Faculty Standards for Online Instruction

Introduction for Instructors

The guidelines found herein are required for any faculty teaching online courses. These important standards will keep Messenger College courses at a high level of expectation and ensure that all students receive a high-quality education from MC. Please contact Dr. Candace Rayburn Scalf at crayburn@messengercollege.edu if you have any questions regarding the online instruction standards.

Faculty Training

Before teaching an online course for the first time, faculty will complete the sequence of training videos. Training will include: course navigation, assessment tools, universal design, communication tools, gradebook, course management, and roster management.

Learning Management System (LMS) - Populi

The approved college learning management system will be used by the instructor who teaches an online class. The use of any additional technology must be approved by the VPAA.

Please post on the course dashboard PRIOR TO OR ON the start date to document your participation and to prompt student check-ins within the first TWO days of class.

Introduce yourself to the class and post a Welcome Announcement, your contact information and hours, an explanation of the syllabus and the first week's assignment(s). Refer to the Welcome & Announcements section of the **Online Course Development Checklist: QM Standards** included with these instructions.

Faculty Access and Availability

Online faculty will check in, at a minimum, three times a week and respond to student communications within 24 hours (weekends and holidays excluded).

Best Practice: Since many online students do their course work on weekends, weekend logins and communication by their instructor are encouraged.

Virtual Contact: Faculty will provide students with multiple contact methods to include at a minimum (a) contact within the LMS internal Dashboard, (b) a telephone number with message capability, and (c) an email contact solution (MC email).

Faculty will evaluate submissions and provide grading and feedback within THREE DAYS of the posted date for assignment submission. Final grades must be submitted seven (7) days after the course end date.

Syllabi

Instructors must follow the standard syllabus format. For a copy, please e-mail the Office of Academic Affairs. Syllabi for online classes will include:

- Contact information
- Instructor Availability including class check-in practices (e.g. normal check-in practices, check-in practices on weekends)
- Course expectations including any specific student expectations
- Grading criteria and grading scale
- Timeline for grading/responding to assignments
- Explanation of how to communicate with the instructor
- Assessment/testing procedures
- Approved course objectives and student learning outcomes
- Schedule of due dates and policies regarding late and missed assignments/quizzes/tests
- Recommended: Explanation of how to study course content and how to post assignments
- Research and Resource
- Late Assignments policy
- Bibliography

Counseling syllab**i MUST** include the following statement:

NOTICE CONCERNING COUNSELING DEGREE AND LICENSURE:

The Bachelor of Arts in Counseling is not intended to lead to licensure/certification. Additional educational requirements must be met prior to applying for licensure/certification. The Bachelor of Arts in Counseling is intended to provide a foundation for pastoral care within the local church and further study. Students are advised to contact their state licensure boards/agencies to obtain a list of requirements for licensure/certification prior to starting the degree if licensure/certification is desired.

Courses

Faculty will comply with appropriate national and institutional policies on copyright laws when applicable.

Courses will reflect the minimum standards specified in the Quality Matters national rubric for effective online course design:

- Course Overview and Introduction
- Learning Objectives (competencies)
- Assessment and Measurement

- Instructional Materials
- Learner Interaction and Engagement
- Course Technology
- Learner Support
- Accessibility
- Online courses must be evaluated on a regular basis and utilize the approved campus instrument

Assessment

- Online classes must be assessed on a regular basis consistent with specific institutional guidelines and practices.
- Online classes are required to meet the same expectations and achieve the same outcomes as traditional classes.

Midterm Check-in

Faculty members should include a mid-term test, quiz, or discussion board that asks cumulative questions from the first half of class. Professors should evaluate the student's progress and determine if students need additional study and instruction in specific areas.

At the midterm of courses, please notify Dr. Candace Rayburn Scalf of any students failing or in danger of failing a course, and any recommendations for assisting the student in being successful. Together, we can help our students succeed!

Populi Due Dates

Instructors must include due dates that span across the instruction week for all assignments in Populi.

Online Attendance Tracking

Instructors must inform the Office of Enrollment Services of any lack of participation by students within the first week of the course AND any continuing lack of attendance during the course.

Americans with Disabilities (ADA)

Courses will comply with the minimum requirements of the Americans With Disabilities Act essentially meeting Section 504 standards, and where practical, Section 508 standards.

Any students with a diagnosed condition may request a Disability Accommodation Request form from the Director of Records, Carolyn R. Dowd, at cdowd@messengercollege.edu.

Course Work Product

It is understood by the instructor that unless other arrangements are made and documented in writing, any and all course work designed specifically and exclusively for College use (i.e. on-line

courses) shall be considered "work product/work for hire" and shall thus be considered the intellectual property of Messenger College and as such, may be utilized by Messenger College as appropriate. Such is the case even if/when the faculty member designing the material is no longer employed by Messenger College. (See the Faculty Agreement #6.)

Financial Aid Regulations

Changes in Federal Financial Aid Regulations to address possible fraud require campuses offering online classes to be able to confirm that students receiving Federal Financial Aid are active and doing substantive work each week. **MC and the faculty member must be able to confirm that a student receiving financial aid has:**

- **Checked into the online class weekly**
- **Completed something substantive (participate in online conversation, discussion, quiz, or submitted an assignment)**

Informed Consent for Students

MC provides an informed consent statement to students informing them of the nature/purpose of an online course, the difference between online and classroom instruction, the requisite/minimum computer literacy necessary for students to succeed in an online environment, and the behavioral expectations of students taking an online class.

Each term, students will be prompted to review the informed consent statement and formally acknowledge acceptance of the statement before being able to access their online class(es) for the first time. Students should review this information to decide if online classes are a fit for them.

Please attach the **Student Informed Consent** document to your course each time it is taught.

Student Expectations

Students taking an online class will log in as requested by the instructor. At a minimum, students will log in to the class at least three times a week. Students should be aware that either Messenger College or its instructors may administratively withdraw a student for non-attendance or impose other consequences for failure to meet this non-attendance minimum. Faculty may also impose additional non-attendance requirements.

Students taking an online class for the first time will complete an orientation before the start of the class(es) to confirm they have the necessary computer skills, familiarity with essential LMS functions, and are aware of strategies for success for online students.

As of July 2011, to comply with new requirements for students receiving federal financial aid, students must check into the class within the first two days of class and must engage in at least one substantial activity (e.g., sending a course communication to the instructor, participating in

a discussion and/or completing a quiz/assignment) each week of the course. This minimal level of participation only satisfies the federal regulation and does not supersede the additional requirements that may be set by the instructor of the course.

Additional Requirements

TEXTBOOK & SYLLABUS
Please ensure your textbook(s) and syllabus are posted at least two (2) weeks prior to the course start date. The sooner the better!

Remember, any new textbooks or substantive changes to the course syllabus must be approved by the VPAA prior to posting them in Populi. Please inform the VPAA of any changes to text requirements so that the MC Required Textbook List can be updated.

REGULAR & SUBSTANTIVE INTERACTION INITIATED LARGELY BY THE INSTRUCTOR
Online courses must have weekly deadlines and weekly interaction with the professor on Populi. This is a requirement by the Department of Education. The course may **NOT** be self-paced. Per Financial Aid regulations, interaction must "support regular and substantive interaction between the students and the instructor." This interaction must be **INITIATIED BY THE INSTRUCTOR**; student submissions are not enough. **AT A MINIMUM**, professors must engage with the student on the discussion boards, in assignment feedback, and on the dashboard.

USE POPULI AT ALL TIMES
ALL interaction and instruction must be through Populi. Unless the course is scheduled as an on-campus course, no face-to-face interaction is permitted. This is a requirement by state governments. Even if an online student attends your church, you may not have in-person instruction.

Please e-mail your students through Populi and change your settings to allow academic administrators and academic auditors to view e-mails that regard instruction. When sending an e-mail, simply click the visibility box at the top right and click the desired boxes. This is a MC requirement that allows academic administrators to have documentation of instructor's requirements and deadlines as communicated via e-mail. This is very important in dealing with student issues.

FINAL GRADE FORMS
Do not forget to finalize your course in Populi AND fax a Final Grade Form within 7 days after the course end date to MC at (817)391-4003. Grade report forms should be sent to the Director of Records, Carolyn R. Dowd. Do not send via e-mail as the form contains PII. Grade contests can occur many years after instruction, and it is VITAL we have a record supporting the grade.

ATTENDANCE, ATTENDANCE, ATTENDANCE

Please make sure your class has weekly discussion boards to track attendance, and that students are logging into the course regularly. Please contact Enrollment Services if a student is not participating in a course. Participation can affect a student's financial aid; early reporting is vital!

QUESTIONS?

If you have any questions or concerns, please contact the VPAA, Dr. Candace Rayburn Scalf, at crayburn@messengercollege.edu or (817) 554-5950, ext. 108.

MESSENGER COLLEGE

Online Faculty: Course Curriculum Evaluation of Substantive Interaction

Course Title & ID: Instructor: Reviewed By: Date:

Interactive Activity *Each activity must be present in each course.	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Examples:
Lecture Notes									PowerPoints
Recorded Lecture									Video lectures
Substantive Discussion Board Interaction									*Required weekly. Interaction must mirror a residential classroom discussion. Faculty members must participate in the discussion.
Activities									Instructors provide activities that would normally occur in a residential course, but are separate from course assignments (i.e. view a map of ancient Greece).
Mid-term Assessment									Instructors must include a midterm cumulative assessment and report failing students to the VPAA for academic support.
Final Assessment									Instructors should include a cumulative assessment at the end of the course (i.e. a Final exam or cumulative paper).
Weekly Assessment									Quizzes, papers, projects, portfolios
Resources									Bibliography; YouTube videos
Automated Tutorials									Automatic feedback on test answers
Assignments with Descriptions/Guidelines									Papers, Discussions, Group activities
Assignment Rubrics									Present in both the Syllabus and Lesson
Recommended Interaction *At least one must be present within the course.									
Peer Review									Peer Review Paper Assignment
Group Work									
Writing Prompts									
Quizzes									Recommended at least bi-weekly.
Practice Tasks									Students practice principles from class (i.e. discussion in Spanish).
Study Guides									
Faculty Initiated Interaction *Required (minimum of 3 per week)									
Pre-course welcome									Post on the dashboard or link a welcome video
Dashboard Post									Instructors should post on the Dashboard weekly to check-in with students.
Announcements									Faculty should post announcements on the Dashboard and answer student posts.
E-mail Check-ups									Contact students that are not participating or need assistance. *Change visibility
Prompt Feedback									Instructors should provide feedback on assignments within 3 days.
Online Office Hours									Faculty must list availability (i.e. Populi Chat or optional online meeting time).
Survey									Faculty should encourage students to complete the course evaluation in Populi.

Question (Faculty Initiated): Is the interaction created, arranged, maintained, or proposed by the Instructor?
Question (Regular): Is the interaction built into the syllabus and course structures as taking place as scheduled and repeated events?
Question (Substantive): Does the interaction contain important meaning or value to affect learning outcomes and establish instructor presence?

A Quick Reference for Faculty: What to do….

If you are a NEW Faculty Member
Complete the steps outlined in the Faculty Course Development Checklist, including Populi Training and a Credit Hour Calculation. Submit your Faculty Agreement to the VPAA prior to class and employment documents to the VPBA within three days of starting employment.

Before Starting a NEW Class
Submit your textbook and syllabus (formatted according to the Standard Syllabus Format) to the VPAA for approval. After receiving feedback and making changes, post it to the Course Information page in Populi within 2 weeks of the start date.

Before Starting ANY Class
Review your course. Ensure your course is built to require students to log on and participate in substantive interaction at least 3 times a week. This is done with well-distributed due dates. Also, ensure there is a mid-term assignment and that the assignments meet the credit hour allotment (refer to Calculation of Assignment Course Hours form).

Post your syllabus and textbook to the Course Information page at least 2 weeks before the start date. By the first day of class, post on the Dashboard and ask students to respond to initiate interaction and confirm student participation within the first 2 days.

After Week 1
E-mail the Director of Financial Aid, Carolyn R. Dowd, at cdowd@messengercollege.edu if any students are not participating.

Week 4 or 5: Midterm
After students' midterm assignment is graded, reach out to any failing students and offer assistance (CC the VPAA and ESC).

After ANY class ends
Finish grading assignments, finalize your course in Populi (on the Couse Information Page), and turn in your Final Grade Form within 7 days of the end date to the Director of Records.

With Student Communications
Respond to student communications within 24 hours (holidays excluded; weekends encouraged), and grade assignments with feedback within 2 days of the due date. Remember, Discussion Board interaction should be on-going. If there is a period of time where your response may be delayed, inform the students beforehand.

Use Populi at all times. Avoid using personal e-mails. When sending e-mails, set Visibility to Academic Admin and Academic Auditor to document interaction.

When an Online Student is in Your Church
Do not engage in face-to-face instruction as it may violate your state's regulations. If you have any questions, contact the VPAA.

With Netiquette Violations
Immediately print off the questionable interaction and address it privately with the student. Feel free to CC the VPAA or ESC. If violations continue, contact the VPAA and provide printed violations.

If a student requests an ADA Accommodation
There is a procedure for students to request accommodations. Please instruct the student to contact the VPAA to fill out a request.

If there is a Student Emergency
In the event of an emergency, students may request an Incomplete grade for additional time to complete coursework. In this event, review the policy as outlined in the Academic Catalog and instruct the student to contact the Registrar for the student form, and inform the VPAA of your (dis)approval. The VPAA will issue a final determination.

Instructors can also request that the Campus Pastor reach out to the student if applicable.

Abbreviations:

VPAA: Vice President of Academic Affairs

VPBA: Vice President of Business Affairs

ESC: Enrollment Services Counselor

DFA: Director of Financial Aid

Staff Contact List

President: Jennifer Hargestam

info@messengercollege.edu; (817) 554-5950

VPAA (Vice President of Academic Affairs): Candace Rayburn Scalf

crayburn@messengercollege.edu; (817) 554-5950 ext 108

CFO (Chief Financial Officer): Alan Greagrey

info@messengercollege.edu; (817) 554-5950

DSD (Director of Student Development): Samuel Kinnin

skinnin@messengercollege.edu; (817) 554-5950 ext 103

ESC (Enrollment Services Counselor): Micheala Dove

mdove@messengercollege.edu; (817) 554-5950 ext 165; fax: (817) 397-4003

DFA (Director of Financial Aid)/Registrar/Director of Records: Carolyn Dowd

cdowd@messengercollege.edu; (817) 554-5950 ext 104

Chair of Christian Ministry: Stephen Bontrager

sbontrager@messengercollege.edu; (817) 554-5950 ext 105

Librarian: Mary Thomason

mthomason@messengercollege.edu; (817) 554-5950 ext 107

Chair of Counseling: (open)

Online Course Development: QM Standards

Course Information:

Faculty: _____ Email: _____

Course Number: _____ Course Name: _____

Credit Hours: _____ Type of Offering: ____ Fully Online ____ Intensive ____ On-Campus

The following is a checklist of course components that is based on best practices in online course development and design. These components ensure that the course is pedagogically sound, consistent with Quality Matters (QM) Standards and provide both students and faculty with a positive online teaching and learning experience. Repetition is OK, as long as the information is clear and consistent. Items are in no particular order of importance.

Welcome & Announcements: (QM Standards 1.1, 1.2, 1.8)

- ❑ Welcome announcement includes:
  - This is an online course which means we will not meet in person – or similar statement
  - Course name and number
  - Faculty name/ contact information
  - Brief introduction as to what students should do first and where items are located
- ❑ Faculty/staff information (This should be placed in the syllabus and Dashboard.)
  - Email and/or Phone
  - Preferred method of contact
  - Short Self Introduction
- ❑ Explanation of Syllabus and first week's assignment/activity
  - Highlights aspects of the Syllabus that is unique to the course/professor
  - First Assignment/Activity (Student Introductions)
  - Syllabus Quiz (if used)

Syllabus: (QM Standards 1.2, 1.3, 1.5, 1.7, 2.3, 3.2, 3.3, 4.3, 5.4, 5.3, all General Standard 7, 8.2)

Use Syllabus Template (copy/paste)

- ❑ Course Description or purpose of the course
- ❑ Delivery Method (total web, hybrid, supplemental)
- ❑ Course Objectives and Learning Outcomes written from the learner's perspective
- ❑ Text book includes name, author, edition, and ISBN
- ❑ List other required materials (such as additional software or publishers) and (when applicable) the dates they need to be completed (i.e. view a movie or visit a museum)

- ❑ Suggested materials are identified as "suggested" or "optional"
- ❑ Activity schedule or calendar of modules/units/weeks with due dates of assignments
- ❑ Clear and understandable grading policy (Make sure the point/percentages add up and are consistent throughout the course. I recommend building in Populi Assignments first.)
- ❑ Faculty Expectations (what students can expect from you)
    - Response time for email (weekday/weekend)
    - Turnaround time for grades and where they are posted: including Discussions and submissions (i.e. quizzes are typically automatic)
    - Preferred method of contact
    - Statement on how you as the instructor will be participating in discussion boards or other activities
- ❑ Student expectations (what you are expecting from students)
    - Provide the "Student Informed Consent for Online Instruction"
    - Learner participation guidelines
    - Highlight Netiquette guidelines for email and posts & needed technical skills
- ❑ Course Schedule
    - Weekly Activities
    - Tools used for submission of activities (optional)
    - Due Dates
- ❑ Detailed assessment criteria for all assignments and/or rubrics
    - Discussions
    - Dropbox
    - Quizzes (Note if proctoring is required.)
- ❑ Academic integrity statement – See Academic Catalog & Standard Syllabus Format
- ❑ Student Support Services
    - Technical Support
    - Tutors
    - Other Services
- ❑ Course Policies
    - Attendance
    - Late policy for assignments
    - Any teacher specific expectations regarding: Participation, Test Make Up, etc.
- ❑ College Policies – See Academic Catalog, Student Informed Consent for Online Instruction, & Standard Syllabus Format
    - Online Student Conduct
    - Withdrawals

<u>Content:</u> (QM Standards 1.1, 1.2, 1.9, 2.2, 2.3, 2.4, 3.1, 4.3, 5.2, 8.1, 8.3, 8.4, 8.5)

- ❑ Begin course with a Course Overview Lesson
    - Course Overview
    - Syllabus

- Course/Assignment Schedule
- Introductory Activity
- Syllabus Quiz

- ❑ Chunk materials so that everything the student needs is located *within* a Lesson
- ❑ Course level and unit/module/week objectives are present
- ❑ Use measurable objectives and connect objectives to assessments
  - Relationship between objectives and activities are clearly stated
- ❑ Follow a consistent instructional sequence/order for the coursework
  - Course Overview
  - Objectives/learning outcomes
  - Required Readings
  - Lecture/presentation
  - Assignment/Activity
  - Quiz
- ❑ Demonstrate instructor presence and engagement with "instructor to student" and "student to instructor" interaction opportunities & activities
- ❑ Provide text transcripts as Word file(s) for audio/video file content if available
- ❑ Provide chapter and, if needed, page information for reading assignments
- ❑ Check all materials for spelling and grammar (ex. periods inside quotation marks, etc.)
- ❑ Make sure text size and fonts are consistent throughout the course
- ❑ When providing external links, annotate links and connect them back to the content
- ❑ Make sure all materials abide by Copyright laws
- ❑ Make sure all external links work
- ❑ Make sure all media is in an appropriate format for online delivery (i.e., manageable file size, use PDF, etc.)
- ❑ Although colored text is not recommended, if it is used, make sure it is used sparingly and that it has a consistent theme (ex. red for due dates)

Discussions / Assignments/ Quizzes & Exams: (QM Standards 3.3, 3.4, 5.2, 5.4, 6.2)

- ❑ Provide instructions, guidelines, grading rubric, and examples
  - Discussion forums
    - Required initial post/response post
    - Due dates for each
    - Sample of acceptable posts
    - Grading rubric or guidelines
  - Tests/Exams/Quizzes
    - Format (i.e. multiple-choice, matching, etc.)
    - Total points & how points are distributed
    - Timed
    - Multiple vs. Single Attempts
    - Topics covered

- Research Paper/Written Assignments
  - Format (including number of pages/words, research expectations, etc.)
  - Citation information
  - Grading rubric
  - Due date
  - Acceptable file formats (.doc, .docx, .rtf, .PDF)

Online Course Development Checklist

Course Information:

Faculty: _____ Email: _____

Course Number: _____ Course Name: _____

Credit Hours: _____ Type of Offering: ____ Fully Online ____ Intensive ____ On-Campus

Faculty Course Development Checklist: Check the box after complete & submit **bolded** forms.

- ☐ Training: Finished reviewing Populi faculty training located at: https://support.populiweb.com/hc/en-us/categories/203333747-Faculty

- ☐ Textbooks: Submitted and received written approval for new or changed textbook requests by the VPAA (crayburn@messengercollege.edu).

- ☐ Syllabus: Submitted and received written approval of the course syllabus by the VPAA (crayburn@messengercollege.edu). With the syllabus, please submit an explanation for any revisions to course objectives or course requirements.

- ☐ Credit Hour Calculation: Calculated and confirmed that the course's instruction and course work justify the course's credit hours. A guide is attached.
  - ***Please submit your **Calculation of Assignment Course Hours** with this form.

- ☐ Standards: Reviewed and confirmed the course follows the Quality Matters Higher Education Rubric for online course design. A guide is attached.
  - See: https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf
  - ***Please submit your completed **Online Course Development: QM Standards** with this form.

- ☐ Librarian: Contacted the Librarian (mthomason@messengercollege.edu) to request any additional materials that may be needed for the course.

- ☐ Online Faculty: Reviewed the Student Informed Consent for Online Instruction and Faculty Standards for Online Instruction.
  - ***Submit your **Course Curriculum Evaluation of Substantive Interaction** with this checklist.

Please sign and submit this form to the Academic Office at least two weeks prior to the course start date. Please note your course will be reviewed by peers and/or the VPAA.

Faculty Signature: _____ Date: _____