Approval for instructors of online courses at Illinois Wesleyan University can be attained in one of two ways:

1. **Successful completion of the Online Cohort**
2. **Completion of the Instructor Approval Form** *(this survey)*

In this survey, you will be asked to do the following:

- **Provide evidence of acting as the lead instructor within the last five years of at least one fully online course.**
- **Complete a self-reflection documenting recent (within the last five years) online teaching experiences and the ways in which that instruction met the IWU Online Course Standards Rubric.**

Completion of this application, once approved by the Provost Office/Thorpe Center, will satisfy the Alternate Approval Strategy for a faculty member to be approved for online instruction.

* Name

First name

Last name

* Email

Email address   @iwu.edu

* Department

What course do you wish to teach online?

Please provide the Canvas Course Title and SIS ID, if known.

Lead Instructor Evidence

* Please attach evidence that you have served as the lead instructor for at least ONE fully online course within the last five years.

You may attach a document, PDF, or image file, up to 16 MB, to satisfy this requirement. Screenshots will be accepted as evidence.

Choose File | Choose File | No file chosen

<u>Elements for Self Reflection</u> *(Required)*

The following questions are REQUIRED and are based on satisfying the required level of measurable student engagement needed to meet IWU standards for distance education, as defined by the HLC and federal Title IV regulations.

For the purpose of these questions and as required by the HLC and Title IV, all 1.0 credit unit courses must have a syllabus/LMS schedule that provides for 2800 minutes of measurable synchronous or asynchronous student engagement per credit unit (approximately 47 hours).

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Measurable engagement is defined as the following:

- *Measurable: synchronous class sessions, scheduled individual or group meetings, videos, quizzes, exams, documented active time on a reading/assignment in the LMS.*
- *Not Measurable: time-to-completion estimates, brief check-ins, off-line reading or writing estimates.*

* What are the specific scheduled synchronous and asynchronous interactions being used by you and your students in your online course(s)?
Please provide specific examples (e.g. screenshots, activity descriptions, syllabi) of how you facilitate regular and substantive interaction between both the learner and the content and the learner and the instructor. You will have the option to upload documents, PDFs, video, or images at the end of this evaluation.

* Describe how you measure engagement within the synchronous and asynchronous interactions in your online course(s).

* Describe how you clearly communicate and model the expectations for all course interactions (student to student, student to instructor, instructor to student) in your course interaction/communication channels.

The following self-reflection questions are based on best pedagogical practices for online learning and provide insight into your teaching. Please thoughtfully consider and respond to the ways in which these components are represented within your online teaching practice. These questions are optional but strongly recommended to provide a full picture of your online teaching experience and pedagogy.

What activities or introductions do you provide for students to learn about your background, teaching philosophy, and approach?

Consider also how your presence and communication style throughout the course helps students get to know you.

What mechanisms do you use to encourage open and regular communication with your students?

How do you provide guidance to ensure that learner-to-learner interactions and collaborative experiences are constructive and contribute to learning?

What specific activities or structures do you put in place to help students get to know each other and build a sense of community? How do these activities establish trust and psychological safety for students?

How does your course encourage students to seek out and incorporate diverse sources of information into their learning?

Provide examples of how you provide guidance to help students effectively integrate external knowledge and perspectives.