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 Center for eLearning and Academic Innovation web site (http://www.creighton.edu/celai/) including the CUOnline Guide.

<table>
<thead>
<tr>
<th>Standard 1: Employ strategies to develop a community of online learners</th>
<th>Examples of Evidence to Demonstrate Standard</th>
<th>Annotations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Employ strategies to encourage contact between students and instructor, actively engage students in learning experiences</td>
<td>1a. Online course design review rubric (Learner Interaction Standard – 5.2, 5.3)</td>
<td>• 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.</td>
</tr>
<tr>
<td>1b. Employ strategies to provide prompt, meaningful feedback</td>
<td>Course syllabus</td>
<td>• Provide opportunities during and at the end of a unit of study for learners to summarize and reflect on their learning.</td>
</tr>
<tr>
<td>1c. Employ strategies to facilitate construction of knowledge, move beyond knowledge transmission, with online students</td>
<td>1b. University’s standard set of end of course survey items, item #2</td>
<td>• Where applicable, provide for application of learning to a real world context</td>
</tr>
<tr>
<td></td>
<td>Course syllabus</td>
<td>• Offer a variety of ways to interact with content and learners (through text, audio, video, images, simulations, animations, kinesthetic activities etc.)</td>
</tr>
<tr>
<td></td>
<td>1c. Course syllabus (e.g., instructor uses facilitated course discussions)</td>
<td>• Provide information to students regarding teacher availability and response time, communicate with students on a regular basis</td>
</tr>
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<td></td>
<td></td>
<td>• Recognize students social needs online and responds appropriately in an a positive, encouraging manner</td>
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<td></td>
<td>• Post meaningful questions or ideas to encourage critical thinking where discussion begins to wane</td>
</tr>
</tbody>
</table>

**Development Resource Suggestions**


<table>
<thead>
<tr>
<th>Standard 2: Employ measurable learning objectives and assessments appropriate for the online learning environment.</th>
<th>Examples of Evidence to Demonstrate Standard</th>
<th>Annotations</th>
</tr>
</thead>
</table>
| 2a. Articulate measurable learning objectives | Course syllabus  
Online course design review rubric, *(Learning Objectives Standard – 5.1)* | Learning objectives describe student performance in specific, measurable terms.  
**Development Resource Suggestions**  
| 2b. Employ a variety of assessment methods appropriate for online learners | Course syllabus  
Online course design review rubric, *(Assessment Standard – 3.4)* | Where applicable, develop authentic assessments that relate to real world experiences.  
**Development Resource Suggestions**  
| 2c. Employ a variety of opportunities for students to obtain feedback on their learning progress | Course syllabus  
Online course design review rubric, *(Assessment Standard – 3.5)* | Provide rubrics for assessment activities  
Monitor student progress in the course through tracking, discussion postings, assignment submission etc.  
**Development Resource Suggestions**  
<table>
<thead>
<tr>
<th>Standard 3: Employ strategies to effectively manage the online teaching and learning environment</th>
<th>Examples of Evidence to Demonstrate Standard</th>
<th>Annotations</th>
</tr>
</thead>
</table>
| 3a. Employ strategies to remain compliant with TEACH Act (use of copyrighted materials) | Online course design review rubric, *(Instructional Materials Standard – 4.2)* | Ensure copyright permission has been obtained when using resource materials  
Annotate resource links  
Appropriately cite resource material used in course |
| **Development Resource Suggestions** Health Sciences Library:  
http://www.creighton.edu/health/library/services/obtaincopyrightpermission/index.php  
Judi Bergjord (402) 280-5199 bergjord@creighton.edu  
Reinert- Alumni Memorial Library:  
http://www.creighton.edu/reinert/facultyservices/copyrightinformation/index.php  
Deb Sturges (402) 280-4756 dsturges@creighton.edu  
| 3b. Employ effective time management strategies for teaching online | Course syllabus  
Online course design review rubric *(Learning Objective Standard 2.3; Assessment Standard, 3.3; Instructional Materials Standard: 4.1, 4.3; Learner Interaction Standards 5.3)* | Establishing virtual office hours, or a consistent time when you will respond to student questions helps the instructor and student to manage their schedules.  
Seek ongoing feedback from students regarding course experience, and makes adjustments where appropriate |
| **Development Resource Suggestions**  
| 3c. Employ appropriate end of course evaluation strategies for online learners | Course syllabus (stating how end of course evaluation will be delivered)  
Use of the University’s standard set of end of course survey items | Course evaluations are delivered electronically  
Evaluation items are relevant to the online learning environment  
The University’s standard set of end of course survey items are used |
|---|---|---|
| **Development Resource Suggestions** | Center for eLearning and Academic Innovation: [http://www.creighton.edu/celai/](http://www.creighton.edu/celai/)  

| 3d. Employ strategies to promote academic integrity in the online teaching and learning environment. | Online Course Design Review rubric  
(*Course Design Standard 1.7*)  
Course syllabus | 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.  
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.  
Students demonstrate learning outcomes through written assignments and interaction with the instructor via discussions. Instructors become familiar with students' writing styles through online discussions.  
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.  
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 |
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.

**Development Resource Suggestions**

“Best Practice Strategies to Promote Academic Integrity in Online Education”, June 2009; by WCET, UT TeleCampus, and Instructional Technology Council.

“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.
### Standard 4: Employ best practices in online course design as defined by the University’s online course design rubric

| 4a. Demonstrate how to incorporate the course overview and introduction elements of the online course design rubric into an online course | Creighton University Online Course Design Rubric | Descriptions and examples of these competencies are included on the annotated version of the Creighton University Online Course Design Rubric located on the Center for eLearning and Academic Innovation (CeLAI) web site. |
| 4b. Demonstrate how to design the learning resources and materials for an online course such that they meet the online course design rubric criteria |  |
| 4c. Demonstrate how to incorporate course technology elements of the online course design rubric |  |

### Development Resource Suggestions

- **Development Resource Suggestions** Annotated Online Course Design Rubric: Contact CeLAI at CeLAI@creighton.edu for the rubric.

### Standard 5: Demonstrate a working knowledge of the instructional technologies used in online courses at Creighton University

| 5a. Demonstrate a working knowledge of the instructional technologies used in the course. | University’s standard set of end of course survey items, items #2, 3, 5, 6 | **Development Resource Suggestions**

- **Development Resource Suggestions**
  - BlueTrain - a wide selection of video tutorials on instructional technology tools for on-demand training. https://www.creighton.edu/bluetrain
  - Seminars offered by Creighton University faculty and staff
  - Consultation from instructional designers

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References


