



LOMA LINDA UNIVERSITY



DISTANCE EDUCATION INSTRUCTOR GUIDE

Updated: November 2025

Credits

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

Development supported by: Loma Linda University Digital Education Committee

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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 May 2020 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 LLU’s 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 several 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 courses 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 instructors. Interaction between instructors and students in a correspondence course is limited, is not regular and substantive, and is primarily initiated by the student. (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.

Distance Education: (1) Education that uses one or more of the technologies listed in paragraphs (2)(i) through (iv) of this definition to deliver instruction to students who are separated from the instructor or instructors and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously. (2) The technologies that may be used to offer distance education include - (i) The internet; (ii) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (iii) Audio conference; or (iv) Other media used in a course in conjunction with any of the technologies listed in paragraphs (2)(i) through (iii) of this definition.

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 the following 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.” Appendix A – FSA Handbook, Glossary, pg. A12

This definition has been expanded to mixed distance education and F2F courses at LLU. The following definitions are part of the distance education policy and align with the Title IV requirements (“LLU Distance Education Policy, Statement 8b”).

Hybrid Distance Education Course: When a face-to-face course replaces the equivalent of one or more class 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 course 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 who they say they are. As 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 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.

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 2”) A 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 are available in Section I of “LLU’s Best Practices for Online Education” (See appendix 2).

Sabbath and Online Courses

Part of giving online and hybrid students the Loma Linda University experience is to ensure that no instruction or course activities, projects, or assessments are required on Sabbath hours (sundown Friday to sundown Saturday, Pacific time), or on Saturday night that might make students do course work on Sabbath. (See LLU Sabbath Sacredness Policy, appendix 9).

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. Educational Technology Services 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 3a”)

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 4a”)

LLU Approved Professional Development for Distance Education Courses

Educational Technology Services coordinate various opportunities for distance education instructors to receive training at several levels to meet their individual needs, e.g., initial, intermediate, etc. (“LLU Distance Education Policy, Statement 4b”)

LLU Evaluation of Online Courses

LLU evaluates all online courses whether they are in online or F2F programs. The goal is to help programs 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 1c”)

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 4d”)

Comparability of Distance and Correspondence Courses to F2F 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 3a”)

Student Complaint Process

All online and F2F students must be provided with 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 7b”)

Implications of Correspondence Courses on a Student’s Financial Aid

- A student is not considered to be “enrolled in correspondence courses” until at least 50 percent of the student’s classes are correspondence courses
- Cost of attendance is limited to tuition and fees (and in some cases, books and supplies)
- The enrollment status for correspondence students can never be more than ½ time
- The enrollment status for a student who is taking both correspondence and regular coursework may be greater than ½ time
- Timing of payments within payment periods is different for correspondence students

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.

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 students (<https://home.llu.edu/academics/office-of-provost/departments-and-divisions/educational-effectiveness/llu-distance-education/llu-state-authorization>). 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-SARA and Distance Education

The National Council for State Authorization Reciprocity Agreements (NC-SARA) is “a voluntary, regional approach to state oversight of distance education.” All states except California can 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 (Online Learning)”). Until the state of California passes the required legislation, LLU will need to register in states that require it. See [LLU State Authorization map](#).

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. In addition, there are other considerations:

- Interactions are considered to occur “regularly” if the program is designed to ensure that they occur on a predictable and regular basis.
- Interactions are considered “substantive” if they are:
 - Substantial (i.e., more than just a grade) and relevant to the academic subject matter in which the student is engaged
 - Provided by a faculty member who meets accrediting agency requirements for instruction in the subject matter under discussion

Examples include:

- Student participation in faculty-supervised discussion groups
- Regular faculty-initiated conversations with students
- Regular submissions of assignments where faculty provide substantive, written feedback

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:

- Student Course Communications: Use Canvas Conversations (email) rather than Outlook. Email interactions outside of Canvas will not be available to onsite audit teams.
- Video Conferencing: LLU provides Zoom for video conferencing; however, Skype, Teams, 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, a brief “Minute Paper” discussion, etc.
- 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. See Appendix 6, “Regular and Substantive Faculty Interactions in Distance Education” for additional methods for creating an online learning environment that give the equivalent learning experience as a F2F class.

- 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 a 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 Bloom’s Cognitive Taxonomy,” and appendix 4 – “Full Spectrum Questions”)
- 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 the 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.
- Quizzes and Exams Submission can also be used to document student attendance. (“LLU Distance Education Policy, Statement 9f”)

Syllabus:

Every LLU course should have a syllabus including distance education and correspondence courses.

The course syllabus:

- “Gives students an immediate sense of what the course will be about, what they will learn, and how their academic progress will be evaluated.” Gross Davis, B. (2009). *Tools for Teaching*, 2nd edition. San Francisco, CA: Jossey Bass, p. 21
- “Is generally regarded by your students, your institution, and the courts as a legally binding contract. To protect yourself and meet student needs, you must supply certain information.” Please see a list of items in Appendix 10, “The Legal Side of the Course Syllabus,” that should be addressed in the course syllabus to help you avoid student complaints, grievances, and even lawsuits.
- See the LLU Online Course Syllabus Template and Guide in Appendix 8.

Weeks of Instruction:

The federal Department of Education does not consider an institution to be offering a week of instruction if academic resources and faculty are not available to students during the week.

The regulations at 34 CFR 668.3(b) define a ‘week of instructional time’ as a consecutive seven-day period in which at least one day of instruction or examinations occurs.

Students are expected to have the opportunity to engage in academic activity each week.

If instructional services supporting educational activity are not offered at any time during a seven-day period, that week would not count toward:

- The institution’s definition of a payment period (e.g., quarter, semester, etc.)
- The institution’s definition of an academic year (e.g., 30 weeks)

Credit Hour:

Each credit hour must include an amount of expected academic activity that reasonably approximates not less than 30-36 hours of academic activity for one quarter

hour. However, the hours of academic activity do not have to be evenly distributed across the instructional weeks.

Educational Activities:

- Attending a study group that is assigned by the institution
- Participating in an online discussion about academic matters
- Consultations with a faculty mentor to discuss academic course content
- Participation in faculty guided independent study

Student Attendance:

Below are some effective strategies to engage students *and* document 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

Bender, T. (2003). *Discussion based Online Teaching to Enhance Student Learning: Theory, Practice and Assessment*. Sterling, VA: Stylus Publishing, LLC.

Boettcher, J. V. (2010). *The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips*. San Francisco: Jossey Bass.

Bonk, C. J., & Khoo, E. (2014). *Adding some Tec Variety: 100+ Activities for Motivating and Retaining Learners Online*. CreateSpace Independent Publishing Platform. Free PDF: <http://tec--variety.com/>

Collison, G., Elbaum, B., Haavind, S., & Tinker, R. (2000). *Facilitating Online Learning: Effective Strategies for Moderators*. Madison, WI: Atwood Publishing.

Conrad, R., & Donaldson, J. A. (2004). *Engaging the Online Learner: Activities and Resources for Creative Instruction*. San Francisco, CA: Jossey Bass.

Finkelstein, J. E. (2006). *Learning In Real Time: Synchronous Teaching and Learning Online*. San Francisco: Jossey Bass.

Johnson, A. (2013). *Excellent Online Teaching: Effective Strategies For A Successful Semester Online*.
Publisher: Author. Free Kindle book.

Johnson, K., & Magusin, E. (2009). *Exploring the Digital Library*. San Francisco: Jossey Bass.

Loma Linda University (2016). *Online Course Auditor Guide*.
Retrieved from http://home.llu.edu/academics/academic--resources/educational--effectiveness/digital---education/digital---education_resources

Maddix, M. A., Estep, J. R., & Lowe, M. E., eds. (2012). *Best Practices of Online Education: A Guide for Christian Higher Education*. Charlotte, NC: Information Age Publishing, Inc.

Palloff, R. M., & Pratt, K. (1999). *Building Learning Communities in Cyberspace: Effective Strategies for the Online Classroom*. San Francisco, CA: Jossey Bass.

- Palloff, R. M., & Pratt, K. (2001). *Lessons from the Cyberspace Classroom: The Realities of Online Teaching*. San Francisco, CA: Jossey Bass.
- Palloff, R. M., & Pratt, K. (2003). *The Virtual Student: A Profile and Guide to Working with Online Learners*. San Francisco, CA: Jossey Bass.
- Palloff, R. M., & Pratt, K. (2005). *Collaborating Online: Learning Together in Community*. San Francisco, CA: Jossey Bass.
- Palloff, R. M., & Pratt, K. (2009). *Assessing the Online Learner: Resources and Strategies for Faculty*. San Francisco, CA: Jossey Bass.
- Salmon, G. (2003). *E-Moderating: The Key to Teaching and Learning Online*. Sterling, VA: Kogan Page.
- Smith, R. M. (2014). *Conquering the Content: A Blueprint for Online Course Design and Development*. San Francisco: Jossey Bass.
- West, J. A. (2008). *Using Wikis for Online Collaboration: The Power of the Read--- Write Web*. San Francisco: Jossey Bass.
- Wright, V. H., Sunal, C. S., & Wilson, E. K., eds. (2006). *Research on Enhancing the Interactivity of Online Learning*. Greenwich, CT: Information Age Publishing.

Web Resources

- Boettcher, J. V. (2013). Designing for Learning: Ten Best Practices for Teaching Online-Quick Guide for New Online Faculty. Retrieved from: <http://www.designingforlearning.info/services/writing/ecoach/tenbest.html>
- Faculty Focus Special Report (nd). 11 Strategies for Managing your Online Courses. Retrieved from http://www.facultyfocus.com/wp-content/uploads/images/report--11--strategies--for--managing--online_courses1.pdf
- Garrison, D. R., & Cleveland Innes, M. (2005). Facilitating Cognitive Presence in Online Learning: Interaction Is Not Enough, *American Journal of Distance Education*, 19:3, 133---148. Retrieved from: http://dx.doi.org/10.1207/s15389286ajde1903_2
- Hibbert, M. (April 7, 2014). What Makes an Online Instructional Video Compelling? EducauseReviewOnline. Retrieved from: http://www.educause.edu/ero/article/what--makes--online--instructional--video_compelling

McCleskey, J. (August 10, 2009). Five E Learning Design Strategies That Keep Learners Coming Back for More. Learning Solutions Magazine. Retrieved from:
[http://www.learningsolutionsmag.com/articles/155/five-e-learning-design-strategies-that-keep-learners-coming-back-for more](http://www.learningsolutionsmag.com/articles/155/five-e-learning-design-strategies-that-keep-learners-coming-back-for-more)

Montana State University (nd). Strategies for Effective Online Teaching. Retrieved from:
<http://eu.montana.edu/online/pdf/strategies.pdf>

University of Illinois, Illinois Online Network (nd). Instructional Strategies for Online Courses. Retrieved from:
<http://www.ion.uillinois.edu/resources/tutorials/pedagogy/instructionalstrategies.asp>

University of Michigan, Center for Research on Learning and Teaching (nd). Strategies for Online Teaching. Retrieved from:
<http://www.crlt.umich.edu/tstrategies/tsot>

Journals and Organizations

Journal of Online Learning and Teaching-----<http://jolt.merlot.org/>

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

Appendix 1: Distance Education Policy



LOMA LINDA UNIVERSITY

OPERATING POLICY

CATEGORY: Academic Management

SUBJECT: Distance Education

COORDINATOR: Office of the Provost

Effective:

Replace:

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Final: 2020-05-06

GOVERNING POLICY:

RELATED ENTITY SPECIFIC POLICIES:

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's¹ standards and criteria for review in addition to federal regulatory requirements regarding distance and correspondence education and applies to all online and hybrid courses and programs including synchronous videoconference courses (e.g., Zoom, Skype, etc.). It will be reviewed regularly.

1. Policy Statements

- a. The University, schools, and programs will ensure that their distance, correspondence, and hybrid education courses and programs comply with all applicable accreditation requirements including federal regulations, WSCUC, Adventist Accreditation Association, discipline-specific accreditation, and LLU distance education standards.
- b. The University will confirm that the student who registers in a distance, correspondence, and hybrid education 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, Version 2.0](https://wcet.wiche.edu/sites/default/files/docs/resources/Best-Practices-Promote-Academic-Integrity-2009.pdf)).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 CFR 602.17 (g)).³

¹ WSCUC – WASC Senior College and University Commission – <http://www.wascsenior.org/>

² <https://wcet.wiche.edu/sites/default/files/docs/resources/Best-Practices-Promote-Academic-Integrity-2009.pdf>

³ CFR – Code of Federal Regulation

- c. All online courses⁴ – distance education, correspondence, and hybrid whether housed in online or face-to-face programs – must be listed as online courses and be audited.

2. Mission

The development, implementation, and evaluation of all Loma Linda University's courses and programs, including those offered via distance, correspondence, and hybrid education, must advance the University's published mission by implementing the University's distance education standards.

3. Curriculum and Instruction

- a. 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, correspondence, and hybrid education.
- b. All University courses and programs including distance, correspondence, and hybrid education are expected to have clearly defined and appropriate student learning outcomes, including Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs).
- c. The technologies used for distance, correspondence, and hybrid education 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.
- d. Faculty will apply University policies and acceptable practices when designing and teaching distance, correspondence, and hybrid education courses including determining that their online courses appropriately meet LLU's course credit hour requirements (See Credit Hour Policy).
- e. All distance education, correspondence, and hybrid courses – whether housed in online or face-to-face programs that use videoconferencing to replace activities for one or more weekly sessions, e.g., for synchronous content delivery, and/or for regular and substantive discussions with the instructor/s and students – must record and post the link for each session within two business days.
- d. The LLU Sabbath policy must be followed in all distance education, correspondence, and hybrid courses whether housed in online or face-to-face programs. (See the full LLU Sabbath Policy.)

4. Faculty

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

- b. Faculty who teach in distance, correspondence, and hybrid education programs and courses will receive appropriate, University-approved training.
- c. The University criteria and processes for the evaluation of faculty teaching distance education, correspondence, and hybrid education courses and programs will be standardized across the schools.
- d. Faculty will offer the same number of regular office hours for online students as required for face-to-face students.
- e. All online course instructors who teach distance, correspondence, or hybrid education courses must publish their courses in the University's learning management system (LMS) no later than 8:00 a.m. Pacific Time on the first day of each quarter they are taught.
- f. To promote student success and engagement instructors will provide timely feedback and grades:
 - 1. Email, questions, quizzes, discussion board posts, and other shorter assignments – within two business days
 - 2. Major papers, capstones, etc., and other longer assignments – within 1-2 weeks

If instructors are not able to keep this schedule due to illness, accident, etc., they should notify students as soon as possible.

- g. All online instructors must complete, sign, and submit to Records the initial course roster at the beginning of each quarter to document the academic activity attendance of enrolled online students. Academic attendance activities include participation in required course content activities such as discussions, assignment submissions, quizzes, tests, etc. Submission of the course roster is required by the University to help meet Title IV attendance regulations. **Note:** Logging into the learning management system (LMS) and/or participating in a worthy-but-not-content related activity do *not* count for academic attendance.
- h. Because online teaching typically takes more time than face-to-face teaching, schools and programs need to make allowance for this additional work in faculty workload calculations. New online course or major online course revision development must also be recognized and addressed in faculty workloads.

5. Institutional Effectiveness

The comparability of distance, correspondence, and hybrid 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.

6. Library and Learning Resources

- a. The University will assess the effectiveness of its provision of library/learning resources and student support services for distance, correspondence, and hybrid education students.
- b. Students have access to and can effectively use appropriate library resources. The University will provide assistance in using the employed technologies.

- a. Students have adequate access to the range of services appropriate to support the programs offered through distance, correspondence, and hybrid education.
- b. Schools and programs must inform all students of their rights and protections through the University's procedure for resolving their complaints.
- c. Advertising, recruiting, and admissions information will adequately and accurately represent the programs' requirements, costs, state authorization, and services available to students.
- d. The University provides procedures to assure the protection of student information, including when assessing and evaluating students and disseminating results.
- e. Schools and programs will make known to the student enrolled in distance, correspondence, and hybrid 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.

8. Additional Policy Statements and Definitions

- a. Credit Hour (See [Academic Credit](#) policy)
- b. Course Types

1. 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)

2. Distance Education

Distance education means education that uses certain technologies to deliver instruction to students who are separated from the instructor and support regular and substantive interaction between the students and the instructor. The interaction may be synchronous⁵ or asynchronous⁶. 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 [LLU Distance Education Instructor Guide](#).

⁵ *Synchronous* – Same time, live event or interaction

⁶ *Asynchronous* – Posted materials and interactions that can be accessed at any time regardless of the time of day or time zones.

3. Hybrid Distance Education

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

4. Hybrid Correspondence

When an instructor in a face-to-face course replaces the equivalent of one or more of the regularly scheduled weekly sessions with scheduled online instructional materials and activities of the course in the course management system but has only limited instructor interactions with the students, it becomes 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 (see 8.b.(3) above).

5. Web-enhanced Face-to-Face

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

9. Instruction and Attendance

a. 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)

b. 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 mainly responsible for initiating contact with the instructor.

c. 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.

d. 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 others appropriate locations within the course management system.

e. In Case of Interrupted, Regular Contact

Interruptions in instructor contact as defined by the instructor's syllabus (i.e., 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.

f. 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)).

APPROVERS: LLU President's Committee, University Academic Affairs Committee

Appendix 2: Best Practice Strategies



Best Practice Strategies to Promote Academic Integrity in Online Education

Version 2.0, June 2009

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.

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5. Include a statement that the instructor reserves the right to require alternative forms and/or locations of assessments (e.g., proctoring).
 6. 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."
 7. Select one or two difficult concepts from the paper and ask the student to restate/rewrite the information.
 8. Require students to share key learning from references for a paper or self-reflection on an assignment in the discussion board.
 9. 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.

5. Provide a writing style sheet or handbook with information on plagiarism and campus policies.
6. Indicate assessments may require follow-up documentation, questions or assignments.
7. State expectations for the time needed to complete coursework.
8. State whether the instructor/college will use a plagiarism detection service.

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

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- 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).
 12. Give open book exams.
 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.

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

"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.

Instructional Technology Council Survey on Best Practice Strategies to Promote Academic Integrity in Online Education, May 2009.



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Appendix 3: Guidelines for the Evaluation of Distance Education

Guidelines for the Evaluation of Distance Education (Online Learning)

Introduction

The *Guidelines for the Evaluation of Distance Education (Online 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:

1. **Online learning is appropriate to the institution's mission and purposes. Examples of evidence:**
 - a. The mission statement explains the role of online learning within the range of the institution's programs and services.
 - b. Institutional and program statements of vision and values inform how the online learning environment(s) is created and supported.
 - c. As appropriate, the institution incorporates into its online learning programs methods of meeting the stated institutional goals for the student experience at the institution.
 - d. The recruitment and admissions programs supporting the online learning courses and programs appropriately target the student populations to be served.
 - e. The students enrolled in the institution's online learning courses and programs fit the profile of the students the institution intends to serve.
 - f. Senior administrators and staff can articulate how online learning is consonant with the institution's mission and goals.

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

Examples of evidence:

- a. Development and ownership of plans for online 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 online learning courses and programs and/or numbers of students to be enrolled in them.
- c. Plans for online learning are linked effectively to budget and technology planning to ensure adequate support for current and future offerings.
- d. Plans for expanding online learning demonstrate the institution's capacity to assure an appropriate level of quality.
- e. The institution and its online learning programs have a track record of conducting needs analysis and of supporting programs.

3. **Online 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 online learning offerings.
- b. The institution ensures the rigor of the offerings and the quality of the instruction.
- c. Approval of online learning courses and programs follows standard processes used in the college or university.
- d. Online learning courses and programs are evaluated on a periodic basis.
- e. Contractual relationships and arrangements with consortia partners, if any, are clear and guarantee that the institution can exercise appropriate responsibility for the academic quality of all online learning offerings provided under its name.

4. **Curricula for the institution's online 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 online learning in different disciplines and settings.
- b. Curricula delivered through online 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 online 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 online 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 online learning students persist and succeed.
5. **The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online 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 online 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 online learning, assesses its achievement of these goals, and uses the results for improvement.

6. Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.

Examples of evidence:

- a. Online 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 online learning faculty is periodic, incorporates tested good practices in online 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 online 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 online 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 online learning faculty members.

7. The institution provides effective student and academic services to support students enrolled in online learning offerings.

Examples of evidence:

- a. The institution's admissions program for online learning provides good web-based information to students about the nature of the online learning environment, and assists them in determining if they possess the skills important to success in online learning.
- b. The institution provides an online learning orientation program.
- c. The institution provides support services to students in formats appropriate to the delivery of the online learning program.
- d. Students in online learning programs have adequate access to student services, including financial aid, course registration, and career and placement counseling.
- e. Students in online learning programs have ready access to 24/7 tech support.
- f. Students using online learning have adequate access to learning resources, including library, information resources, laboratories, and equipment and tracking systems.
- g. Students using online 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 online 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 online 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 online learning and includes provision for a robust and scalable technical infrastructure.

9. The institution assures the integrity of its online learning offerings.

Examples of evidence:

- 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 online learning.
- c. Issues of academic integrity are discussed during the orientation for online students.
- d. Training for faculty members engaged in online learning includes consideration of issues of academic integrity, including ways to reduce cheating.

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/>

Appendix 4: Best Practices for Online Education

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).
2. Make use of Seventh-day Adventist Health Heritage (stories, ideas, tips, experiences, resources) (www.adventisthealth.org) .
3. Make use of LLU pioneers' stories (www.llu.edu) .
4. Make use of LLU missionary stories, community experiences
5. Link to [LLU 360 videos](#).
6. Make use of inspirational stories.
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](#).
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](#)). 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](#) or [Chaplain Brooks](#).
14. Develop instructor videos and make available via the learning management system (Canvas).
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](#).
17. Use a consistent module design with specific item/section about Mission-- Focused Learning (LLU Course template, see "example course" in Canvas).
18. Show empathy, pray with students, ask about how things are going, etc. Show kindness and interest for the wellbeing 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.
20. Make use of Ellen G. White selected quotes from her inspired writings (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: 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 between student and faculty.
7. Have specific office hours and a phone number where faculty can be contacted. Consider having a Zoom office where students can come.
8. Let students know when faculty will be present, and how much time students are expected to put in each week for class participation.
9. Conduct 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.

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, 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 must 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.
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.

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.

University Support

The University should provide:

1. Online students support for:
 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.
 1. Just-in-time training resources for online instructors.
 2. Technology support and course design support.

For more information contact:

- Office of Educational Effectiveness and Institutional Research
- assessment@llu.edu

Appendix 5: Bloom's Cognitive Taxonomy

Questions Based on Bloom's Cognitive Taxonomy¹

Cognitive Level	Key Words	Questions
Lower Order		
Knowledge (Remembering) These types of questions test the students' ability to memorize and to recall terms, facts and details without necessarily understanding the concept.	Memorize Define Identify Repeat Recall State Write List Name	<ul style="list-style-type: none"> • 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.	Describe Distinguish Explain Interpret Predict Recognize Summarize	<ul style="list-style-type: none"> • 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.	Apply Compare Contrast Demonstrate Examine Relate Solve Use	<ul style="list-style-type: none"> • 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...?

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.I7vYdM6A.dpuf>; <http://www.nmmu.ac.za/cyberhunts/bloom.htm>

Cognitive Level	Key Words	Questions
Higher Order		
Analysis (Relating) These questions encourage students to break material into parts, describe patterns and relationships among parts, to subdivide information and to show how it is put together.	Analyze Differentiate Distinguish Explain Infer Relate Research Separate	<ul style="list-style-type: none"> • What inference can you make...? • What is the relationship between...? • What evidence can you find...? • What things justify...? • What outcomes could have happened...? • How was this similar to...? • What was the underlying theme of...? • What do you see as other possible outcomes? • Why did ... changes occur? • Can you compare your ... with that presented in...? • Can you explain what must have happened when...? • How is ... similar to ...? • What are some of the problems of...? • Can you distinguish between...? • What were some of the motives behind...? • What was the turning point? • What was the problem with...?
Synthesis (Creating) These questions encourage students create something new by using a combination of ideas from different sources to form a new whole.	Arrange Combine Create Design Develop Formulate Integrate Organize	<ul style="list-style-type: none"> • What could be changed to improve...? • How would you test...? • What way would you design...? • What outcome would you predict for...? • Can you design a ... to ...? • Can you see a possible solution to...? • If you had access to all resources how would you deal with...? • Why don't you devise your own way to deal with...? • What would happen if...? • How many ways can you...? • Can you create new and unusual uses for...? • Can you develop a proposal that would...
Evaluation (Judging) Evaluation questions encourage students to develop opinions and make value decisions about issues based on specific criteria.	Assess Critique Determine Evaluate Judge Justify Measure Recommend	<ul style="list-style-type: none"> • How could you select...? • How could you prove...? • How would you prioritize...? • What information would you use to support...? • Is there a better solution to... • Judge the value of... • Can you defend your position about...? • Do you think ... is a good or a bad thing? • How would you have handled...? • What changes to ... would you recommend? • Do you believe? • Are you a ... person? • How would you feel if...? • How effective are...? • What do you think about...?

Appendix 6: Full-Spectrum Questioning

Full-Spectrum Questioning¹

Questions that probe the “so what!” response	Questions that clarify meaning or conceptual vocabulary	Questions that explore assumptions, sources, and rationale	Questions that seek to identify causes and effects of outcomes	Questions that consider appropriate action
<p>How Relevant or Important? 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?</p> <p>How Urgent or Interesting? Is immediate consideration needed? Or, is the detail best left for other times or forums? Is the issue compelling, or tangentially related to my or the group’s task at hand? Is the issue of intellectual merit?</p> <p>What Context? Is the issue or question part of a larger view or strategy?</p>	<p>Is there Ambiguity or Vagueness? 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?</p> <p>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?</p>	<p>What Qualities Are Assumed? 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?</p> <p>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?</p>	<p>Primary vs. Secondary? Is the claim/condition a root or secondary cause or effect? Is it a trigger for other mechanisms? What are they?</p> <p>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?</p>	<p>Who Does What, How, When, with Whom, and Why? Is there a quick fix or is a more considered view needed? Should I/we do something? Together, separately, as a group? Should it be done now? When? What is the commitment? Are those involved too close to act effectively? Are outsiders needed? Who can be engaged? What plans or strategies will be effective? What levels/conditions need addressing first?</p> <p>What Comes Next? How is effectiveness evaluated? What ongoing monitoring or re-evaluating of intervention is needed? Is there a backup plan? Who directs it? Under what conditions is it operative?</p>

©1999 The Concord Consortium. Adapted from Precision Questioning. Dennis Mathies (1991).

¹ Collison, G., Elbaum, B., Haavind, S., and Tinker, R. (2000). *Facilitating Online Learning: Effective Strategies for Moderators*. Madison, WI: Atwood Publishing.



Appendix 7: New Federal Requirements for Distance Education

New Federal Requirements for Distance Education: Regular and Substantive Interaction (RSI)

Background Information:

The [US Department of Education](#) (DOE) has issued new regulations for distance education, effective on July 1, 2021. The new regulations specifically define "distance education" (as compared to "correspondence education"), "regular and substantive interaction between the students and the instructor(s) in a course", and "academic engagement". These new requirements apply to all distance education courses (synchronous and asynchronous) for which students may use Title IV funds (Federal financial aid).

Regular and substantive interaction (RSI) between students and instructors is the key element that distinguishes distance education from correspondence education. This distinction is very important because correspondence courses are not typically eligible for Federal financial aid. To be eligible for financial aid, all distance education courses must follow the new definitions for RSI and monitored academic engagement. The relevant definitions are explained below, along with recommendations for building RSI and academic engagement into course design.

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 instructors. Interaction between instructors and students in a correspondence course is limited, is not regular and substantive, and is primarily initiated by the student. (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.

Distance education (1) Education that uses one or more of the technologies listed in paragraphs (2)(i) through (iv) of this definition to deliver instruction to students who are separated from the instructor or instructors and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously. (2) The technologies that may be used to offer distance education include -

(i) The internet; (ii) One-way and two-way transmissions through open broadcast,

closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (iii) Audio conference; or (iv) Other media used in a course in conjunction with any of the technologies listed in paragraphs (2)(i) through (iii) of this definition.

Definition of Regular and Substantive Interaction (RSI):

In the new regulations for "regular and substantive interaction" in distance education, "regular" is defined as taking place on a "predictable and scheduled basis" throughout the course, and "substantive" means students are engaged in a course through teaching, learning, and assessments as well as at least two of these five activities:

1. providing direct instruction.
2. assessing or providing feedback on a student's course work.
3. providing information or responding to questions about the content course or competency.
4. facilitating a group discussion regarding the content of a course or competency.
5. or other instructional activities approved by the institution's or program's accrediting agency.

Three essential characteristics of RSI:

1. Initiated by the Instructor,
2. Frequent and Consistent, and
3. Focused on the Course Subject.

Regular Interaction:

Regular interaction means that the institution provides the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency, monitors the student's academic engagement and success, and ensures that the instructor(s) are responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student. Regular interaction is predictable and built into the course design. The expectation is that online and

face-to-face students have equal access to their instructors.



Examples of Regular Interaction:

- Faculty presence, guidance, and initiation of contact.
- Participation in regularly scheduled learning sessions.
- The flow, sequence, and deadlines of the course are directed by the instructor and the timing of the course is set through use of learning activities, online discussion, lectures.
- Interaction with students happens frequently and students grow to expect it.
- Announcements concerning course assignments and additional guidance are made by the instructor via the Learning Management System (LMS) at strategic points throughout the course.
- Assignments and assessment deadlines that are spread throughout the term of the class

Substantive Interaction:

Substantive interaction is defined as “engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following — (i) Providing direct instruction; (ii) Assessing or providing feedback on a student’s coursework; (iii) Providing information or responding to questions about the content of a course or competency; (iv) Facilitating a group discussion regarding the content of a course or competency; or (v) Other instructional activities approved by the institution’s or program’s accrediting agency.” In short it refers to instructor-initiated interaction which is academic in nature, dealing with the subject area and the course content.



Examples of Substantive Interaction:

- Follow-up questions on a discussion board to assist students in reaching a higher learning potential.
- Constructive feedback on student assignments, which identifies specifically what has been done correctly, needs improvement, or guides students to the next steps of learning. Brief comments like “good job” or “you need to improve” are not substantive.
- Course materials (ex. recorded webinars, videos, and reading materials) which facilitate synchronous or asynchronous interactions and require the student to contact the instructor or participate in an online discussion moderated by the

instructor

- Instructor announcements to the class regarding course content and upcoming assignments.
- Synchronous online meetings and chats that further explore course material and answer student questions.
- Provide an overview video to accompany recorded lectures.
- Identify students struggling to reach mastery through observation of discussion activity, assessment completion, or even user activity and offer additional opportunities for interaction.
- Use of small working/study groups that are moderated by the instructor.



Examples of What is Not Considered RSI:

- Assignment of recorded webinars, videos, and reading materials which does not require the students to review the assigned material and then interact with the instructor.
- Contact with instructors not related to the course subject matter.
- Adding numeric grades to the course gradebook.
- A student submits a quiz that is automatically graded.
- Sending a welcome message during the first week of class and another around mid- semester.
- Encouraging students to participate in an optional, one-time online review session before the final exam.
- Reminding students of the course attendance policy.
- Posting an announcement about an upcoming assignment deadline.
- Providing an open-ended online forum that is not moderated by the instructor.



Recommendations to ensure RSI in your remote course:

- Design your course from the ground up to integrate strategic points for faculty interaction throughout the duration of the course.
- Build at least two of the five required RSI activities into your course syllabus and ensure that you carry out these activities regularly throughout the duration of the course.
- Develop a communication plan to help guide and manage your interactions.
- Identify students struggling to reach mastery through observation of

discussion activity, assessment completion, or even user activity and offer additional opportunities for interaction.

- Provide and post online office hours.
- Set clear expectations for academic engagement in the syllabus and monitor student engagement using the Canvas Analytics tools.
- Provide timely, individualized, and in-depth feedback on student work.
- Actively facilitate online discussions and chats.
- Choose online tools and learning environments that make interactions easy and easy to document as evidence for RSI.

New Federal Requirement for Faculty to Monitor Student Academic Engagement

Instructors must monitor each student's engagement and substantively engage with students based on that monitoring and be responsive to students' request for instructional support.

Monitoring a student's "academic engagement and success" (defined below) may include:

- Evaluating a student's level of participation in synchronous class sessions;
- Monitoring the student's activity on course websites or materials;
- Considering the quality of the student's coursework or understanding; or
- Other forms of monitoring the student's engagement and success.

This monitoring can be done through the Canvas LMS using the Analytics feature in each of your courses.

NEW Definition of Academic Engagement:

Academic engagement: Active participation by a student in an instructional activity related to the student's course of study that

1. Is defined by the institution in accordance with any applicable requirements of its State or accrediting agency;
2. Includes, but is not limited to
 - (i) Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students.
 - (ii) Submitting an academic assignment.
 - (iii) Taking an assessment or an exam.

- (iv) Participating in an interactive tutorial, webinar, or other interactive computer- assisted instruction.
 - (v) Participating in a study group, group project, or an online discussion that is assigned by the institution; or
 - (vi) Interacting with an instructor about academic matters; and
- (3) Does not include:
- (i) Living in institutional housing;
 - (ii) Participating in the institution's meal plan;
 - (iii) Logging into an online class or tutorial without any further participation; or
 - (iv) Participating in academic counseling or advisement.

Why Loma Linda University Must Ensure RSI Compliance

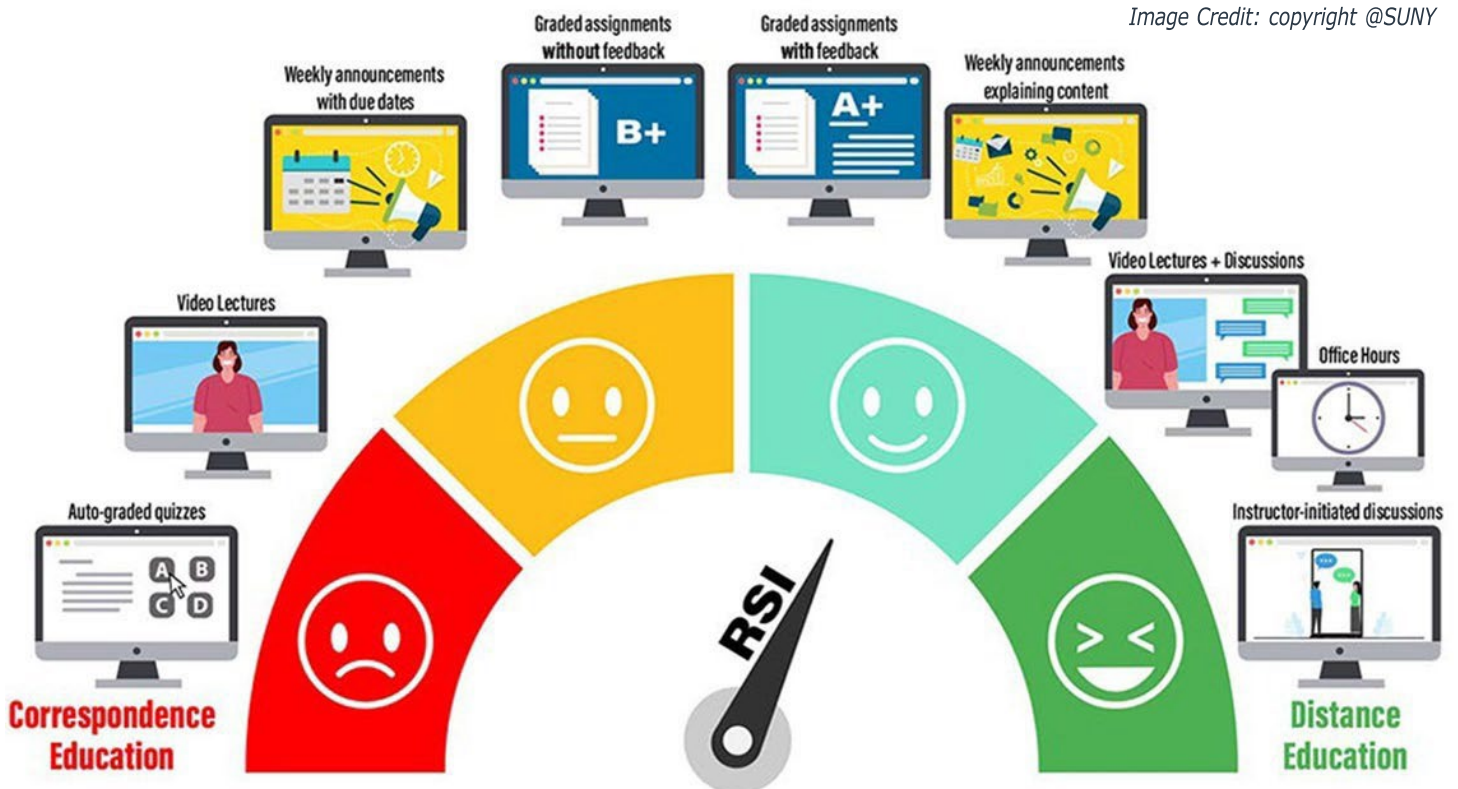
Institutions must ensure regular and substantive interaction between a student and instructor prior to the student's completion of a course or competency. Individual faculty members must ensure compliance with RSI as well as monitoring of student academic engagement (as described above).

- What if we cannot show evidence of RSI?
 - It is possible in an audit for us to be “deemed” as offering 'correspondence study', which are not eligible for financial aid.
 - If >50% of classes are deemed to be 'correspondence study', we can lose all Federal financial aid.
- Faculty members are in the best position to provide the evidence of RSI (not new/in the spotlight now).
- Use of Canvas LMS provides evidence of RSI.

Example RSI scale:

Since there are no quantitative requirements for RSI in your course, a scale developed and borrowed from SUNY helps faculty self-assess their own course and be flexible and creative in the course design and delivery.

Image Credit: copyright @SUNY



Checklist for Your Course:

Faculty Interaction	In my course	Tools I can/or have used
Regular interactions:		
Threaded discussion forums with regular and appropriate instructor participation based on course topics addressed to all students and/or to individuals publicly.		Discussion forums
Regular “Announcements” posted in the class.		LMS Announcement
Regular deadlines, distributed throughout the term of the course, for assignments and other student participation.		Syllabus, calendar of due dates, Reminders
Regular, timely, appropriate feedback and evaluations of student work.		Grade feedback, constructive, formative and summative feedback
Provide and post routine online office hours		Weekly virtual office hours via WebEx or other web conferencing tools
Instructor-provided online lectures, podcasts, or other forms of course content and		Weekly Modules contains lessons, books, lecture documents, video, audio, podcasts

topics, presented in an appropriate format for the subject, such as written documents, audio and/or video files, and/or introductions and explanations for any publisher created materials (written, audio and/or video, etc.) that, combined with other course materials, creates the “virtual equivalent” of the face-to-face class.		
Instructor-prepared syllabus, specific to each distance education course section, to set clear expectations for interaction between the students and the instructor.		Syllabus communication plan section
Substantive Interactions:		
Instructor-guided introductions, especially at the beginning of the class, or at important intervals.		Self-introduction discussion forum Ice-breaker activities
Weekly assessments		Assignments quizzes, group and individual projects
Questions posed on the discussion board that encourage critical thinking skills and promote interaction among all course participants.		Discussion forums

Regular participation by the instructor in discussion activities with students, perhaps to provide a summary, to correct errors of fact, to keep the discussion on topic, and/or to add expertise to the content of the discussion.		Discussion forums
Monitoring student interaction and activity to ensure that they participate fully.		LMS activity tracking, analytics tools
Create a specific forum for questions regarding course content.		Q&A discussion forum, student café discussion forum
Asking students for feedback about the course on a regular basis and revising the content as needed to address issues identified.		LMS email, survey of course
Constructive feedback on student assignments, which identifies specifically what has been done correctly, needs improvement, or guides students to the next steps of learning.		Rubrics, personalized feedback for assessments and discussions, wrap-up video after each module

References:

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M, K. (2020, December 12). *Courses—Regular and Substantive Interaction*. Academic Planning and Institutional Research, South Illinois University. <https://kb.wisc.edu/apir/page.php?id=107640>

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Adapted from St. John's University

Appendix 8: Syllabus Template



LOMA LINDA UNIVERSITY

[Course Number: Course Name (# of units)]

[Section # ---- if applicable]

Loma Linda University

[Term – i.e., Term Dates; Spring, Year – and CRN #]

Type of Course and Key Information

- Students—and auditors—need to know right at the beginning of the syllabus what type of course this is.
 - If face-to-face (f2f), include course location, days, and time.
 - If online, give weekly cycle for required activities.
 - If hybrid, give days/dates, times, and location for f2f meetings plus the online weekly cycle of required activities.

Course Description

- Give the full course description. This could be the catalog description or a more complete description of the course that is compatible with the catalog description.

Instructor Contact Information

- Name:
- Phone:
- Email:
- Office location [f2f]:

[Add all others who are teaching the course with you including any teaching assistants with their information as well]

Course Resources

- Include:
 - Required materials such as textbook(s), supplies, etc.
 - Recommended resources
- If you annotate the list, it will help students to learn *why* they need to get the resources and *how* they will be important to their learning experience in the course.

Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to LLU's Canvas and other online resources

Communication Plan

- *Suggested wording:* The required method of communication in this course is through Canvas Conversations (email) only. Canvas Communication messages (email) are recognized as the official means for communication between students and instructors regarding the academic subject studied in online and hybrid courses. Please check your Canvas Communications inbox and notifications frequently. Set your Canvas notification appropriately so you will receive periodic notifications about class activities.
 - Faculty maintain normal business hours and will respond accordingly. In observance of the Sabbath, there will be no responses to Canvas Communication messages between Friday sunset and Saturday sunset Pacific Time.
- Note when the instructor checks and answers emails. LLU distance education instructors should respond to email within 48 hours during weekdays and correspondence instructors should respond within 1–7 days (LLU Online Course Auditor Rubric, Appendix 11). However, regardless of these timeframes, the key point is to respond as quickly as possible.
- Note when the instructor is available for phone calls. Or include how to make personal appointment with the instructor for a phone call.
- Note how often and when instructor will post to the Discussion Board.
- Note the instructor's online office hours and in what format (chat room, phone, email, Zoom, etc.).

Teaching Philosophy

- Consider sharing your commitment to education, your hopes and objectives for your students, your knowledge of how people learn, your view of the mutual rights and obligations between instructors and students, the rapport with students you aim to develop, and your preferred teaching and assessment methods. With it, you can set a fruitful, congenial tone for the term (Nilson, 2010, p. 36).
- Including a teaching philosophy statement in your syllabus sends a strong message that you are thoughtful about your instructional work and that you've considered carefully what contributes to a successful course (O'Brien, Millis, and Cohen, 2008, Teaching Philosophy section, para. 1)

Instructional Methods and Participation

- Share the components for the course, such as discussion sections, small group collaboration activities, projects, papers, etc., and how they will be spending their time.
- Include how students are expected to participate in order to enhance their learning.
- Participation Expectations
 - Note how often students will post to the Discussion Board and related expectations. But remember, this is a minimum expectation not the real

goal. Ideally you will have such wonderful discussion boards that students are so engaged they are no longer just trying to do the minimum to “get a grade.”

- If Canvas Chat or Zoom are used, note the expectations for student participation.

Learning Outcomes

- Program Learning Outcome --- include at least one as noted on the program’s curriculum map.
- Course Learning Outcomes – course learning outcomes are student oriented and should show what the student will know or do by the end of the course; on the other hand, objectives are traditionally more instructor focused and note content that will be covered in the course. Both may be used.

Course Policies

- State your policies regarding class attendance; tardiness; class participation, turning in late work; missing homework tests or exams; make-ups; extra credit; requesting extensions; reporting illnesses; and standards of academic honesty. Try to phrase policies positively in a friendly tone so that you don’t come across as a tyrant or someone who expects the worst in students (Davis, 2009, p. 25).

Here are a few more policies you may want to include:

- Participation
 - Active online learning can only occur with student and instructor regular and substantive participation. Outline what is expected.
- Assignment submission
 - Weekly schedule and deadlines – Will everything be due on the same day each week? Or will different activities and work be due on different days of the week?
- Last day to drop date
- Incomplete policy
- Attendance policy
 - Distance education course syllabi should include a statement similar to this one. Attendance is very important for students in both correspondence and distance education courses. *Suggested wording appropriate to meet the federal financial regulations for distance education:* Students are expected to maintain regular and meaningful interaction in all online and hybrid courses. Should a student fail to participate substantively in the activities/assignments specified in a particular course syllabus and schedule, they will be ineligible for the points associated with those activities/assignments. Students with inadequate participation may not be able to pass the course. In addition, students that do not participate in courses substantively may be dismissed from the [Program’s name] and/or may lose their financial aid funding.

If a student has not attended class by virtue of one of the aforementioned activities the Financial Aid Representative may initiate the process of determining whether or not the student's Title IV financial aid funds will be returned to the federal government.

Professionalism

- Netiquette should be included about how to behave professionally in an online course.
- *Suggested wording:*
 - NETIQUETTE: Please remember good Netiquette. In the online environment, we do not see the body language and tone of voice that accompanies responses and postings so it is important to be mindful of your posts. Here are some tips:
 - Use greetings; address your responses to individuals or the group.
 - Only capitalize a word or phrase to emphasize it as capitalizing words generally means that you are shouting.
 - Check the discussion board frequently and respond appropriately and in a timely manner. Remember, everyone has demanding schedules and many people need to plan ahead and cannot go to Canvas and respond in the discussion at the end of the week.
 - Use appropriate heading titles for your postings.
 - Be professional and respectful in your online interactions.

Evaluation and Grades:

- Include an outline of grade requirements and the grade scale.
- Include course grading policy that includes late work, extra credit, viewing grades.
Suggested wording for viewing grades:
 - You can access your grades/scores at any time in the University's learning management system, Canvas. Please note that quarter final grades are not considered official until reviewed and approved by the [Insert program and department names].

Proctoring Policies and Procedures

- Many online programs have avoided using Canvas tests and quizzes because it seemed too easy for students to cheat. LLU now offers Respondus Monitor/LockDown Browser free to online instructors and students. ProctorU is an additional choice but it requires the student to pay for a fee of about \$30 per test but assigns a person to monitor them from the camera. For more information email EdTech@llu.edu.
- If using tests in Canvas, *suggested wording:*
 - **Respondus Monitor/LockDown Browser for Online Exams:** This course requires the use of Respondus Monitor/LockDown Browser for online exams. Watch the following video to get a basic understanding of Respondus Monitor/LockDown Browser and the optional webcam feature (which may be required for some exams).
<https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

- Then download and install LockDown Browser from this link:
<http://www.respondus.com/lockdown/download.php?id=384146185>
- To take an online test, start Respondus Monitor/LockDown Browser and navigate to the exam. (You won't be able to access the exam with a standard web browser.) Additional details on using Respondus Monitor/LockDown Browser are available at
<https://www.respondus.com/downloads/RLDB-QuickStartGuide---Instructure-Student.pdf>
- Finally, when taking an online exam, follow these guidelines:
 - Ensure you're in a location where you won't be interrupted
 - Turn off all mobile devices, phones, etc.
 - Clear your desk of all external materials — books, papers, other computers, or devices
 - Remain at your desk or workstation for the duration of the test
 - LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

Mission Focused Learning

- The University is committed to giving its online and hybrid students and equivalent “Loma Linda University experience” as face-to-face (f2f) students in their programs and classes. (“LLU Distance Education Policy, Statement 2)
- **The Mission-focused Learning (MFL)** 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.
- Sample MFL strategies for online courses can be found in “LLU’s Best Practices for Online Education” (See Appendix 4 in the “LLU Distance Education Instructor Guide”)

Student Resources and Support

- Include Technology Resources and Requirements along with Technical Support information.
 - *Suggested wording:* If you have problems with Canvas, please contact EdTech@llu.edu. For other problems with LLU technologies, please contact the LLU Helpdesk during regular business hours: LLUHelpdesk@llu.edu.
- Explain how to post to the Discussion Boards, submit assignments via digital drop box, etc. Resources are available in LLU’s Distance Education Course Development Resources in Canvas.

LLU Library Resources

- Library Information for Students: <http://libguides.llu.edu/StudentInfo>
- Connecting from Off-Campus: http://libguides.llu.edu/offcampus_access
- Library Services for Distance Programs: <http://libguides.llu.edu/c.php?g=429424&p=2928935>
- Finding Articles Using PubMed@LLU: Searching PubMed <http://libguides.llu.edu/c.php?g=429344>
- EndNote: <http://libguides.llu.edu/endnote>
- Contact Us: <http://libguides.llu.edu/c.php?g=493360>

LLU Required Statements for All Course Syllabi

- **Americans with Disability Act (ADA) Policy** If you are an individual with a certifiable disability and need to make a request for reasonable accommodation to fully participate in this class, please visit the Dean's Office of your school. To view the Disability Accommodation Policy please go to: <http://llucatalog.llu.edu/introduction/accommodation-disability/>
- **Academic Integrity Policy** Acts of dishonesty including theft, plagiarism, giving or obtaining information in examinations or other academic exercises, or knowingly giving false information are unacceptable. Substantiated violations are to be brought before the dean for disciplinary action. Such action may include, but is not limited to, academic probation or dismissal from the program. To view the Standards of Academic Conduct Policy please visit: https://home.llu.edu/sites/home.llu.edu/files/docs/student--_handbook.pdf, page 65.
- **Protected Health Information** The purpose of the Protected Health Information (PHI) policy is to provide guidance and establish clear expectations for students regarding the appropriate access to and use of PHI during course studies and related program activities. Under the Health Insurance Portability and Accountability Act (HIPAA), patient health information is protected. Please go to: <http://www.llu.edu/pages/documents/2013--2014--University-Catalog.pdf>, page 62.
- **Student Grievance Policy** Grievances related to academic matters or other issues covered by specific policies shall be made pursuant to the policies of the school in which the student is enrolled. A student who questions whether the process provided by the school has followed the policy of the school in regard to his/her grievance may request that the Office of the Provost conduct a review of the process used by the school in responding to his/her academic grievance. Please go to: http://llucatalog.llu.edu/about--_university/student-life/
 - Enter your own school's Student Grievance Policy after this statement along with a link, if available.

Course Schedule

- Include weekly topics, readings, assessments, and assignments plus any helpful notes and explanations for students either by week number, by date, or both. Be sure to include holidays in the schedule.

- For a quarter-based course make sure that you have ten weeks of active instruction: regular and substantive instruction-initiated instruction with students each week.
- Put the course schedule into a table. Be sure to include due dates for assignments, projects, quizzes, and tests. One example:

Week Date & Topics	Readings & Activities	Assignments & Projects	Assessments

- State the nature and format of the assignments, the expected length of essays, and their deadlines. Indicate how the assignments are related to the goals of the course. Give the examination dates and briefly indicate the nature of the tests (multiple-choice, essay, short-answer, take-home tests [online equivalent: open-book tests]). In setting up the syllabus, try to keep the work load evenly balanced throughout the term (Davis, 2009, p. 24).
- Include the criteria for each assignment including how it will be assessed. If using rubrics for assignments, discussion boards, etc., consider including them in the syllabus.

Optional Best Practices

Course Prerequisites

- If applicable, list knowledge, skills, or experience they should have already or the courses they should have completed (Davis, 2009, p. 23).

Small Group Work

- If group work will be required, be sure to include due dates and times (always note Pacific Time). Address media to be used, procedures, and “rules of engagement”, etc.

A Concluding Legal Caveat or Disclaimer

- In our litigious society, a few students have filed grievances and even sued faculty for failing to follow the syllabus schedule and policies. Although you may not intend your syllabus to be a legally binding contract, students may think they are not getting their money’s worth if you significantly diverge from the syllabus during the course or fault to get through it.... Add a caveat or disclaimer regarding changes to the course. Adding this statement or one like it at the end of your syllabus will give you the flexibility you may need during the term: “The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning” (Nilson, 2010, p. 36–37).

- See “The Legal Side of the Course Syllabus,” LLU Distance Education Instructor Guide, Appendix 10, for a full list of items to include and why they are important.

Mid-course Feedback

- Set a time midway through the term when you can solicit from students their reactions to the course so far (Davis, 2009, p. 26).
 - Be sure to make some changes based on the students’ feedback. They will be more engaged and more confident that you care about their learning experience.

Estimate Student Workload

- Include an estimate of how much preparation and work the course will take including reading assignments, discussions, case studies, projects, research, etc. This will help students to pace themselves so they can be more successful by planning ahead (Davis, 2009, p. 26).
 - This will also help to demonstrate fulfillment of federal regulations and LLU policy on credit hour/units for the course.

Include a Statement of Copyright

- Noting the true owners of any information, especially if it is placed online, never hurts but copyright protection exists from the moment the material is written down. While a course outline “might” not have commercial value beyond the course tuition, the organizational format of the ideas may be of such interest that others may want to incorporate the material. At that point we would want others to be aware of our ownership position and that is when having a copyright notice could become important. Because the course syllabus is work related material, we would have an ownership interest in the material. Declaring who are the legal owners is a very simple matter of stating it on the finished product, usually at the beginning near the title page. Typically, it would look something like:
 - Copyright 2016 – Loma Linda University Health
 - Alternately you can give notice using the little “C in a circle” mark such as: © 2016 – Loma Linda University Health (E. Gosink, Technology Transfer Director, LLU Research Affairs, personal communication, May 16, 2016)

LLU Distance Education Policy

- If you would like students to see the DE policy, include this link: <https://home.llu.edu/sites/home.llu.edu/files/2020-12/LLU%20Distance%20Education%20Policy-2020-05-06FINAL.pdf>

End the Syllabus with a Positive Note

- Select a meaningful quote, final thought, or words of encouragement to include at the end of the syllabus (Davis, 2009, p. 2).
 - Consider including an encouraging spiritual quote.

Resources Used for the LLU Online Course Syllabus Template

Davis, B. G. (2009). *Tools for Teaching*, (2nd ed.). San Francisco, CA: Jossey–Bass: A Wiley Imprint.

Loma Linda University, Digital Education Committee (2016, May 11, 2016). *Online Course Syllabi Requirements*. Retrieved from

<http://myllu.llu.edu/syncall/itemdetail/?communityId=3226&itemType=discussion&itemId=26301>

Loma Linda University (2016). *Online Course Auditor Guide*. Retrieved from

<http://home.llu.edu/academics/academic-resources/educational-effectiveness/digital-education/digital-education-resources>

Loma Linda University (2006). *Loma Linda University's Course Syllabus Template*. Retrieved from

<http://myllu.llu.edu/apps/acadman2/courses/index.php>

Millis, B. J., and Cohen, M. W., O'Brien, J. G. (2008). *The Course Syllabus: A Learning–Centered Approach*, (2nd ed.). San Francisco, CA: Jossey–Bass: A Wiley Imprint.

Nilson, L. B., (2010). *Teaching at Its Best: A Research–Based Resource for College Instructors*, (3rd ed.). San Francisco, CA: Jossey–Bass: A Wiley Imprint.

Oklahoma State University, Institute for Teaching and Learning Excellence (2006). *Online Course Syllabus*. Retrieved from http://itle.okstate.edu/fd/online_teaching/online_syllabus.html

Appendix 9: Sabbath Sacredness Policy



LOMA LINDA UNIVERSITY
ADVENTIST HEALTH SCIENCES CENTER

OPERATING POLICY

CATEGORY:	GENERAL ADMINISTRATION	CODE:	B-24
		EFFECTIVE:	8/30/2011
SUBJECT:	SABBATH SACREDNESS	IMPLEMENTED:	8/30/2011
		REPLACES:	
		PAGE:	1 of 2

Introduction:

Loma Linda University Adventist Health Sciences Center (LLUAHSC) and its core entities are owned and operated by the Seventh-day Adventist Church which holds as a fundamental belief the observance of the Sabbath from sundown Friday to sundown Saturday as a special day for worship, other spiritual activities, and rest from non-essential work. The commitment to the weekly Sabbath provides a much-needed rhythm of rest, worship, and renewal. It is important to minister to emotional and spiritual needs, as well as physical health, and the Sabbath provides enhanced opportunities to do this.

With the goal to facilitate meaningful encounters with God through the Sabbath hours, this policy provides principles relative to Sabbath sacredness. All LLUAHSC core entities shall adopt a Sabbath sacredness policy that incorporates the general principles outlined in this policy.

The mission and motto of LLUAHSC are to continue the teaching and healing ministry of Jesus Christ, to make man whole. On Sabbath, all non-essential activities are avoided, but provision is made for quality patient care. A Sabbath environment conducive to rest, worship, and renewal will be maintained.

1. All LLUAHSC entities shall provide orientation for all students, employees, medical staff, and residents about the importance and meaning of the Sabbath and their roles in preserving this special day of rest. Employees and students shall be encouraged to make the Sabbath a celebration of joy. This can be done in a variety of ways:
 - 1.1 celebrating the power of God through enjoyment of His creation
 - 1.2 worshipping God, individually or corporately
 - 1.3 serving those who are in need
 - 1.4 spending quality time with family/friends

2. During the Sabbath hours, services essential to safety, care, and comfort will be provided. Non-essential activities will be avoided, including:

- 2.1 classroom instruction, educational support systems, and orientation
- 2.2 research/study activities that could/can be scheduled during non-Sabbath hours
- 2.3 participation in activities that are not in keeping with the concept of Sabbath sacredness
- 2.4 elective admissions and elective surgeries
- 2.5 building and construction projects
- 2.6 routine cleaning in non-patient care and non-public areas
- 2.7 grounds keeping or routine preventive maintenance
- 2.8 routine non-patient care contract services, e.g., Engineering Services
- 2.9 use of support services, e.g., Human Resources, billing, finance
- 2.10 computer system maintenance and installations
- 2.11 interviews for employment
- 2.12 attendance and presentations at conferences that are not in keeping with the concept of Sabbath sacredness

APPROVED: LLUAHSC Board of Trustees – August 30, 2011

Vice President, Spiritual Life & Wholeness

Date

President

Date

Corporate Secretary

Date

Appendix 10: Online Course Audit

Online Course Audit: Distance Education versus Correspondence

Course Number: _____ Course Name: _____ Term: _____ CRN: _____
 Instructor: _____ Auditor/School: _____ Date: _____
 Units: _____ Length of course (wks.): _____

	Distance Education	Correspondence	Notes
A. Syllabus	<input type="checkbox"/> The course syllabus outlines the expectations for the course including academic activities each week that support regular and substantive interaction initiated by the instructor	<input type="checkbox"/> The course syllabus outlines the expectations for the course including academic activities each week <input type="checkbox"/> *If course is self-paced, it is automatically correspondence	
B. Weeks of Instruction	<input type="checkbox"/> Students are given the opportunity to engage in academic activity each week. <input type="checkbox"/> Instructor is available each week of instruction <input type="checkbox"/> The instructional materials and faculty support necessary for student success are available for every week of instructional time.	<input type="checkbox"/> Students are expected to engage in academic activity each week. <input type="checkbox"/> Instructor is available each week of instruction <input type="checkbox"/> The instructional materials and faculty support necessary for student success are available for every week of instructional time.	
C. Interactions between Instructor and Students: Regular and Substantive	<input type="checkbox"/> Provided by a faculty member who meets accrediting agency requirements for instruction in the subject matter under discussion <input type="checkbox"/> Required interactions are substantial (i.e., more than just a grade) and relevant to the academic subject matter in which the student is engaged <input type="checkbox"/> Course is designed to ensure interactions occur on a predictable and regular basis <input type="checkbox"/> Instructor responds in a timely manner (within 48 hours) to student-initiated contact	<input type="checkbox"/> Limited: <i>not</i> regular; less than 75% of the instructional weeks <input type="checkbox"/> Instructor responds in a timely manner (1-7 days) to student-initiated contact <input type="checkbox"/> Course success based primarily on individually-completed submission of assignments and assessments rather than including interactions, group/team work, and/or other activities that require more than a single student completing the work	

	Distance Education	Correspondence	Notes
	<input type="checkbox"/> Course success based on regular and substantive interactions, group/team work, and/or other activities that require more than a single student completing the work <i>in addition to</i> individually-completed submission of assignments and assessments		
Hybrid Distance Education or Hybrid Correspondence	<input type="checkbox"/> NA – course is completely online. <input type="checkbox"/> One or more of the regular weeks of this face-to-face course were replaced by online instruction that required regular, substantive, and instructor-initiated interactions: hybrid distance education .	<input type="checkbox"/> NA – course is completely online. <input type="checkbox"/> One or more of the regular weeks of face-to-face course were replaced by online instruction but did <i>not</i> have regular, substantive instructor-initiated interactions: hybrid correspondence .	

*Not all correspondence courses are self-paced; however, all self-paced courses are correspondence courses.

Course Type

- ☐ A. Distance Education
- ☐ B. Correspondence Education
- ☐ C. Not an Aid Eligible Course