko, S. & Rossen, S. (2010). Teaching online: A practical guide. New York: Routledge. (Chapters 3-6)</p>

Standard 5: Demonstrate a working knowledge of the instructional technologies used in online courses at Creighton University	Examples of Evidence to Demonstrate Standard	Development Resource Suggestions
<p>5a. Demonstrate a working knowledge of the instructional technologies used in the course.</p>	<p>University's standard set of end of course survey items, items #2, 3, 5, 6</p>	<p>Development Resource Suggestions</p> <p>BlueTrain - a wide selection of video tutorials on instructional technology tools for on-demand training. https://www.creighton.edu/bluetrain</p> <p>Seminars offered by Creighton University faculty and staff</p> <p>Consultation from instructional designers</p>

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