Promoting the Affective Domain Within Online Education

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Promoting the Affective Domain
Within Online Education

by

Stephen H. Roche

A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Philosophy
in
Computing Technology in Education

Graduate School of Computer and Information Sciences
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We hereby certify that this dissertation, submitted by Stephen H. Roche, conforms to acceptable standards and is fully adequate in scope and quality to fulfill the dissertation requirements for the degree of Doctor of Philosophy.

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In the past decade Higher Education Institutions have experienced tremendous growth in enrollments. To meet this demand, many higher education institutions have embraced online education and its requisite technologies. Online education has matured, and studies focusing on the cognitive domain indicate that distance education is as effective as the traditional face-to-face instructional modality. However, there is a scarcity of affective domain studies due to: a) the need for the institutions of higher education to perform quantitative studies to establish the quality of online education b) the affective domain’s inherent subjective nature, and c) the educational research environment has slow recognition of the validity and value of qualitative research.

This scarcity of research has created a reluctance to engage in online education on the part of a large number of private and public mission-driven educational institutions. Historically these institutions place great emphasis on the affective domain and currently believe that the affective domain cannot be effectively promoted in the online environment. Therefore, the conclusion is drawn that if online education cannot provide the affective component, then it is counterproductive to the mission of the institution desiring to provide a transformative education. This reluctance threatens the existence of many mission-driven institutions by falling behind in the distance education market place. Quality research is needed in the area of the affective domain in distance education to convince these institutions that the affective domain can effectively be taught in the online environment.

This grounded theory study of an established online Bachelors of Radiography Program has developed a theory as to why students report a strong sense of mission when compared with other like institutions in the Mission Engagement Consortium for Independent Colleges (MECIC). Through a series of interviews with eight students, two alumni, four faculty, and the requisite coding, six contributing pedagogical phenomena and three central categories emerged. The three central categories, Instructor Persistence, Synchronous Encounters, and Integrated Institutional Mission, when working together, were found to have created continued and significant impact on the affective domain for the students of the Radiography program. Further research will be needed to quantitatively test the theory developed in this study and establish a baseline of best practices in promoting the affective domain in the online learning environment.
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Chapter 1

Introduction

Problem Statement and Goal

Problem Statement

The missions of most institutions of higher education are or were rooted in the belief that education must address the whole person, thus impacting in a transformative way the cognitive and affective domains of its students (Rogers & Howell, 2004). Many educators from the public higher education segment have doubts as to the abilities of the distance education to provide the milieu for the promoting of assessing the affective development of the student (Newman & Forsyth 2008). In addition to the public higher education institutions are the faith-based institutions who have a more heightened resistance to distance education, believing that their format of transformative education within the affective domain cannot be achieved through the distance modality and therefore is counterproductive to its core mission (Hughes, 2005; Kinnaman & Lyons, 2008 McKinney, 1997; White, 2006; Woodrow, 2006). This resistance or refusal to adopt distance education is a problem which threatens the existence of the resisting public or private institutions, as they find themselves unable to effectively compete in the higher education marketplace (Ledoux, 2005).

Popovich and Neel (2005) report that the higher education institutions currently offering distance courses and programs of study have a significant economic and market advantage. Institutions who have delayed offering distance courses are reported as having a market position that is reactive instead of proactive in the distance education arena, resulting in increased cost and difficulty in capturing their share of the higher education
online market (Popovich & Neel, 2005). Institutions of higher education who are resistant to the adoption of online education for fear of losing their ability to provide transformative education within the affective domain are at risk of losing their ability to compete with other institutions who are offering online coursework. There is a lack of research in the area of the affective domain within the online environment; research in this area is needed to convince these resistant groups of institutions of the reality of online education to provide transformative education (Hall, 2011). Statistics indicate continued lack of research of the affective domain within the online environment could lead to the loss and reduction in the number of public and faith-based higher education institutions, which would have a negative effect on the higher education structure at many levels (http://nces.ed.gov; Chronicle of Higher Education 2010).

**Dissertation Goal**

While there is much literature that speaks of the effectiveness of online education in the cognitive domain, literature that focuses on the promotion and assessment of the affective domain within the online environment is sparse (Hall, 2011). Through a grounded theory study of the successful online Bachelors of Radiography (BSR) program at Adventist University of Health Sciences (ADU), this dissertation has provided a theory of what practices promote, teach, and develop the affective domain in students within the online environment.

**Research Questions**

The study was guided by three general questions:
1. Why are there strong student ties to the values and mission of Adventist University of Health Sciences in the online Bachelors of Radiography program?

2. What are the current online practices of the Bachelors of Radiography program that can be identified as contributing to the successful transference of the institution’s values and mission to its online students?

3. What practices could be adopted or developed that might improve Adventist University’s impact on the affective domain within its online Bachelor’s of Radiography program?

**Background**

Adventist University of Health Sciences (ADU) was established in 1992, then known as Florida Hospital College of Health Sciences, and accepted its first students in the fall semester of that year. However, its roots as an educational institution can be traced back to 1913, when Florida Hospital started a three-year Diploma Program in Nursing. Through affiliation with Southern Missionary College (currently Southern Adventist University), associate degree programs in Radiologic Sciences and Diagnostic Sonography were established in 1962 and 1988, respectively. In 1992, these three programs, along with a new program in Radiation Therapy were merged to form the present institution known as ADU. Since its inception, ADU has added associate degrees in Occupational Therapy Assistant, Nuclear Medical Technology, and Health and Biomedical Studies (Gibson & Slockett, 2008).
Adventist University is regionally accredited by the Southern Association of Colleges and Schools (SACS); in addition the college holds accreditation with the Accrediting Association of Seventh-Day Adventists Schools, Colleges and Universities (AAA). Each of the healthcare professional programs is accredited by its requisite professional association accrediting body.

1. National League for Nursing Accrediting Commissions (NLNAC)
2. Commission on Accreditation of Allied Health Education Programs (CAAHEP)
3. Joint Review Committee on Education in Radiologic Technology (JRCERT)
4. Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association. (AOTA)
5. Joint Review Committee on Education Programs in Nuclear Medicine Technology (JRCNMT)
6. Council on Accreditation of Nurse Anesthesia Educational Program (COA)
   (Academic Bulletin, 2011)

In 1998, ADU became a baccalaureate degree level institution, granting a Bachelor of Science Degree in Nursing. In the years that followed, ADU has added several baccalaureate degrees including three online degrees, Radiologic Sciences, Diagnostic Medical Sonography, and Nursing; and two on-campus pre-medical degrees in the health and biomedical science department. In 2008, the University began its first graduate program, offering a Master’s degree in Nurse Anesthesia (Williams, 2010). In September of 2011, the University began its second Master’s degree in Occupational Therapy (www.adu.edu). The focus of this study was the Radiologic Sciences Department, the most mature of the institution’s online programs. The online Bachelor’s
degree in Radiology began in 2001 as the first online radiology Bachelor’s program in North America. Opening enrollment in 2001 was 17 and grew to 632 in 2006 and currently stands at 692 for the fall 2010 term (Gibson & Slockett, 2008).

Since its inception, ADU has been committed to being a strong, values-driven healthcare institution, as evidenced by its mission statement below. Since the adoption of online education in 2001, ADU has been intentional about insuring the integration of its broader institutional mission within the mission of the Bachelor’s in Radiography online program.

**ADU Mission Statement**

“Adventist University of Health Sciences, a Seventh-day Adventist institution, specializes in the education of professionals in healthcare. Service-oriented and guided by the values of nurture, excellence, spirituality, and stewardship, the University seeks to develop leaders who will practice healthcare as a ministry” (Adventist University Academic Bulletin, 2012-2013, p.9).

**Program Mission Statement**

“Consistent with the mission of the University, the Bachelor of Science in Radiologic Sciences program at Adventist University of Health Sciences (ADU) provides lifelong learning through a variety of multimedia resources. The goal of the program is to ensure the highest quality educational content delivered in a dynamic distance-learning environment” (Adventist University Academic Bulletin, 2012-2013, p.169).

The Department of Radiologic Sciences’ philosophy statements clearly align with the purpose and scope of the online bachelor’s program with that of the ADU vision
statements (see Appendix A). It is the goal of the program to provide the environment and educational experiences where students will successfully integrate Christian values, technical ability, critical thinking, decision-making, and effective communication into their profession (Gibson & Slockett, 2008).

In 2007, Adventist University joined the Mission Engagement Consortium for Independent Colleges (MECIC), a consortium of 19 private institutions which desired to study the effects of mission on its online student body. The Mission Engagement Consortium for Independent Colleges, in conjunction with the National Survey of Student Engagement (NSSE), created a Mission Perception Inventory study consisting of 20 additional questions relative to mission presented within the National Survey of Student Engagement. The outcome of the study is a mission perception inventory report, which is produced annually by NSSE for the MECIC consortium (see Appendices B and C). The first two years of data presented in the mission perception inventory report indicated that Adventist University’s scores in mission effectiveness are significantly higher and statistically significant when compared to the other institutions in MECIC (National Survey of Student Engagement, 2008). The data from the MECIC consortium was offered as a validation of the online Bachelor of Radiography program relative to its overall quality and effectiveness in transferring the institution’s values and mission to students in the online environment. The MECIC quantitative validation indicated an opportunity for further qualitative studies into Adventist University’s online Bachelor of Radiography offerings. Specifically, what were the factors in the online learning environment of Adventist University that created greater gains in its students’ perception of the school’s mission? The results of this study provide useful data to other institutions
as they begin or continue their foray into online education by presenting evidence that the affective domain can be encouraged, strengthened, and developed in the online learning environment. It is the hope of this researcher that this study will prompt the online education community to perform additional research which would lead to the development of online education standards of practice for teaching in the affective domain.

Adventist University of Health Sciences is not unique in its desire to provide an education that is driven by a mission that promises quality education in the cognitive, affective, and psychomotor domains. The history of American Higher Education tells of the desire of universities to graduate students of good character and behaviors.

In his study on institutional mission, James Woodrow (2006) identified nine essential components of an institutional mission statement and gives study to their level of importance within 70 Christian institutions of higher education. Woodrow’s study reveals that of the nine essential components, institutional history, educational philosophy, institutional strengths, and institutional uniqueness were the most significant components of each mission statement. Woodrow believes that all institutions, not just Christian institutions, must offer an education that changes lives and is distinctive. This requires the development and internalization of a well-defined mission. Woodrow speaks to the history of American higher education which reveals that Christianity played a critical role in the birth of eight out of nine of the earliest (pre-Revolutionary) colleges, with each of these colleges possessing a clear, focused, and intentional mission (Woodrow). American faith-based institutions of higher education were founded on various sets of spiritual beliefs. Most of the founding religious organizations which
birthed faith-based institutions did so with the intent of providing education that acknowledged the basic spiritual tenets of the founding organization. Faith-based education involved the development of the mental, physical, and spiritual being. Faith-based education extended beyond the transmission of content and cognitive advances into the affective domain, which impacts moral development, character development, and spiritual maturity. The development of the affective domain was deemed as important as the cognitive development by most of the founding organizations (Rogers & Howell, 2004).

The concept of having important characteristics deemed worthy of transference to the student in an educational setting is not new. In his paper “The Educative Importance of Ethos,” McLaughlin (2005) explores how the ethos, which he defines broadly as the culture, mission, and climate of an institution, must be pervasive, influential, and transparent. McLaughlin addresses the need for ethos to be intentionally presented in the classroom and speaks at length to what he describes as “the values-laden feature of ethos” (p. 312) and the importance of modeling and teaching character development and ethics within the classroom. McLaughlin also stresses the importance of a well-articulated plan for integration and assessment of the values-laden feature within the academic content of the course. This values-laden concept is rooted in Aristotelian thought, where the speaker uses his or her character or persona to appeal to and influence the audience (McLaughlin). Following this historical concept, it comes as no surprise that within the fabric of the traditional faith-based higher education institutions have been woven strands of intentional traditions and infrastructure that were meant to be transformative in nature, such as large departments for campus spiritual life, required worship services, regularly
scheduled religious programming, spiritual mentors, weeks of prayer, and assemblies. Most of the traditions and infrastructure remain on the faith-based college campuses today. In his book, *The American College and University*, Rudolf (1962) speaks of the American University’s journey along the continuum of sacred to secular and the various points in between. Rudolf speaks to the importance of faith-based institutions’ maintenance of traditions to preserve the heritage of the institution, and provide its students the opportunity for an education immersed in the context of Christian beliefs (Rudolf).

Hughes (2005) explores ways in which the Christian faith can be beneficial in the search for truth and add value to the scholarly discussion within higher education. He reflects on how his personal belief system cannot help being visible through his interactions with his students. Hughes believes the primary force in obtaining a spiritually transformative education is the relationship and modeling that occurred between the student and instructor (Hughes). McKinney (1997) states that in the early days of faith-based residential college campuses, the addition of dormitories, cafeterias, and on-campus faculty housing, was developed to provide increased opportunities for the faculty and staff to interface with students and model the values of the institution to the students (McKinney). For many of the faith-based, mission-driven institutions, relationally modeling Christ-likeness or Christ-like behavior in the classroom was considered the primary means and evidence of the integration of faith with learning (White, 2006). In her study of formational and transformational issues in distance learning at the Association of Theological Schools (ATS), Anne Reissner (2002) learns that many faculty, staff, and students subscribe to the historical belief that the transformation of the
student is related to his or her presence on campus, where the student can be placed in a community and sheltered from secular influences, suggesting that the process of transformational education is both highly relational and communal. While some responses from 237 schools indicate that there can be strong community and relationships built, using e-mail, list serves, chat rooms, and discussions, most often the response was that these technologies supported the community which is fundamentally formed at the required on-campus orientation and face-to-face class work which occurs at the beginning of each semester at ATS schools (Reissner).

Relevance and Significance

The role of the faith-based institution is important in American higher education. The literature would suggest that the survival of these faith-based institutions is important to the health of the American higher education system from both a financial and sociological standpoint. From the financial perspective, private colleges provide higher education to a large number of students which, if not in a private college, would be in the public higher educational system which would require more subsidy dollars from the state and local governments. The National Center for Education statistic reports that in 2007 there were 4,722 private degree-granting institutions, with approximately 1,000 of these institutions reporting that they are “religious-affiliated” (http://nces.ed.gov). In the 2007-2008 school-year, private non-profit schools were responsible for 6% of Associate, 31% of Bachelor, 43% of Master’s and 32% of Doctoral degrees awarded in the United States (Chronicle of Higher Education, 2010).
From a sociological standpoint there continues to be a need and desire for faith-based education; in addition, there is resurgence in literature of the need to bring back character development, ethical behaviors and values into the American education system (Dalton & Crosby, 2010). Dalton (2006) speaks of the importance of the student affairs personnel at our college campuses to re-engage with students on a spiritual level. His research indicates that there is a need to reach back to the early days of student affairs departments where higher education reflected the ideal educational development of the intellectual, moral, physical, and spiritual components of the student. Dalton’s research indicates that many millennial students have a high interest in spiritual matters and look to their college experience as not only a time for an intellectual journey but also a time of an inward spiritual exploration (Dalton). This high interest in spiritual matters would indicate a market for faith-based, mission-driven institutions if they can adjust to the cultural needs and educational demands of the millennial generation (Wiese & Cawthon, 2009). In their study of the millennial generation, Wiese and Cawthon studied 171 graduate students and collected data on student values, beliefs, and spirituality. Their data indicate that while the millennial student may be less inclined to embrace traditional formal religious participation, students are looking for new ways to worship and bring meaning and value to their lives. Wiese and Cawthon indicate that the millennial student is not unlike the college generations of the past in that they have many questions and heightened interest in personal identity, relationships, ideology and the future of mankind.

Distance education is often described as being an integral, essential, or adopted part of the higher education institution. In a recent study, Pina (2008) identified 30 factors
that influenced the institutionalization of distance education on college campuses. By studying 170 institutions, Pina noted that the most consistently high-rated factors were: a) the capacity for the technology, b) online services such as library and registration, c) instructional design support and d) alignment of the distance education program with the university mission. Of college faculty and administrators, institutional mission was identified as the major guiding influence in the development of their distance education programs (Pina). Faith-based institutions have, for the past 15 years, been concerned about the effect that distance education would have on their stated mission (White, 2006).

While Pina’s (2008) study indicates improvements in the process of integrating mission with a distance education program, doubts and fear continue on the part of faith-based, mission-driven institutions. According to the Sloan Consortium, in the 2007 academic year, 83% of institutions of higher education offered some form of distance education (Allen & Seaman, 2007). In his article “How Do We Carry the Culture to the Electronic Forum?” Ledoux (2005) defines culture as a set of defining beliefs and traditions held by the organization and offers three exegetical principles:

1. School culture of traditional colleges can inform us about some expectations of school culture online.

2. Corporate culture and the web can positively influence the educational institution’s understanding of delivery of services to the online student.

3. An institution’s or personal experience with online communication can influence our perception of online education.

Ledoux contends that just as traditional institutions have articulated their culture and delivered their education under the umbrella of that culture, so, too, must the online
education of these institutions deliver educational services consistent with the institutions culture. Ledoux ends by stating that with market pressures mounting, institutions must find ways to offer distance education while also insuring that their values and mission have a transformative effect on their online student population.

The research and data cited above indicate that institutions of higher education which place a high value on the affective domain are needed both from a financial and sociological perspective. The researcher believes that these institutions must be able to move into the distance education arena to survive. In order for this to occur, there is a need for more research that validates distance education as a viable modality for educating in the affective domain. While the significance of this study was that it could provide the evidence needed to encourage and convince the small mission-driven institutions to embrace online education, this study could also be of value to larger institutions in assisting them in providing research that could improve their online education in the affective domain.

Limitations and Delimitations

Limitations

The following were limitations of the study that were beyond the control of the researcher and could have had an influence on the results of the study:

1. The participants of the study are from Adventist University of Health Sciences and are busy, practicing professional Radiographers; due to difficulty finding volunteers, the interviews were held over two trimesters of study.
2. The researcher was forced to offer a small Amazon Gift Card to encourage participants to take part in the study; the time commitment was substantial and was a deterrent to participation.

3. Phone and Face-to-Face interviews were the only two types of interviews used. Six out of the fourteen interviews were performed via the phone; the six phone interviews were students who were unable to meet face-to-face due to time and distance.

4. Adventist University is a mission-based institution whose purpose is to influence their students in the practice of healthcare in the cognitive and affective domain.

**Delimitations**

1. Of the ten student interviews, the researcher drew eight student participants from the final two trimesters of study within the ADU Radiography Program and two participants who were recent alumni of the program. A longitudinal study would be preferred, but it would be impractical for both the researcher and the participants.

2. The researcher limited his data collection to the first twelve weeks of the trimesters in order to honor the students’ final test and project preparation.

**Definition of Terms**

The following terms are key to the concepts of this study and are defined to bring clarity to the reader.
1. **Affective Domain**: The educational domain which emphasizes the advancement of the student’s beliefs, attitudes, interests, values, and personal characteristics (Krathwohl, Bloom, & Masia, 1964).

2. **Cognitive Domain**: The educational domain which emphasizes the advancement of the student’s knowledge, intellectual abilities, and skills (Bloom, 1956).

3. **Institutional Mission**: Mission is the heart of an institution, expressing the purpose for its existence and becomes the invisible life force which drives and unifies the institution (Clifton & Nelson, 1992).

4. **Online Education**: Education that is synchronous and asynchronous provided through the use of computer networks and the World Wide Web. This education utilizes a learning management system and various forms of electronic communication tools (Cicciarelli, 2007).

**Summary**

The general mission of higher education has been to transform the lives of students through the educative process. The faith-based institutions of higher education have remained connected to their denominational roots and continue to emphasize the education of the whole person, physically, mentally, and spiritually. The secular institutions of higher education have had a renewed interest in providing opportunities for character development, service to the community, and good citizenship. This emphasis and interest in the affective domain by both the faith-based and secular institutions have intersected with the widespread acceptance of online education, and thereby introducing the question, “Can the affective domain be effectively taught in the
online environment?” This question must be answered in order for the faith-based institution to fully engage in the online education movement. This engagement in online education is an economic necessity for most faith-based institutions. This question must be answered for the secular institutions to ensure that they are providing the type of education needed for the 21st century student.
Chapter 2

Review of the Literature

Introduction

This chapter provides a review of the literature on the use of the affective domain within the distance education modality and is broken into three distinct sections. First, an examination of the history and development of the affective domain within higher education is provided for a foundational understanding, along with several taxonomies which are described and compared. Secondly, the current literature on the use of the affective domain in distance education is reviewed, providing an overview of current research performed in this area, while also providing a backdrop for the completed study. Third, a review of institutional mission and culture relative to the teaching of the affective domain is explored and brings insights to the various approaches institutions take to provide proper attention to the affective domain.

Affective Domain History and Development in Higher Education

Bloom (1956) identifies three domains within education: cognitive, affective, and psychomotor. The cognitive domain deals with the learning, building, and use of knowledge. The affective domain focuses on the growth and development of students’ values, attitudes, and emotional characteristics. The psychomotor domain brings understanding to the development of motor-skill, physical movement, and coordination of the student. All three of the domains are important and necessary to a student’s total education, however, it is the affective domain that the literature points to as being the most difficult to integrate into the learning process. This is due in part by the difficulty in
assessing or quantifying the students’ improvement in the area of value and attitudes. Often the affective domain is not part of the instructors grading rubric; therefore, the instructor does not feel obligated to place affective type objectives within the course outline, thereby leaving the assessment of the affective domain to chance (Krathwohl, Bloom & Masia, 1964). A more fundamental philosophical reason for the difficulty in integration stems from the belief that the cognitive domain with its achievement, competence-based student performance is a public matter (e.g. student academic records, dean’s list, scholarship and awards), whereas the affective domain which deals with personal values, beliefs, and attitudes is deemed by society as much more private in nature, delving into such personal matters as moral and character development (Krathwohl, Bloom & Masia).

Over the past 20 years the higher education community has devoted large amounts of time, money, and energy in developing educational initiatives to promote good sociological values, behaviors, and character development (Dalton & Crosby, 2010). These initiatives have attempted to integrate the affective domain components into the college curriculum. Most of these initiatives are not labeled as character development programs, but instead are presented as ethical or civic learning. Undoubtedly, all institutions at some time need to take responsibility for some form of character education or moral guidance (Dalton & Crosby, 2010).

In his book *The Dying of the Light*, Burtchaell (1998) presents 17 case studies of different religious institutions from seven different denominations and their journeys from colleges developed, connected, and controlled by a church organization to institutions with full autonomy. This desire for autonomy was due in part to the tension
created between the church desire for indoctrination and the colleges’ desire to provide opportunities for affective domain development for the students. While each case study is different, five strong themes emerged.

1. Access to Independent Funds: the beginning of most colleges, funding for the college was provided by its founding church and its members, as well as tuition from its students. As access to governmental funds, large benefactors, and growing gifts from the institution’s alumni became more readily available, the need for the colleges to tolerate the sometimes overbearing controls and behavioral expectations of the college’s faculty, staff, and students lessened.

2. Presidential roles and influence: In many of the case studies a pivotal Presidency allowed for a critical disconnect or compromise between the college and its founding church denomination. The author profiles these pivotal leaders as presidents who had a generous disposition, were trusted, articulate, and attractive. Being able to convince the controlling boards to look to the future and help them envision the needed future change, without alarming those resistant to change, was the key.

3. Change in college governance: While the stories of disengagement at all 17 institutions differ, all institutions somehow achieved their freedom from governance by the founding church denomination. The author reports that disengagement was often completed in a single meeting. While other institutions with self-perpetuating boards took several painful years to gain complete disengagement. The author also cites that pressure from regional
accreditation associations spawned radical changes in governance or at a minimum the restructuring of the school governance to allow for the school to meet the standards for the coveted accreditation.

4. Faculty loss of interest: As higher education in America began to mature, faculty became less involved in their student’s lives, disassociating from the responsibility to the students for discipleship relative to character and moral growth. This was due to the need for the faculty to stay current and improve upon their own understanding of their academic discipline. The faculty member was beginning to understand the need to become part of a group, known as teaching professionals and disassociates with the given group of clergy.

5. Piety: there was a strong unresolved tension that existed in many of the 17 college case studies. The tension that existed was between the concept of open and deep theological study (which many colleges believed to be healthy for their students) and the founding church’s expectation of a certain level of denominational indoctrination of the students by the faculty and staff to educate the next generation of parishioners. Indoctrination was expected not only in the academic religious studies, but also through certain strict behavioral measures for both faculty and students along with well-defined, devout religious traditions and obligations.

American Higher Education is experiencing a resurgence of emphasis on the affective domain within both the public and private, secular and parochial institutions of
higher education. Dalton (2010) provides an overview of eight commonly found initiatives on college campuses which are vehicles for the development of character and values while not crossing the line of institutional indoctrination. The eight areas are identified below:

1. Guiding and Regulating Student Conduct – rules and policies that specify the expected behaviors, defining appropriate and inappropriate to assist the students in understanding the institution’s expectations. Examples include academic honesty, hazing and weapons on campus.

2. Respecting Human Differences – the predominately white traditional beliefs and values found on most college campuses during the first 75 years of the 20th century have been challenged in the last 25 years with the influx of diverse races and cultures. These challenges have been met by providing a wide range of institutional services, programs, and policies that help to create a healthy, respectful, tolerant, and welcoming campus.

3. Encouraging Civic Responsibility – since the 1960’s a college education has been seen as something that will provide better than average job opportunities and an overall better life than a person without a college education. There has been an increasing focus on materialism and consumerism. To counter this movement, many colleges have begun community service, service learning, and overseas study abroad and mission opportunities.

4. Encouraging Moral Commitment Through Ethical Creeds, Covenants, and Compacts – in the past 20 years institutions have sought to codify values and principles, thereby providing a sense of community bound together by this
code. These codes serve as a summary of what is expected by the institution relative to the desired affective outcomes for students such as the Pillars of the Arch of the University of Georgia: Wisdom, Justice, and Moderation. These pillars are to help create strong and complete citizens.

5. Fostering Leadership – while leadership programs of the past have been conducted by the student affairs office, running student governments, providing campus activities, and overseeing various student organizations, the new leadership programs are designed to foster strong connection to social services, social justice, civic responsibility, and global common good. Students are allowed to experience and develop real programs that solve real world issues. Students realize they can use their developing skills to benefit others while still in college.

6. Combating Substance Abuse – current trends in attempting to curb the misuse of alcohol on the college campus lean away from the historical admonishments of the evils of alcohol and towards an ethical or character component. Many campuses now encourage the “responsible” use of alcohol and the benefits that responsible use affords by avoiding injury to self or others. Campuses also emphasize the importance of being good citizens of the college and its surrounding community.

7. Promoting Health and Wellness – while health and wellness promote physical exercise, fitness, and healthy lifestyle, at the heart of the wellness program are the moral ideals of moderation, respect, balance, and responsibility.
8. Creating Powerful Educational Partnerships – in recent years partnerships between the academic and student services departments have begun to develop successful strategies for promoting student learning, both academic and social. These programs help to encourage campus wide moral and civic development, creating an institution-wide holistic learning environment.

The research within the affective domain in higher education is minimal when compared to the research within the cognitive domain; however, with continued acceptance of qualitative research at the university more research is emerging (Hall, 2011). Researching first-year students, Beard (2007) studies the role emotions play within the learning process. In order to effectively explore the way in which the students engage themselves with the learning, the assumption is made that the student has the full range of personal power or identifications, such as self, agent, actor, or specific person. Beard reports he is in agreement with Rogers (1969) book *Freedom to Learn*, which states that in order for real learning and development to occur, there must be an emphasis on the affective domain by the educator to provide an environment of genuineness, acceptance, trust, and empathetic understanding. This allows for the student to access their emotions within a safe learning environment. In Beard’s study, he sought to examine the role of the safe environment created by the instructors and the institution in enhancing the quality of student learning and the preparedness for lifelong learning and employability. After applying five diverse data collection methods, the students reported positive educational classroom performance that was in part due to healthy relationships with faculty, staff, and their peers, along with a strong sense of belonging. Students also
reported negative performances were brought on by unhealthy relationships, financial stress, home sickness, and loneliness. After students experienced success in the first seven weeks of college, the same students reported that they were becoming more serious about their education and were confident in their abilities to handle university-level work (Beard, Clegg, & Smith, 2007).

When looking at the affective domain from the eyes of educational reform, we find that many educators subscribe to the theory that using the cognitive domain to the exclusion of the affective domain is incomplete education, and that the cognitive and affective domains are strongly linked together and should not function independent of one another (Hall, 2011, Popham, 2011). Understanding the students’ attitudes, interests, or values allows for educators to adjust their teaching to ensure that students are being motivated to learn, while fostering a desire in students to learn well beyond the classroom setting. Popham (2011), states that beyond instilling values in students, assessing the affective domain gives the educator the ability to influence future student behaviors and attitudes towards learning. Therefore, a role of the affective learning assessments is to inform current and future instructional decisions. In his article “Learning as Transformation,” Keeling (2009) speaks about the role of the college and the need to have a mixture of the cognitive and affective domains. Keeling emphasizes that college should be about learning, learning that may not correlate with grades or even graduation. Keeling states that learning represents the continuing synthesis of internal and external worlds’ making sense of a variety of experiences, which leads to new knowledge, new questions, and repeated evaluation of one’s belief and understanding. Students cannot truly learn if the cognitive is separated from the affective; there must be a balance
between the two. Keeling also speaks of the mind and body or head and heart, he believes that education cannot ignore that fact that the head and the heart are connected and that true learning changes the physical brain through the neural cells fed oxygen by the blood from the lungs pumped by the heart. Students bring their whole selves to the classroom, and that part of the education process is to transform the whole student through the classroom experience (Keeling).

Throughout the history of higher education, the affective domain has been labeled the “hidden curriculum” because of the reluctance or inability of the instructor or institution to openly assess the values, attitudes, and behaviors of their students. In their 1971 book, *Taxonomy of Educational Objectives: Handbook II: Affective Domain* Bloom, Hastings and Madaus suggested that educators have avoided being open about their objectives and outcomes for fear of being accused of indoctrination or brain washing (Bloom, Hastings & Madaus). However, in recent years, being identified as having a transformative education and curriculum has become a valuable asset to institutions of higher education. Embedded in each college learning experience is the hope that the person who graduates will somehow be significantly different from when they first matriculated. Transformative education is seen as a liberal arts education where through a solid curriculum and highly trained instructors, students are taught to think, analyze, and construct knowledge for themselves and formulate new meanings and beliefs that are uniquely their own. Proponents of this type of education do not see their education as indoctrination but rather the opposite (Keeling, 2009). In the article “Higher education for sustainability: Seeking affective learning outcomes,” Shephard (2007) looks at the affective domain theory as it relates to the need to educate college students
about environmental sustainability. In his article Shepard, looks at the Bloom and Krathwohl foundational theories on the affective domain and shows the need of the adoption of these theories in the education of college students in order for the students to have the values that will influence their actions and behaviors on behalf of the environment. Shephard is quick to point out that college graduates have the knowledge and skill to help sustain the environment for the future, but the progression of the students through the hierarchy of the affective domain is not being measured, leaving the most important educational outcome for environmental sustainability to chance. Shephard mentions the importance of recognizing the difficulties involved in measuring and achieving these affective outcomes and the need to provide funds and training to the environmental educators. Shephard looks at certain teaching techniques that have been used to promote the affective domain, all of which provide affective domain learning opportunities. The following list is an example of such activities:

1. Open Debate
2. Peer Involvement
3. Role Playing
4. Problem-Based Learning
5. Simulations
6. Games
7. Group Analysis of Case Studies
8. Expert Engagement

In addition, Shephard mentions education disciplines where the affective domain has begun to take a front seat in the educational process. Health Sciences is one such area, where doctors, nurses, and other allied health professionals are trained not only to have the skill to heal but also the desire to display caring attitudes towards the patient. Another educational program mentioned by Shephard was that of the Center of the Study of
Values in College and Student Development at Florida State University. The center provides educational-based activities, including community service, service learning, leadership education, diversity education, peer advising and leadership, disciplinary and judicial programs, and others. Service learning is singled out as an activity that has been researched, which shows a correlation between service learning and the attainment of affective outcomes in the classroom. Shephard concludes her paper by drawing some generic conclusions that identify key aspects of current affective domain teaching. These conclusions are:

1. Assessment and Evaluation – a teacher must assess and give credit for advances in the affective domain. The assessment is usually multifaceted using such things as portfolios, interviews, reflection, peer evaluation, and group assessments.

2. Clearly Articulated Outcomes – educators should be consistent and open in articulating for the students their intended learning affective domain outcomes, in order to avoid the current problem of the “hidden curriculum.”

3. Educators must be role models – students take their queue many times from the instructor; this must not be overlooked. Gagne (1985) emphasized the importance of the role model in teaching affective outcomes.

4. Climbing the hierarchy – students must be allowed to attain higher levels of the affective domain hierarchy where they develop well defined attitudes and values that drive their behaviors.

Shephard (2007) concludes by stating that all of education could benefit from the adoption of the affective domain into the curriculum, thus giving students a complete
education which includes the traditional knowledge, skill, and understanding of their chosen area of study as well as the opportunity to discover and define their values, attitudes, and behaviors (Shephard). A Miller (2010) study of how to enhance performance of the affective domain among nursing students, echoes the conclusions of Shephard. Because of the inherent difficulty in assessing the affective domain, Miller suggests implementing a three-step process for enhancing the affective domain among students in a Nursing Program. The first step is to Present, meaning that all nursing faculty must articulate and demonstrate to the students the types of behaviors they expect of nurses in the clinical environment. The faculty can no longer expect that the nursing student will innately pick up appropriate nursing behaviors and values. The second step is to Prepare, meaning that the students must be required to practice the desired behaviors, which is accomplished by group activities, role playing, use of mannequins and simulators. The third step is Interaction, which occurs within the clinical environment where the clinical instructors interact with the learners, giving further instruction, praise, and evaluation of the nursing students’ behavior (Miller). In another study on caring in online education, qualitative research was performed in an online RN to BSN Nursing program. Recognizing that the ability to develop a sense of caring in the online learning environment was going to take a different set of tools; the study was designed to identify the needed set of tools and how students might perceive caring in the online environment. Eight themes identified by the students emerged from the study, indicating the types of tools and behaviors are needed by the online instructors to promote the sense of caring:

1. Frequent Feedback- students reported that respectful, constructive and encouraging feedback throughout the course is needed.
2. Timeliness- timeliness meant the instructor promptly and consistently responded to e-mails, postings, and acknowledgement when assignments were submitted.

3. Caring Online is Reciprocal- meaning there must be a joint commitment on the part of the instructor and student to the online teaching and learning environment, which involves fostering trust and respect between the two parties.

4. Personal Connection and Empathy- students need to know that the online instructor is sensitive to the personal issues and challenges that may arise, as well as valuing the student experience that is brought to the online environment.

5. Clarity- the consistent practice of providing thorough instructions for completing the course as well as individual assignments and projects.

6. Multiple Contact Opportunities- students reported that having multiple ways in which to communicate with the instructor was an important piece in feeling cared for by the instructor.

7. Teacher Commitment to Learning- the students indicated the importance of the teachers being involved in online discussions by responding to posting in ways which indicated that they were involved and had read the other postings. In addition, students reported that they welcomed invitations from the teacher to
engage in continued conversation by asking questions that evoked deeper thought and responses.

8. Second-Fiddle Worries – this theme emerged as a concern for first-time online students. There appears to be a concern that the online classes taught by an instructor are thought of as second-rate classes and do not receive the same level of attention as a face-to-face class. The students indicated that this worry is dispelled if the instructor uses the other seven ideas present in the study (Sitzman & Leners, 2006).

In the summer of 2006 the American Society of Civil Engineers (ASCE) developed a vision (see Appendices D and F) which indicated a willingness and need for Civil Engineers to earn the trust and confidence of society for future performances of Civil Engineers in the shared goals of a sustainable global quality of life. The education of Engineers has always been geared toward the cognitive domain, with heavy needs in the math and science disciplines so this new vision with its social aspirations is important and is viewed as a great change agent for the Civil Engineering profession. The vision is a recognition of the ASCE that there must be communication and agreement between society that delegates the authority and the Civil Engineers who apply their knowledge and skill to deliver what society deems necessary. With this new vision, the ASCE recognized it must be able to teach engineers to integrate professional and ethical standards into their practice. In order for integration to occur, there must be a plan for current Civil Engineers and for current students enrolled in Civil Engineering programs. The result of this summit was the development of Affective Levels of Achievement for
each of the ASCE Professional Outcomes: Communication, Public Policy, Business and Public Administration, Globalization, Leadership, Teamwork, Attitudes, Lifelong Learning and Professional and Ethical Responsibility (see Appendices E and F). The ASCE is moving toward the institutionalization of this new vision and is challenging the United States engineering programs to expose students to the affective domain and the ASCE affective levels of achievements. These levels of achievement challenge students to think deeply about the real social problems of the world and provide real opportunities to engage in their communities through discussions and possible service learning activities, thus laying the foundation for the ASCE leaders of tomorrow to recognize their own interests, attitudes, and values and respect the interests, attitudes, and values of society that they have been entrusted to serve (Lynch, Russell, Evans, & Sutterer, 2009).

Affective Domain and Online Education

The affective domain, while historically taking a back seat to the cognitive domain, has become more important with the emergence of the global market place, created in part by the advancement in information and communication technology (ICT). A recent study published by Kang, Heo, Jo, Shin and Seo (2010) on New Millennium Learners (NMLs) identifies three domains with which to measure the educational performance of the NMLs: they are the cognitive domain, affective domain and what is called the sociocultural domain. Four factors in each domain are used to measure the NMLs performance: in the cognitive, the factors are information management, knowledge construction, knowledge utilization and problem-solving abilities. In the affective the factors are self-identity, self-value, self-directedness and self-accountability,
and in the socio-cultural, the factors are social membership, social receptivity, socialization, and social fulfillment (Kang, Heo, Jo, Shin & Seo, 2010). Because of technological advancements, students must now understand that cultural diversity is strongly recognized and the social and economic barriers have become very weak. Therefore, harmonious interactions with others in different cultures are an absolute necessity, which will demand the need for affective competencies such as self-esteem and motivation (Eurydice, 2002). In Kang et al a Conceptual Framework (see Appendices G and H) was developed and after meeting with a panel of 17 experts, clarifications were made between the affective and socio competencies and the study was then conducted, resulting in a NMLs educational measurement tool consisting of 13 cognitive items, 10 affective items, and 10 socio-cultural items (see Appendix I). Along with the measurement tool, the study suggests that future learners should be equipped with core competencies in the affective domain, which can be accomplished by stated learning objectives and activities being designed to foster or enable an authentic environment which includes process-centered teaching, problem-based learning, and project based learning. At the conclusion of the study, the researchers suggest that our educational system should focus on an equal distribution among the cognitive, affective, and socio-cultural domains to increase the transferability of abstract knowledge to correct decisions and behaviors (Kang, Heo, Jo, Shin, & Seo).

Having a sense of self is important when becoming a member of an online learning community. Historically, the social dimension of the online learning environment has been neglected and was assumed to rise by default within the online learning environment (Kreijns, Kirschner, & Jochems, 2003). In a study on the sense of
community in the online learning environment, four different characteristics were researched 1) Individual, 2) Instructor, 3) Course, and 4) Technical, to see which, if any, of these characteristics were factors in creating a sense of community. The study revealed that Individual characteristics, such as marital status, age, gender, and work experience all contributed to the sense of cohesion within the online community. It was further found that course characteristics, such as clarity of task and level of degree and technical characteristics, which include technical support and technical training for instructor and student, contributed to the awareness of others within the learning community. Oddly enough, in this study, the Instructor characteristics, such as support, access, and behavior were found to be inconclusive thus not a factor in contributing to the sense of community (Abedin, Daneshgar, & Ambra, 2010). Contrary to Abedin et al; the sense of community has been attributed in many studies to the increased sense of presence by the instructor. In a 2005 study of 2,000 plus graduates and undergraduates from approximately 32 different colleges suggests that a strong sense of teacher presence correlates with the sense of community and leads to greater success by the learner (Shea, Swan, Li, & Pickett, 2005).

An earlier study in 2001 revealed similar results to the Shea et al, with 1108 responses to an online survey from 73 different graduate and undergraduate courses. The results indicated a strong correlation between the number of interactions with the instructor and other classmates and the perceived learning and sense of community (Swan, 2001). In a pilot study where Mini Audio Presentations (MAPS) were examined as a potential strategy for increasing discourse, teacher presence, and sense of community, the qualitative data revealed that the audio improved the sense of connectivity and when combined with text was a factor in creating a greater sense of
community and teacher presence. The data also indicated that MAPS were not effective at increasing the discourse within the learning environment and did not influence their responses to threaded discussion forums any more than text-based instructor communication (Dringus, Snyder, & Terrell, 2010).

Providing a sense of community is the basis for which the affective domain can be reached in the online environment. In a 2007 qualitative research study on learners’ use of figurative language in the online learning environment, results showed an interesting use of original figurative language used by students to represent their emotions, values, and other affective domain components. The study indicated that there are a number of ways in which text is able to reveal the affective and social components of the student. The study concludes by saying that the affective and cognitive domains are very often present and intertwined within the textual communication of an online course and that the encouragement of community building from both an affective (social) and cognitive perspective should continue (Manca & Delfino, 2007).

Recent research into the types of learning theory that are currently being used by online instructors reveals two theories that are based upon the affective domain, the Community of Inquiry and the Cooperative Learning Theory (Cicciarelli, 2007). The reviews of both follow:

In 2007 Garrison and Arbaugh looked closely at the Community of Inquiry (CoI) Framework which was developed earlier in 2000 by Garrison, Anderson, and Archer (2000) by examining supporting literature of the three elements of the framework (see Appendices J and M). The framework describes the community of inquiry as three intersecting circles representing the social presence, cognitive presence, and teaching
presence. Where all three intersect is what is known as the educational experience. When social presence intersects with teaching presence, the climate for the course is set, when the social and cognitive presence intersect, the supporting discourse is set, and when the cognitive and teaching presence intersect, the course content is set (see Appendices K and M). Each of the elements of the CoI framework will be examined below. Garrison and Arbaugh suggest that the basis of this framework is found in the work of John Dewey and is aligned with the constructivist approach to learning. The findings of Garrison and Arbaugh literature review of the social presence suggest that there is a process by which the social presence in the online environment matures. Social presence is defined by Garrison and Arbaugh as the ability of the learners to project themselves socially and emotionally through affective expression so they are perceived as real people in the online environment. The research uncovered by the authors quickly reveals that the social presence is important to foster in the beginning of an online course but must move beyond the pure socio-emotional state to a place where the focus is on the common goal or purpose of the course of study (Garrison & Arbaugh). Garrison and Arbaugh cite a study of online communities by Brown which identified three stages that students progress through in an online community. They are: 1) online acquaintances, 2) exchange of ideas, and 3) camaraderie. The first stage is passed through fairly quickly with introductions and getting to know each other with the sharing of personal interest, career path, etc. The second stage begins to develop as the students engage in conversation through posting assigned by the instructor or communication between students concerning assignments, etc. The third stage of camaraderie is reached after a long-term or intense association among the students has occurred during numerous collaborative
activities between the students and instructor. These three stages play a role in developing group cohesion (Brown, 2001). The three stages of Brown seem to support the social presence in the CoI Framework by providing opportunity for discourse and setting the climate for the course. In another study it has been determined that over time within a course, the frequency of affective type comments decrease while the deeper more cohesive type comments increase due to the expectations of the instructor and the learner’s past experiences. This same study suggests that only after the social relationships were formed could the deeper more cohesive type relationship and communication begin (Vaughan, 2004). It appears that Vaughan’s findings support both Brown’s findings and the CoI framework.

Cognitive presence is defined as the learner’s ability to construct knowledge and confirm meaning through the process of reflection and discourse (Garrison, Anderson, & Archer, 2001). This definition can be seen within the practical inquiry model developed by Garrison et al. (see Appendices L and M). The research of Garrison and Arbaugh on cognitive presence uncovers two interesting and related findings. First is the finding that multiple online course formats must be used to engage the critical thinking skills of the student. Multiple formats must be used to engage the range of student personalities within the course. These multiple formats call for clear directives and greater teacher presence in order to engage all students. Second is the need to insure a progressive development of the cycle inquiry. The research presented reveals students have great difficulty moving through the process of inquiry, and many getting stuck in the exploration phase. As an antidote for this problem, research suggests reflective, practical application and discussion questions along various individual and collaborative activities. It is
emphasized that all learning activities must have a well-defined purpose and design, and that the clear expectations and goals are communicated to the student in order to lead them through to the resolution phase of their inquiry (Meyer, 2004; Murphy, 2004). Instructors must be able to facilitate the discussion while not dominating it, providing input that leads the group and or individual to resolution. This is a skill that needs to be honed by all online instructors and is the one factor many times that makes or breaks the students inquiry experience. The distinction between facilitation and direct instructions is a fine but important distinction ( Vaughan, 2004).

The interaction between the social and cognitive presence would not be complete without the teaching presence. Garrison et al. (2007) describe teaching presence as the design and facilitation of the cognitive and social processes for the achieving of the learning outcomes. Garrison and Arbaugh subscribe to a design of teaching presence that has three components 1) Instructional Design and Organization, 2) Facilitating discourse, and 3) Direct Instruction. These three areas are an integral part of a rapidly growing set of research that is forming a consensus among researchers that teaching presence is a significant determinant of student satisfaction, sense of community, and perceived educational value. The Instructional Design and Organization is most likely completed by the instructor prior to the beginning of the coursework, which includes planning and designing the structure, processes, student interactions, activities, assignments, and evaluation methods. Instructors must be very explicit with their communication of their instructional organization with the students because of the absence of social cues of the traditional face-to-face classroom (Anderson 2002; Coppola, Hiltz & Rotter, 2002). With the emergence of several learning management platforms, the ability to upload
presentations, lecture notes, supportive audio and visual, group activities, and course materials is relatively easy and assists the instructor in presenting a clear and consistent course structure to the student (Swan, 2004). The Facilitating of Discourse is grounded in the work of Chickering and Gamson’s (1987) ideas of contact between student and faculty as well as reciprocity and cooperation between the members of the class. Numerous research studies reveal that facilitating discourse is a way in which students can engage in meaningful and content-focused interaction with each other and the instructor which allows for opportunities to discover shared meanings, build consensus, and broader understanding. Facilitating discourse therefore requires the instructor to review, comment, raise questions, further engage inactive students, and keep the discussion moving efficiently and in the right direction (Garrison & Arbaugh, 2007).

Direct instruction is defined as the instructor’s providing intellectual, scholarly leadership through sharing their knowledge of the subject and assessment of the discourse and efficacy of the educational experience. Without good structure, design and leadership, higher-order learning cannot be achieved; therefore, it is imperative that the instructors must have both content and pedagogical expertise in order to provide quality direct instruction. Instructors must have the ability to make connections among various ideas, dispel misconceptions, and interject knowledge from various other expert sources (Garrison & Arbaugh). Garrison and Arbaugh findings were that creating a climate for open communication and building group cohesion are essential for productive inquiry and that teaching presence was more predictive of affective and cognitive learning, therefore concluding that it is essential that all three components of the CoI be functioning in order to fulfill the online educational experience.
Cooperative Learning Theory has five basic elements that allow for good design and implementation of the cooperative learning theory.

1. Positive Interdependence – this occurs early in the learning process when the students perceive that they are all moving toward the same goals.

2. Direct Interaction – occurs when students begin to discuss what the plan will be and how they will implement the plan.

3. Individual Accountability – occurs when students are encouraged or required to master the intended content while articulating the learned content and working with others in the group.

4. Collaborative Skills – occurs as the group works together to iron out the differing views of the content and come to a group consensus or understanding of content.

5. Group Processing – takes place when the group discusses and evaluates their work (Joyce, Weil & Calhoun, 2000).

A 2006 study of online collaborative learning indicates the need for strong instructor design and implementation strategies to avoid poor communication, poor attitudes and conflicts within the collaborative group. The study indicated that groups who had these types of problems produced work of significantly lesser quality than those groups who did not experience these problems. The study also indicated that teacher presence is imperative for the success of cooperative learning in the online environment (Thompson & Hing-Yu, 2006).

In addition to providing an opportunity for the affective domain to be experienced in the online environment, a 2006 study revealed that cooperative learning showed
significant positive impact of the cognitive learning outcomes, and the impact was directly correlated to the increase in student engagement required when working in a cooperative learning environment (Riley & Anderson, 2006). In another cooperative learning quantitative study involving 10 groups of four students, five groups were chosen in the experimental condition and the other five were in the control group. Each group was given the assignment to develop a shared group definition for the concept of mathematics. The condition group was required to label each of their discussion contributions with the appropriate level of Bloom’s Taxonomy. The students in the experimental group were given a theoretical introduction to Bloom’s Taxonomy, as well as a short informational leaflet describing Bloom’s six cognitive process categories. No information in respect to Bloom’s taxonomy was given to the control group. The results of the study were that the experimental group attained a higher cognitive processing level, engaged in metacognitive activities, and attained a much richer, higher level of involvement in the affective domain (Valcke, De Wever, Zhu, & Deed, 2009).

Findings in a 2009 review of research on social learning theory performed by Janette Hill, Liyan Song, and Richard West support both the Community of Inquiry and the Cooperative Learning Theories. The review reinforced the belief in the major factors involved in the social learning theory, those of context, culture and community, and learner characteristics (see Appendices N and O). The factor of context revealed the importance of the role which student and faculty interaction plays in the learning process, the importance of class size, providing the appropriate support, and the importance of the proper use of multiple types of resources, (text, video, sound, blogs, podcasts, etc.). The culture and community factor revealed that there are culture differences in the way male
and females communicate and present ideas online as well as the increased expectation of support that is found in the female population (Jeong 2006; Rovai 2002; Fahy 2002). The review also indicated a need for sensitivity towards ethnicity, citing studies of English-as-a-second-language learners as well as studies on different national cultures. The reviewers found that given the global learning community, seeking to fully understand the role of culture differences is imperative in order for instructors to adequately facilitate interactions within the learning community and positively impact the online learning environment. The review confirmed the continued need for community building, group work, activities and projects to strengthen the sense of community and perceived learning. The learner characteristics factor included personal epistemology, individual learning styles, and motivation. In the research review for personal epistemology, it was revealed that an individual’s personal belief relative to knowledge and learning has implications for the other students learning with and from the individual. It was also revealed that students who hold a constructivist-oriented belief tend to prefer online education that promoted inquiry learning and reflective type activities (Tsai & Chuang, 2005). In the research review for learning style, the reviewers reinforced the need for instructors to identify and account for the different cognitive styles of learning and design systems to honor the different learning styles. The research review for self-efficacy revealed that the self-confidence which the students report in handling new tasks is directly correlated to the level of anxiety and frustration as well as the probability of the engagement in the online community (Hill & Hannafin, 1997). The review also revealed that once learners become familiar with the distance learning technologies and course design, their self-efficacy increases. It is worth noting here that a 2008 study reveals that
a consensus still exists among the researchers of self-efficacy and online learning, that a clear correlation between self-efficacy for computers or online learning tooling and performance in online courses in general has not been established (Hodges, 2008). A research review of online learner motivation revealed five common types of motivation: course relevancy, course interest, affect, emotion, reinforcement, and self-efficacy, all of which have significant effects on student learning (Hill, Song, & West, 2009).

**Affective Domain and Institutional Mission**

The literature in this portion of the review emphasizes the relationship between the affective domain and an institution’s mission. The literature reveals a wide range of goals and outcomes relative to institutional mission; however, the goals and outcomes expressed within the mission all have one primary focus: to provide the student with a unique experience which changes or develops the student for the better. The institutional experiences are expressed in a multitude of ways, such as character development, citizenship, good ethics, moral purpose, service to the community, maturation of thought, and spiritual growth. Many private, faith-based institutions have the overt mission for developing the students’ spiritual growth with programs that include several of the experiences mentioned above. In recent years many public institutions have developed strong programs or curriculums that provide opportunities for character development, good citizenship, and service to the community, all of which provide opportunity for the advancement of the affective domain. It should be noted, however, that the common result of each mission-driven institution (public or parochial) is the desire that the student will be changed for the better whether the change manifests itself in terms of better
citizenship or a clearer understanding of oneself in relation to spiritual matters, the change is achieved in both cases by an intentional focus on the affective domain integrated into the school’s overall mission (Crocker, 2009). The mission of an institution is most often stated in ways that are not easily measured and are painted in very broad brush strokes which define the type of institution the school is and often express implied valuable affective and cognitive changes that a student might expect to experience while at the institution (Nadelson, 2006). Inside of and supporting the broad mission of an institution resides numerous specific measureable objectives, goals, or outcomes, such as decreasing school disciplinary issues, increasing student involvement in extracurricular activities, decreasing the number of alcohol-abuse-related incidents or creating a safer campus with fewer reportable safety reports. These measureable outcomes or behaviors are the result of a concerted emphasis on the affective pieces of the school’s mission and are used in measuring the impact of the general mission of the institution. This was the case in an institution in Oakland, California, where shootings and student-on-student assaults were rampant, even with seemly good antiviolence programming and increased police protections. It was not until the mission of the institution included the intentional socializing of its students that the problem of violence on campus was controlled. The socialization of the students included elements of discipline, accountability, and the moral value of life, and went way beyond the traditional code of conduct. The students, teachers, parents, and the community now report noticeable affective changes (attitudes, values, and purpose) in their respective areas of interaction due to the change in mission at the educational institution (Arum, 2003). Assessing the effectiveness of the change in mission in the Oakland California case can be completed easily from an anecdotal
standpoint; however, the literature would support that fact that there must have been multiple opportunities for teachers, students, and staff to build relationships, understand each other’s strengths and weakness, and have intimate conversations relative to what was best for the institution and the role that everyone must play (Hall, 2011; Popham, 2011; Seifert, Goodman, & Harmon, 2009).

The change that occurred in Oakland is not to say that all successful missions’ sole focus should be on the affective domain, however, institutions of higher education who have a mission which promises personal or transformational changes in their students must encourage affective change in the students and must be prepared to meet and understand the students at a much deeper level than is required in just the cognitive domain. What is often forgotten in education is that for true education to occur, the affective and the cognitive domains must co-exist, working interdependently to complement and complete each other (Popham, 2011).

**Summary**

Several findings in the literature review have informed the researcher of the importance of the affective domain within the educative process. First, during the early history of American higher education, the University’s connection with the church and the desire to educate the whole person on a physical, spiritual, and academic plane was very evident. Secondly, the discovery of the work of Bloom, Krathwohl, Hastings and Masia (1964) brought greater meaning and clarity to the educative process with their individual and collective work in the Cognitive, Affective, and Psychomotor domains. Thirdly is the current resurgence of the American University interest in emphasizing
character development, service to mankind, civic duty, moral commitment, and ethics while remaining a place of freedom of thought and avoiding the criticism of indoctrination. These findings have led to the development of tools for the assessment of affective domain.

In relation to online education, the affective domain has been increasingly important because of the globalization of the marketplace. The cultural, social, and economic diversity created by the global marketplace demands quality interactions among the different cultures; this can occur only if all the parties have a healthy sense of self-worth, value, and motivation. Attempts to foster these types of affective domain within the online environment can be seen through various pedagogical practices, such as problem-based, project-based, and cooperative learning, as well as a greater emphasis on creating a sense of community among the online learners and instructors.

In closing, the review revealed that most institutions of higher education have some form of reference to the affective domain within their mission statements. This reference indicates an institutions claiming that the education received at their institution is transformative in nature, and that the students attending will be changed for the better at the time of graduation.
Chapter 3

Methodology

Introduction

The grounded theory methodology was chosen for this study, as data provided by the aforementioned MECIC study provided adequate quantitative evidence for its use. The theory will assist in providing a framework for use in future online programs offered at Adventist University of Health Sciences (ADU). The researcher believed that the goal of this study was best addressed by using the grounded theory methodology, since a process for providing excellent online education in the affective domain had not yet been definitively designed in the current literature. There remained a need for a level of specificity in the study of online education using the affective domain, specificity that provides a construct to institutions with which they can explain and predict the outcomes of their curriculums. Identifying, with specificity, the components needed for the affective domain will ensure that the affective domain is a meaningful and effective part of the institution’s online education (Strauss & Corbin, 1998). The researcher believes this proposed study has provided meaningful information that will play a part in furthering the understanding of how the affective domain can be a strategic part of an institution’s online curriculum.

Description of Study

The grounded theory study was conducted by interviewing the participants, both students and faculty, of the Bachelor of Radiography distance education program (see
Appendices P and Q). Creswell (2007) states that participants in any grounded theory study must have experienced the process upon which a theory is being developed. There were ten students interviewed in the Bachelor of Radiography Degree distance education program at ADU. Eight students interviewed were in their final 14 weeks of the program, and two students were recent alumni of the program. Multiple interviews were conducted during two fourteen-week trimesters of study. Four faculty members of the online Bachelor of Radiography program were interviewed multiple times during the same 28-week period described above. In order to obtain saturation, numerous cycles of interviews and data analysis were performed. Once saturation was obtained, the researcher developed propositions that connected related categories and led to the development of the theory.

To assist in the interview process, various forms of communication technologies, such as IP voice and video or telephone, were utilized when face-to-face interviews were not possible. Eight of the fourteen participants performed their interviews face-to-face with the researcher. Creswell (2007) recommends that in addition to interviews, other forms of data be collected through such measures as observation and available documentations; the researcher collected additional data through these measures.

The goal of this study was to develop a theory or theories of what practices promote, teach, and develop the affective domain within the online learning environment. There were several additional factors that contributed to the fully developed theory. These factors made defining a starting point a challenge. Below is the final list of initial questions that were used during the first interviews of students and faculty. These questions reveal five assumptions that the researcher made as a starting point to the
grounded theory study. 1) Students and faculty may be attracted to a mission-based school by nature of their beliefs or educational preference. 2) Class management and pedagogy will most likely be factors in the theory. 3) The allied health field may attract students who are naturally attuned to the affective domain components. 4) Faculty emphasize the importance of the affective domain components in the classroom and clinical environment. 5) Adventist University’s mission is clear, well defined, and wholly integrated into the operations of the university.

Faculty Questions:

1) Why do you teach? Are there specific reasons why you teach at Adventist University of Health Sciences?
2) Do you integrate the University’s seven learning outcomes into your classroom curriculum? If so can you give an example?
3) What would you say are top three personal attributes needed to be a successful Radiographer?
4) Compare your teaching experience at Adventist University of Health Sciences with that of other colleges or universities you have taught. What is different? The same? Better? Worse?
5) Have you taught online courses at other colleges or universities? If yes, compare them to those of Adventist University of Health Sciences. If not, compare them to other face-to-face classes you have experienced.
6) Are you aware of the faith-based mission of Adventist University of Health Sciences? If yes, tell me how you know and what you know about it. If no, does this come as a surprise to you? Why or Why not?
7) How important is a student’s personal and professional growth during the Bachelor’s degree compared to their growth in technical knowledge?
8) As an educator how do you view yourself in the classroom environment? Describe how you relate to the student as an educator?
9) Has the mission of Adventist University of Health Sciences assisted (supported) you in the education of the students? Explain how and why?
10) Can you cite any specific actions or experiences that have occurred in your online classes at Adventist University of Health Sciences which may have had an impact on your students’ personal views, values, or beliefs? If so, give some examples.
Student Questions:

1) Why did you decide to study at Adventist University of Health Sciences? What attracted you to the school?
2) What do you most hope to learn while obtaining your Bachelor’s degree?
3) Think of your favorite instructor in your Bachelor’s program and compare your experience with them to experiences you have had with other favorite instructors in the past (please do not use the instructor’s real name, you can however, identify the instructor by using descriptors, such as “my ADU instructor,” and “my former instructor”).
4) Compare your education at Adventist University of Health Sciences with that of other colleges or universities you have attended. What is different? The same? Better? Worse?
5) Have you taken online courses at other colleges or universities? If yes, compare them to those of Adventist University of Health Sciences. If not, compare them to other face-to-face classes you have experienced.
6) Are you aware of the faith-based mission of Adventist University of Health Sciences? If yes, tell me how you know and what you know about it. If no, does this come as a surprise to you? Why or Why not?
7) If asked to choose between technical knowledge or personal and professional growth, which would be more important to you as a student in your Bachelor’s degree experience? Why?
8) How do you view yourself in the clinical environment? Describe how you relate to the person who is having the radiologic procedure.
9) Has the mission of Adventist University of Health Sciences been meaningful (helpful) to you in the education process. Explain how and why?
10) Can you cite any specific actions or experiences that have occurred in your online education at Adventist University of Health Sciences which may have had an impact on your personal views, values, or beliefs? If so, please re-tell the experience.

Method

The Strauss and Corbin approach to grounded theory was chosen for this study (i.e. specific components, central phenomenon, causal conditions, strategies, contexts, and consequences) as it afforded a level of structure and specificity which provided an additional level of confidence in the qualitative study (Creswell, 2007).
1. Data was collected through multiple interviews, and questions used during the interviews fell within the four broad categories of questions outlined by Strauss and Corbin: A) Sensitizing questions which help the researcher tune in to what the data might be indicating. B) Theoretical questions which assist the researcher in seeing and understanding processes and variations, as well as making connections among concepts. C) Practical or Structural questions which provide direction for sampling and which assist in the structural development of the theory that is evolving. D) Guiding questions which lead to other questions within the same interview or may inform future questions for subsequent interviews. These questions become more specific and focused over time (Strauss & Corbin).

2. The general analytic tools of questioning, word, phrase or sentence analysis and analyze through comparisons with various comparison techniques were used to facilitate the coding process. The data analysis process was carried out using the following coding processes.

   a. Open coding—in the first step of the open coding process, known as conceptualization, the researcher dissected the data into small and discrete parts such as ideas, events, acts, and incidents. The researcher began the open coding process using the line-by-line-analysis method and considered other methods as the data dictated. Each of these data points was examined and compared to each other and was labeled or named according to their characteristics. Throughout the conceptualization process, the researcher recorded their analysis, interpretations, and questions about the data being studied in the form of memos. The process
of conceptualization uncovered the concepts from within the data. The second step of open coding that was performed by the researcher was categorization. During this step the concepts were grouped into categories by identified specific common properties or dimensions. Categories are described as concepts derived from the data that stand for or are related to an important analytic idea, event, or issue that has emerged. These important analytic ideas, events, or issues, are called *Phenomena*. Categorization reduced the number of pieces of data which gave the researcher more ability to further analyze the contents to use in predicting, explaining, or supporting the developing theory. The researcher labeled each category with a descriptive name that provided a quick reminder to the researcher of the contents of the category. In the final step of open coding, the researcher attempted to identify and name emerging subcategories. Subcategories are groups of concepts within a category, which share specific types of more detailed information, such as when, where, and how an analytic idea (*Phenomena*) is likely to occur (Strauss & Corbin) (p.119).

b. Axial coding— in the axial coding process, the researcher began coding to gain an understanding of the phenomena, through relating phenomena to categories and subcategories along the common lines of properties and dimensions. The subcategory, rather than representing a phenomenon, answered questions about the phenomena, such as when, where, what, why, and how, thus bringing greater explanatory power to the larger
category. The researcher followed the axial coding procedures and tasks as outlined by Strauss (1987) including: 1) Laying out the properties and dimensions of a category. 2) Identifying the various conditions, actions, interactions, and consequences that are associated with a phenomenon. 3) Relating categories to subcategories through statements which describe how they related to one another. 4) Exploring the data for further clues of how major categories may relate to each other (Strauss). The researcher applied the Paradigm organizational scheme which involves identifying conditions, actions and interactions, and consequences. Conditions are defined as a way of grouping answers conceptually, which together form a structure or set of situations in which a phenomenon may occur. There are three major categories of conditions: causal, which usually depict events or happenings that influence the phenomena; intervening, which are conditions that mitigate or alter the causal condition; and contextual conditions which are a specific set of actions, places, or time of a phenomenon. Actions and interactions are strategic or routine responses made in response to issues, problems, happenings, or events. Consequences are the outcomes of the strategic actions and interactions. During the axial coding process, the researcher also observed the actions and interactions and how they related to movements, changes, and sequences that occur because of conditional changes within the structure of the phenomena. This is labeled by Strauss and Corbin as Coding for Process. Both coding’s were performed during the axial coding process.
Selective Coding – in the selective coding process, the researcher integrated and refined the categories developed and linked during the axial coding process, after which the researcher identified three central categories. The selective coding process is not a linear or a rigid process. There are numerous ways to navigate through the selective coding process. The researcher in this study decided that he would follow carefully the criteria set out by Strauss when choosing a central category. There are six Strauss criteria: 1) The category must be central, relating to all other major categories. 2) The category must appear frequently throughout the data. 3) The explanation given for the relating of categories is logical and consistent. 4) The name or phrase used to describe the central category should be abstract enough to illicit future research in other areas. 5) As the category is refined through the integration with other categories, the theory grows in depth and explanatory power. 6) The central category must be able to provide explanations relative to the variations as well as support and verify the main point made by the data (Strauss, 1987). There is no prescribed way in which to do the integration and refinements in the selective coding process. Strauss and Corbin offer several techniques and suggestions to aid in the integration and refinement process; the researcher chose the techniques most appropriate as dictated by the findings of the open-and axial coding processes. The techniques for integration include the writing of a storyline, writing a descriptive story, writing a storyline memo, or developing diagrams, relational story boards,
and integrative story lines. The suggestions for achieving an adequate refinement of the theory are: 1) Perform a review of the scheme for consistency. 2) Look for gaps in logic. 3) Fill in under-developed categories 4) Trimming excess categories that are deemed unimportant. 5) Validate the scheme by determining how well the theory fits with the raw data (Strauss & Corbin, 1998).


The result of the various levels of coding described above is the emergence of a well-developed substantive-level theory from within the data. Glaser’s (1978), Creswell’s (2007), and Strauss and Corbin’s (1998), writings all stress the importance of saturation. Saturation is defined as gathering data until no new or relevant data seem to emerge for a given category, indicating that the category is well developed in terms of properties and dimensions, insuring that relationships between categories are or can be well established and validated (Glaser, Creswell, Strauss & Corbin).

While the outline of the methodology is presented as a very structured process, the qualitative researcher was admonished to allow for the flow of information and data to lead the researcher to the proper conclusions through the processes described above. Grounded theory research is described in books and journals as a step-by-step process. This type of research is not linear in nature, but must be approached with structure and organization. However, to obtain deep, well-defined, and valid findings, there must be flexibility in said structure to allow for the data to reveal a valid theory or theories.
(Strauss & Corbin). The researcher experienced the non-linear nature of this methodology and believes that this is evidenced by the descriptions and findings in chapter four.
Chapter 4

Results

Introduction

The interview process and data collection occurred over a six-month period, during which time the researcher transcribed verbatim the interviews from audio files taken at the time of the actual interview. The researcher performed open coding of all transcripts, as well as field notes taken during the interview process, yielding 120 initial categories and subcategories which were re-evaluated and combined, reducing the number to 70. These categories and subcategories were eventually developed, linked, and classified further by their properties and dimensions which allowed for the identification of causal, intervening, and contextual condition of six basic phenomena (Figure 1). After the development, classification, and identification of the data, the data were re-assembled, resulting in categories and subcategories that were refined and integrated, allowing for a theory to emerge. This process is recalled, explained, and described in this chapter in an attempt to reveal the rigor and, hence, the validity of the research and the developed theory.

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**Figure 1.** Six Phenomena and Refined Categories
Participant Demographics’

Four rounds of invitations to participate yielded 14 participants for the study, eight student participants, three female and five male, two alumni, one female and one male, and four faculty participants, two female and two male. It should be noted that six participants accepted the invitation without any mention of compensation, while the last eight participants, six students and two alumni, were offered a $25 gift certificate for their participation. Of the fourteen participants, four were full-time faculty instructors and ten were current or former students of the Bachelor of Radiography online program at ADU. The researcher notes that of the 10 student participants, eight students were in their fourth trimester of the program, and two were recent graduates of the program. The average age of the student participants was 34.6 with a median of 35.5 and a range of 18. The average years of combined teaching experience of the faculty was 22.75, with a median of 34 and a range of 31. The average years of combined teaching experience at ADU was 12.

The regional demographics for faculty participants were similar with all from the central Florida area with physical offices on the campus of ADU. The student regional demographics were quite different: two from the Denver, Colorado area, one from Tampa, Florida, one from St. Louis, Missouri, one from Boston, Massachusetts, and five from the central Florida area.

Six Phenomena that emerged from Data Analysis

Educators Influence and Dedication
The first of the six major phenomena that emerged from the open and axial coding deals with the influence and dedication of the educators involved with the Bachelors of Radiography. Each category that has connection to this phenomena is presented with a description of how the categories came about, along with examples of data pulled from the interviews and coding that provide validation for the categories existence and inclusion in the study.

**Sharing.**

During the process of coding the interviews from instructors of the Bachelors of Radiography program, the desire to share became very evident. Instructors first identified their love of the teaching profession and their desire to be a part of the preservation of the profession; beyond that, there was a desire to share with the students their personal stories to connect with the students, as well as encourage them as they progressed through the program. The act of sharing one’s knowledge and personal stories with their students was important because students take this knowledge and share experiences and grow it. It was the catalyst for the motivation and joy of teaching. One instructor stated:

“Teaching is what I would do if I won the lottery. It’s a way to make a living but I think it’s more than that. I was teaching and sharing before I got paid for it. I like to discuss and discover things. I have enthusiasm and I am sure my adrenaline levels go up when in the classroom.” (Faculty # 3.)

In addition to sharing knowledge and personal stories, there is a concerted effort put forth in communicating the mission and purpose of the institution via documentation such as
student handbooks, departmental handbooks and syllabi, but most importantly through the various actions of the instructors and facilitators of the course. Personal missions and philosophies of life are frequently shared and evidenced during the course, specifically during synchronous chats. Teachers used words such as passion, joy, love, rewarding, exciting, and personal satisfaction to describe the educational process.

Because this category of sharing emerged during the coding of the faculty interviews, the discussion above is limited to the faculty’s desire to share. The impact of the faculty’s sharing can be seen, heard, and felt through student responses and comments found in several of the following categories. The discussion of sharing from the students’ perspective takes place under the last of the six phenomena, High Level Communication.

**Encouragement.**

Encouragement is an important piece in the influencing of students and creating the sense of caring. In interviewing the participants, it became very apparent that the needs of the students and the desire of the educators were closely aligned. One of the ways faculty of the BSR program encourage the students is through a very elaborate and consistent system of weekly e-mail communication. E-mails are sent out to students, asking if there are any problems or questions with the course materials coming due, e-mails reminding students of upcoming assignments, FAQ’s that may have developed within the given assignment as well. A weekly devotional is also prepared and tailored by the individual instructors as a means of encouragement. Students, when asked if they were expecting more or less teacher interaction and communication from the BSR, all responded by saying the communication and interaction with the instructors exceeded their expectation,
and 70% expressed awareness or appreciation for the instructor’s weekly written devotions (Table 1).

Table 1. Expressions towards weekly written devotions.

<table>
<thead>
<tr>
<th>Student</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>“Weekly devotions that come out from instructors could be deleted, but if there is someone that it can touch or transform…it lays the foundation.”</td>
</tr>
<tr>
<td>Student 2</td>
<td>“They (devotions) were inviting and welcomed conversations and opinions.”</td>
</tr>
<tr>
<td>Student 3</td>
<td>No mention of written devotions</td>
</tr>
<tr>
<td>Student 4</td>
<td>“In a lot of classes you would hear from teachers other than chats, like weekly (email) devotions that would help keep us on track.”</td>
</tr>
<tr>
<td>Student 5</td>
<td>No mention of written devotions</td>
</tr>
<tr>
<td>Student 6</td>
<td>“I guess from a faith-based standpoint…the teachers weren’t just sitting back but were very active, they went above and beyond providing additional resources.”</td>
</tr>
<tr>
<td>Student 7</td>
<td>No mention of written devotions</td>
</tr>
<tr>
<td>Student 8</td>
<td>“Each class we take they teach the basics…as far as a specific faith-based care I see the connection because of the devotions at chat and throughout the week.”</td>
</tr>
<tr>
<td>Student 9</td>
<td>“The personal interest…I felt impressed, the instructors were going to put it out there (worship) and if it worked or helped great and if not, that’s fine.”</td>
</tr>
<tr>
<td>Student 10</td>
<td>“I appreciated the worships and prayer before each chat, sometimes it was just a prayer but it was meaningful. Many times I had experienced a rough day and taking to acknowledge the presence of God in my life was refreshing...”</td>
</tr>
</tbody>
</table>

Encouragement was also given through the required synchronous chats, where the objectives of the chat are to create a greater connection between student and faculty, and student with student, as well as to discuss course content. Each live chat begins with a live devotion and an opportunity to share prayer requests before prayer given by an instructor or volunteer student. The impact of the chat devotions and prayer were mentioned numerous times by students in response to varied and numerous questions
about the student’s online experience. When asked to cite experiences that might have impacted their values or beliefs, one student responded in this way:

“When the teacher started off a chat with worship and prayer, to me that created a high sense of caring and was personally encouraging to me. There were multiple situations where someone had lost a family member or something had happened. This set the ground work for teachers and students to care and be involved (even at a distance) in other people’s lives.” (Student # 2.)

Reducing Fears.

Two instructors and five of the ten students reported strong elements relative to fear of failure, brought on by feelings of inadequacy and past negative educational experiences. The two instructors indicated a need to help their students relax; they recognized that fear is neither a good motivator nor a good emotion for students to experience during the learning process. Both instructors outlined ways in which they assisted students in relieving fear within the students, which included the use of personal stories of their educational experiences, providing a more complete understanding of the grading process and increased communication for those students who indicated or showed signs of fearfulness. Of the five students who reported feelings of fear, the fear stemmed from three general areas, the time elapsed between the acquiring of their Associate’s Degree to the time of enrollment in the bachelor’s program, the number of life factors, work, children, family life and previous commitments, and past failures and fearful experiences. All students reported that early in their experience, the fear subsided and indicated that
part of the subsiding came from the comfort and support they received and sensed from
their instructors and other students in the course.

“I guess I didn’t really know what to expect at the beginning and was fearful
about my ability to go back to school... I wasn’t sure what my classes would entail
when I started…” (Student #4)

“When the student’s grades are poor I have to take an interest in their passing.
Passing is important.......... We have to identify those who are struggling and try
to work with them as soon as possible so that the fear of failure is removed from
the lowest level.” (Instructor #3)

**Lifelong Learning.**

Adventist University has identified seven learning outcomes of which lifelong
learning is one. When asked which of the learning outcomes were referenced in their
course, among all of the courses, lifelong learning was mentioned. One instructor
described it as “invoking a curiosity” within each student; still another instructor
described it as helping students to “fall in love with learning,” and a third described it as a
necessary component of success within the radiography profession, citing the constant
advancement in radiographic technologies as well as the numerous types, makes, and
models of equipment that a radiographer will encounter. Four of the ten students
identified themselves as lifelong learners by using such statements as “There is
something new to learn every day,” or “I love to learn new things” and “I need to keep
pace with the growing knowledge of the radiography field.” All of the student
interviews, however, indicate a relationship between obtaining their degree and a need or desire for personal improvement through the education process.

**Connecting.**

Throughout the coding process, words such as “connected,” “resonated,” “community,” “online friendship,” “online relationship,” “teacher and student presence,” all indicated that a connectedness was taking place. As the researcher began to look deeper into this concept, it became apparent that there were numerous causal relationships with this concept. In the student interviews, expressions of gratitude, closeness, appreciation, respect, and personal regards abounded for faculty. When asked “Why these words?” many responded it was because of the regular and encouraging communications that they receive from their instructors and the opportunity to learn more about their instructor during the synchronous chat sessions. Others had experiences where a personal problem had arisen, and the instructor had assisted the student in the solution of the problem or had worked with the student in understanding way relative to assignments due or make-up work. Some students pointed to specific responses that instructors had given to an e-mail, and the majority of students pointed to the response time of the faculty members to e-mails and phone calls as a factor of sensing connectedness.

The connectedness between students and their class was interesting. Most students reported that there was not a connection or closeness with the entire class, but rather the connection happened in the chat room environment. Each class is divided into sections of
fifteen to twenty students with each section having a section instructor (full-time or adjunct faculty) who runs the chat sessions, grades the papers, and communicates to each of the students on a weekly basis. Students report that while they can see and communicate with all of the students in the class, unless they have had classes with others before and want to reach out, most communication and connection occurs between students who are in the same course section. It is at this level where the online relationships and acquaintances are often formed.

Four Words: Nurture, Excellence, Stewardship, and Spirituality.

Early in this document a reference was given (see Appendix A) to the four words which are foundational to the mission of ADU. The researcher intentionally did not use any of these four words in the context of mission during the interview process to see if when describing the mission of the institution students’ might either use these exact words or by their explanations provide definitions for some or all of the four words. The researcher was surprised by the responses of students when asked “what they knew of the faith-based mission at Adventist University of Health Sciences.” Nine out of ten mentioned that they could not recite the mission statement but remembered seeing it in handbooks or syllabi. Three could recite the mission statement of Florida Hospital (i.e., Extending the Healing Ministry of Christ) since they were employees and knew that our missions were similar. The answers to the question came in two forms. First by observation, the student understood the institution as a faith-based institution that had as its central theme that we need to treat and love people as children of God and that being children of God people must have infinite value. Second by describing a situation where they had experienced love and caring by a faculty member or student of the institution.
The observations were obviously the worship prayer, and prayer requests that happened at the chat sessions. Also the way in which faculty responded to students when improper language or content crept into chats or threaded discussions. Students sensed kindness and caring from the faculty, along with the expectation that the students would treat others with kindness and respect. One student expressed it well “The practice of the golden rule was very evident and expected…..” The experiences that students described were varied, but most hinged upon personal situations where, one; others reached out to them in their time of need, two; a certain worship thought was apropos to ones’ current life challenges, or three; faculty remembering students life challenges and follow up with an inquire e-mail or phone call to the student.

**Consistency.**

In inquiring with the faculty about the communicative process that they have with the student, it was apparent that there is great thought and effort put into assuring that each student through their section instructors receive consistent education as well as personal attention (see Appendices R and S). Improvements continue to be made as other ideas surface from instructors and students. Consistency is an area, again where the focus of the faculty and the desire of the student align very closely. Student reported that from class to class there was a consistency in communication, grading, course expectations, treatment by the faculty and the mission components. There were two reports of conflicting teaching styles and learning styles conflicting, in both cases, communication between the teacher and student provided the necessary tools for the resolution of the conflict leading to successful course completion. It was concluded through various responses from the
BSR students, that consistency between courses is appreciated and provides a comforting environment for students’ to learn and grow.

Desire for Understanding.

Within Healthcare and Healthcare education, faculty and students are often faced with situations, death, serious illness, unexpected or unexplained happenings, ethical dilemmas, all of which provoke many thoughts and questions about their own humanness (Gillion, 1994). In the faculty and student interviews, there were numerous indicators that the students and faculty alike were on a journey searching for answers to some of life’s most difficult questions. What was discovered from several faculty interviews is that they had framed these most difficult questions within the context or belief that there is a God and Creator, which allows for elements of faith to enter into their thoughts and beliefs. All of the students make mention of the fact that these questions weigh heavy on their minds as healthcare providers, and some have come to very mature working answers to these questions; some continue to work on formalizing their understanding. Seven students specifically mentioned the Ethics, and Religion courses as being pivotal in providing them the foundational information to improve their clinical care, but also as a cornerstone for their own personal understanding of life’s important questions.

“I was very touched personally and emotionally during World Religions, understanding of other religions and their views was at first uncomfortable for me. The section on Islam was a tough section for me personally. Understanding
these things is extremely important in what I do. If I had not taken this religion course I would not be the same. I can now have more educated conversations with colleagues, friends and family.” (Student # 1.)

Caring.

Throughout the first round of interviews, students were asked to compare their education in the BSR program at ADU with previous education they had received both face-to-face and on-line. The overwhelming difference were curriculum and the sense of caring and support the student received. The sense of caring goes hand-in-hand with what is intended to happen from an institutional mission perspective; however, it is not a caring institution that the students speak of; it is caring faculty. Students reports of their sense of caring come from one of two camps. One, the students know instructors care because of the academic support and understanding exhibited by the instructors. Statements like, “always willing to stay after and chat”, “always available”, “they get back to you right away”, “I can call on them night or day”, “even on the week-ends they answer e-mails”, “don’t know what I would have done without their care and support”, “my instructor gave me his cell phone and said I could call him anytime” and “they could have blown me off, but they didn’t.” Two, student know instructors care because the instructor takes time and has an interest in knowing the student as a person. The researcher encountered expressions, such as: “I am not just another student; they know my name,” “they act like they want to know me,” “to know that a teacher is praying for you speaks volumes,” “they understand that there are more important things than school,”
and “they are more like mentors than teachers.”

**Growth Opportunities**

The second phenomenon is that of growth opportunities for the students in the BSR program. This section focuses on the growth opportunities, both from the cognitive and affective domains, and provides insight into what the students’ expectations were of the Bachelor’s program.

**Opportunity for Advancement.**

When asked, “Why did you choose to return for a Bachelor’s degree?” nine of the ten students identified career advances as one of the reasons for their continued education. There are several reasons shared by each student, but advancement and their “future” were common throughout most of the participants’ answers. (Table 2)

Table 2. Student Comments

<table>
<thead>
<tr>
<th>Student 1</th>
<th>“Tools to use as a manager and hopefully grow so I can work with colleagues and executives to make organizational improvements.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 2</td>
<td>“I’ve been at (my hospital) for 17 years and just looking at how things are…it is no longer how long you’ve been some place; it’s also what type of education.”</td>
</tr>
<tr>
<td>Student 3</td>
<td>“I needed a challenge and I am thinking about management.”</td>
</tr>
<tr>
<td>Student 4</td>
<td>“I’m looking to advance my career and understanding of the radiologic field.”</td>
</tr>
<tr>
<td>Student 5</td>
<td>Advancement not mentioned</td>
</tr>
<tr>
<td>Student 6</td>
<td>“I know it was a necessary step for advancement.”</td>
</tr>
<tr>
<td>Student 7</td>
<td>“It is important to know about the management side of radiography and hospital systems, especially if you are interested in advancing to management.”</td>
</tr>
</tbody>
</table>
| Student 8   | “I’m not ready for management but I’m not ready to stop learning…you never know what the future brings so the more education you, have the
This is not surprising, given the direction in which healthcare is moving relative to the Bachelor’s degree becoming the entry degree for the majority of allied health care providers (Collier, 2008). Advancement in personal knowledge of various radiologic modalities was cited and discussed by several of the students, as well as the need to keep pace with other radiography personnel at their place of work. Below are two student comments indicating the desire of their Bachelor education to open doors to advancement, also included is an example of the researchers’ memos that will give an idea of the types of responses and coding that took place.

“…..I wanted to know more of the different modalities and to explore the management side of healthcare. I did not know specifically how my Bachelors would help me in the future, but I knew it was a necessary step for advancement.” (Student # 6.)

“The reason I did my Bachelor’s is because I had been doing MRI for a while and I had the urge to do something more. I have thought about management, but I didn’t know too much about it.” (Student # 3.)

“The student needed to be challenged, was not satisfied with just the clinical side of the house and just doing MRI. The student sounds bored and recognizes/believes that their potential is limited until a management education acquired.” (Researcher Memo S3Q2)
In the minds of the students, the growth opportunity was certainly focused on the opportunity for management of people and departments. Their desire was that the BSR at Adventist University of Health Sciences would prepare them for the world of management.

*Self-Actualization.*

During the course of study in the BSR, students report that they are provided with, and enjoy opportunities to reflect and discuss current issues in healthcare which oftentimes require ethical decision-making skills where their personal views come into play. In addition, the BSR curriculum has two required religion courses (see Appendices T and U) which require the student to assess themselves and their relationship to the world around them, both in the clinical environment and their personal lives. The student interviews indicate that discussions like these tend to stick in the memories of the student more readily than simple didactic content. When asked to recall favorite teachers, experiences, and activities, students most often responded by citing a discussion or some online social conversation where thoughts and opinions were shared. On several occasions, the world religion for healthcare professions class was mentioned as having information, rhetoric and discussions that were very thought provoking and sometimes transformative. During the axial coding process, a category emerged that was labeled “Capacity for Personal Change.” This indicates there must be a capacity or desire on the part of the student to change before a change in values, behavior, or beliefs’ will occur. In the axial coding process of the student interviews, it was observed and determined that students have various capacity for change. Four causal concepts were identified which indicate a low capacity for personal change; age, past or present environmental issues, comfort with
current situation, and resistance to change. These participants indicated that while they did not experience a change in behavior, there was an appreciation for the faith-based mission and the opportunities for personal growth. They report that they experienced exposure to various and oftentimes new opportunities for self-actualization and reflection. One instructor states their role in providing opportunity for change in this way:

“I think we must not assume either too small or too large a role as far as the institution’s contributions. Students don’t come here frosted with clay that we can mold any way we want. There is an awful lot that is fixed…..I would argue that the most important spiritual quality you can possess in healthcare is to recognize your humanity and the humanity of the person you are treating, and realize just how much you have in common. To put it in blunt terms, that bed your patient is lying in is yours.” (Faculty #3.)

**Self-Discipline.**

Self-discipline was identified by several students and expressed in various ways: “self-starter”, “taking initiative”, “holding yourself accountable”, “setting your own schedule”, “being responsible to yourself and others”. The element of self-discipline was examined closely to not be confused with a student adrift due to lack of understanding in the class. The researcher defined self-discipline in the BSR environment as: “the recognition and acceptance by the student of their ultimate responsibility for learning, requiring that the student must be willing to use, access, engage and act upon every available resource or opportunity to be successful.” The concept emerged identifying self-discipline as a skill set that included elements of maturity, varying levels of desire to learn, critical thinking
and persistence in solving problems. In addition to identifying self-discipline as a skill that is needed in the BSR program, the data also indicates that significant growth in the area of self-discipline is experienced by the students in the BSR program. Below is an example of the type of self-discipline data, and field notes from the researcher.

“In my [A.S.] program, I had to get serious [people’s lives were at stake]. I feel like with the bachelor’s I had to learn discipline because it’s all online…….You have to be more mature to do the online stuff.” (Student #3.)

“More disciplined? Explain that…does this mean the student had to figure how to do things on their own? or I need to study tonight, even though I have an opportunity to go to the movies?, If I have questions outside of class, I’m on my own?....Explore these in the second interview.” (Researcher Memo from Student #3.)

“I am more disciplined, more mature in a learning sense……situations that I [encounter currently] that would have come to me, I would have frozen…..But now I definitely feel more confident.” (Student #3.)

**Personal Mission.**

Data emerged indicating that the opportunity to grow in the area of personal mission was present in the Adventist University of Health Sciences BSR program. The data indicates that this opportunity to develop a personal mission grew from three distinct characteristics. 1) The study of healthcare with its clinical and personal interaction sides promotes the necessity to understand oneself on a very basic level in order to provide excellent whole person care. 2) The mission of ADU emphasizing “Healthcare as
Ministry” (see Appendices V-Y) 3) Required religion coursework, where time is taken to understanding the role that spirituality and religion play in the lives of the patients. All three of these characteristic are constant reminders throughout the program of how a student’s personal views and mission can impact patient care, both positive and negative, in the healthcare environment. Student interviews contained numerous comments throughout, such as: “professional and personal development is huge,” “professional growth can be talked about but, more importantly, it must be adopted,” “this program always reminds you of who is in front of you [a patient in need],” “the spiritual aspect has been transformative,” “[the program] is professional helping you make yourself more professional and build yourself……,” “Personal and Professional growth is what I needed.”

**Self-Confidence.**

Most students reported a fairly high level of self-confidence in the technical aspect of operating various models of radiography equipment and reported that this skill was learned at the A.S. When asked what they hope to learn from their BSR program, most responses had elements desiring more self-confidence in the interpersonal and management side of radiography. Comments such as, “a better understanding of the management side, how to relate to hospital management, feel more confident in my ability to lead, have the ability to speak [communication] more clearly to management, broader view to understand more fully and to gain confidence in myself so I can advance.” While these types of comments were surrounded by the sense that the education was going to give them a better understanding, in the axial coding process it became clear that there was a need for the students to see themselves as more than just
technicians. Technicians were the people who took the pictures that the people with leadership and confidence instructed them to take. It was clear that the BSR students wanted increased confidence from their program of study. In later interviews students indicated that they communicate better, they have a better understanding of how to make good decisions, they feel more like a partner in the healthcare community, and they are comfortable in taking greater initiative at work.

“I feel like I am more responsible and confident in what I do. I am more centered on the patient rather than just the technology portion.” (Student #4.)

It’s really made a huge effect. When you get good job emails from your executive director on a new policy or protocol that is brand new to this institution for a department and did it in such a formatted way, it really speaks volumes. It’s really had a big impact using tools. The other part is establishing a foundation for myself for being currently updated with what’s going on in healthcare having this foundation boost my confidence in making suggestions for change.” (Student #1.)

Management Skills.

Eighty percent of the students interviewed indicated that management skills and understanding of healthcare management were an important area that they wanted to gain from the BSR program. Ninety percent indicated that they would like to use these skills to either advance in their current career or they were intending to use their skills in the bachelors program to prepare them for graduate level education as was seen in Table 2 earlier.
Faculty interviews indicate that the hopes of the students relative to exposure to healthcare management and the opportunity for acquiring management skills are well aligned.

“I have been teaching in the field of radiologic sciences for 30 years. I practice right out of college in the field of radiography …….. I also worked in one of the busiest ER in the nation. I worked there for about 5 years and saw a lot and got a lot of experience and have always worked at a teaching hospital. I always found it very interesting to share the knowledge and techniques that I was able to pick through the years.” (Faculty # 4.)

Along with the personal experiences that the instructors desire and are willing to bring to the classroom, the curriculum is set up to provide not only book knowledge of healthcare management but also meaningful real life projects that are required as part of the BSR program. (Appendix P).

**Ethics.**

With all of the students in the BSR program being practicing technicians, less emphasis is placed on the technical side of the radiography profession, while more emphasis is placed on management, patient care, finance, and ethics. Speaking just from the curriculum side, ethics is covered in two specific courses, Ethics for Nursing and Allied Health and Legal Aspects of Health Care (see Appendix T); however, being a faith-based and mission-focused institution, ethics is a topic that often emerges within various courses, during class discussions, assignment, and readings. The faculty interviews reveal the importance of ethical behaviors, understanding, beliefs, and
practices. When educated in a faith-based milieu, the subject of ethics is influenced by the examples provided in biblical history and resonates with the desires of most healthcare professionals to “do the right thing” (Gillon, 1994). The combination of curriculum and faith-based mission provides fertile soil for ethical discussions that can educate, persuade, and, at the minimum, encourage students towards living a life that is cognizant of the ethical dilemmas that they will encounter in the healthcare arena.

In one recent faculty interview, when asked why they thought student participants were reporting that they identified and were engaged in the two ethics courses, they responded:

“I noticed that the students were commenting that they enjoy the exchange. These were nurses and radiographers that had a case study they could talk about with one another. They could respond to each other and listen to each other. I don’t think at that point they were thinking whether or not they were getting an A. There’s a connection with either the life issue or the professional challenge they are facing... validate when they have a contribution to make that it is valuable.”

“If we have good discussion questions and teachers who are willing to support students as they pursue these questions; if we have fair grading, there is a sense of comfort; if we have people who respond when questions are asked to them. The environment of the course is very important and the teachers are part of that. I like to think that we are confronted with our humanity in these courses; with our uncertainty, some of the failures we’ve experienced and the desire we do well by those we are going to be serving. There is personal value there. Identifying my own understanding of why I’m here and how I’m dealing with death or illness;
how I am dealing with the unavoidable diversity of patients. Most of the professionals by now have the understanding of the diversity of their patients......There are things that we [instructors] can do to make them feel as if they are part of a learning community......when I look at the other BSR courses, there are a lot of opportunities [for these types of discussions].” (Faculty # 3.)

Educational Milieu

In the following sections, the researcher shares the intentions of the institution as it relates to creating an education with a defined mission and the concepts that emerged relative to the institutions mission as understood, perceived, and experienced from both student and faculty data.

Mission.

The mission of ADU has its roots in the mission of its parent organization, Florida Hospital. Being an institution of higher education verses being a hospital facility, the mission had to be described and defined in ways that it could be absorbed, adopted and understood in an educational environment. A mission statement was developed that surrounded four words that are used to remind the institutions students, faculty, and staff of how we should live our mission. Those words, as shared previously, are Nurture, Excellence, Spirituality, and Stewardship. Beyond or as an outgrowth of this mission statement and words comes the strong belief and desire of the institution to assist students in understanding what it means to practice healthcare as a ministry. In a white paper produced by the founding President of ADU, Greenlaw (2009) describes and defines healthcare as ministry. He begins by presenting four general assumptions that must be
present, albeit viewed through various glasses of individual faith and understanding. These four assumptions are: 1) God exists, 2) God Created the Universe, 3) Jesus Christ is God in the Flesh, and 4) The Bible is God’s revelation to man (Greenlaw, 2009). Greenlaw then illustrates the connection of these four assumptions with education (see Appendices V and Y) making the argument that when these four assumptions are combined with good pedagogical framework, an institution can expect to see some resulting understandings of Healthcare as ministry in its graduates. Greenlaw goes one step further in this process and presents a model of what occurs when an institution (faculty, staff, and students) completely understands, adopts, and integrates the healthcare as ministry mission (see Appendices W and Y).

When the faculty participants speak to the mission of Adventist University of Health Sciences, they speak of how the mission fits into their personal philosophy. In addition, they speak of how fortunate they feel to have such a good fit in their working environment. The faculty also speak of the importance that they place on insuring that the mission is communicated, delivered, and appropriately emphasized to the students. And, most importantly, the faculty desire that the mission be understood by the students through words, actions, student experiences, and appropriate guidance from the faculty member.

“What I really like to emphasize is the healthcare as ministry. It’s been something that has resonated with our group. And we are trying to follow that into our clinical teaching staff. I did a really nice meeting a couple months ago. I had two colleagues put together something to help to really bring that home. They put together a skit that they do. It’s really nice that we can share, not only
with our students but with our section instructors that may not be fulltime employees here. That is our number one message that we are a faith-based institution. What does that mean? It means that we openly confess that Jesus Christ died on the cross and we pray to him openly and we believe in spirituality and the other three words listed in our mission. I would be saddened to know that there’s anyone in my online class that doesn’t know it is a faith-based.” (Faculty # 4.)

“My draw to ADU was now being here 11 years has a lot to do with...at the time we didn’t have the four words, but those concepts and those ideas were here long before we came up with those words. From the moment I came on campus, I’ve always joked about what’s going on when you come for an interview because everyone is so nice to you and there’s got to be some ulterior motive here. We [wife and he] always joke that we’re waiting for the other shoe to fall so that I can start being mean. It’s a case of a lived caring mission; it wasn’t necessarily attributed to the Christian environment because I didn’t go to a Christian school, I went to public schools. The nurturing environment can lead to [greater things]; it doesn’t always in every institution but really does here...Again, it’s healthcare as ministry. It’s not a bone scan. It’s not a renal scan. It’s Mrs. so and so who lost her husband last year to whatever. Now she’s worried because she’s in the hospital and doesn’t know what’s going on with this test. It’s treating the person, not the bone scan in room 1.” (Faculty #2.)

“Well being here as long as I have I am very well aware of that. It was one of the first things I was told when I came on campus and in 11 years it is now on our
desks in the four words. It is on our website. It is an integral part of what we do. Our program planning and strategic planning is based around those concepts. It is very well known.” (Faculty #3.)

“I was a “why” person, Why is this? Why does this happen? I teach students to not take things at face value. Honestly, that is what has driven the way I teach and the way I present myself and my material in the classroom. The mission happens to fit me, so it’s not necessarily the other way around. So, teaching here was everything fit. It was a great experience. I adapt the mission because it fits who I am anyway.” (Faculty #1.)

When student participants spoke of their knowledge of the mission at ADU, the coding reveals various degrees of understanding. Some students responded by saying I know it has a mission, but I can’t recite it, indicating that some students think of, or have experienced, mission as just a shallow statement. Still other students, some of which could not recite the mission, indicated an understanding of the mission as a dynamic, purposeful way of looking at one’s personal life and professional life. Both extremes on this continuum of understanding did recount throughout their interviews, experiences where the mission was demonstrated by word, actions, emotions, and interactions. While not all participants recognized their expression during the interview as an example of mission, the experiences were important enough that the participants made mention of them in the interview. The researcher found this to be very significant in that the desire of mission being communicated and its possible influence in a student’s life appeared to be fulfilled, based upon the numerous and consistent mention of the elements of the institution’s mission.
“Each class we’ve taken teaches the basics of the four words…… they really instill the values of taking care of patients. As far as patient care goes, the University has done a great job in doing that. As far as specific faith-based care (understanding other faiths) I think that it’s been a really good program…… I specifically see it [the emphasis on mission] because of the devotionals done at the beginning of the chat…….. It always comes down to us (the students) realizing that these are people (children of God) we’re taking care of and we need to treat them right.” (Student #8.)

“As far as the spiritual aspect is concerned, if someone were to come to sign up for ADU and not know about the background and take online classes; they would start classes (chats) with prayer. Classes like Ethics in Healthcare touch on patient care; everything kind of touches on our mission beliefs so that a person would understand by the first class that it’s a spiritual organization.” (Student #3.)

“Yeah, I was [aware of the ADU Mission] right when I started. I wasn’t positive about the extent of it because my facility is tied to the Methodist system. And I’m not sure if anything faith-based is going on in my work, so I wasn’t sure to what level it was present [at ADU]. But it was evident pretty quickly because in a lot of my classes the teacher would pray before class and tie a lot of things into how things affect you and whatever your religion is… It reached into the patient relationships.” (Student #4.)
“I think it [mission] does play a part. I think it’s nice to start off with prayer or with something to set the ground rules or foundation. I think it changes the way people speak and carry themselves online and chat and it sets a professional atmosphere and kind of some contents and something to structure after. I’m not saying everyone was kind but for the most part they were.” (Student # 2.)

While all of the following supporting concepts of Educational Milieu are presented as standalone, the researcher understands that they all are very inter-related and act as the support structure for what is called in general terms mission.

**Human Need.**

Adventist University of Health Sciences mission recognizes every person as a child of the creator, and, therefore, has infinite value as a member of the human race. Therefore, it is incumbent upon the institution to value its students in such a way that it is a living example of how the students should honor and treat their fellow man.

As the interviews were conducted and coded, the concept of meeting one’s human needs emerged. It is different from the educational needs, in that it took on a spiritual element where statements and phrases such as: “the instructors know that there is something more important going on than their classwork”; “my instructor reached out to me to make sure I was doing well”; “asking me if I have any prayer requests let me know that someone really cares about what I’m going through,” along with these types of statements is the reality that every online student is aware and has access to the online services of the Adventist University Chaplains Department, Chaplains are available for online chats, telephone or Skype. In addition, there is a Counseling center equipped with
counselors certified in online counseling. When appropriate the counseling center also facilitates connections with services located in the student’s geographic area services. The data indicates that the faith-based mission in combination with instructors reaching out to encourage students to share or communicate their needs, is understood by the students as a deep, spiritual, and legitimate concern and compassion for them.

“It did (the spiritual aspect of the mission) for the fact that when you’re in a program, it gets stressful. It breaks you down and you have to step back, reflect and ask God for help and support. Having that to fall back on is something that reminds you of your humanness. It’s all around the college campus and it reminds you that there is more that’s going on right now …..It’s good to know that everyone you walk alongside has the same mission and value and it makes a more cohesive environment. It gives you a sense of family almost.” (Student #6.)

**Critical Thinking.**

Institutions of higher education have historically been safe places to ask questions and to ponder and think critically about the questions raised. One of the seven learning outcomes at ADU is critical thinking. (see Appendices Z and AA)

During faculty interviews, 75% of the interviews talked about critical thinking and its importance in the educational process and its continued use in the clinical environment.

“For the statistics course there is a number of learning outcomes. Critical thinking is high on the list. They (students) must do a lot of critical thinking. A lot of the exercises they do are applying the statistics that they are reading about and applying them to questions.” (Faculty # 2.)
Communication is one of the highest outcomes for a world religions course because of the need to be able to comfortably discourse. At the same time you have also thought about your own faith. And so there is a reflective side; it’s called critical thinking which they take that interview and play it off against their own beliefs and practices and ask them to reflect on the impact of that. So start an internal process and external process in terms of those two outcomes…..Obviously we’re always hoping we’re doing something in critical thinking. In the Ethics course I might put a piece together that’s not required. I want them to think critically. Of course, the assignments, I hope are working in that direction. I have to put up a piece now and then that walks through a problem on each side. You have to keep producing things as you’re going through the course so that you’re thinking through situations. When it comes to critical thinking, the templates that we use, that call for them to demonstrate doing more than just replicating what you told them. For example in chats that I give you have to know the material before you come to class. You have to add value to the conversation. Thirdly, you have to show that you are listening and responding in a way that is reflective, not just a ditto. The minute you start making critical thinking part of it, you have to have it open-ended. And you have to recognize when it shows up in different places and encourage people to think thoughtfully, and that is a qualitative process, not quantitative.” (Faculty # 3.)

Accountability.

Emerging from the coding of the faculty interview data was a tension between the concepts of caring, supporting, going the extra mile to help students succeed, etc., and the
concept of student accountability. This tension exists naturally between two of the four words describing our mission notably, Nurture and Excellence. However, in the interview it became very apparent the students were ultimately responsible for their academic and personal success. Below are some responses from students and faculty that indicate there is an understanding among students and faculty about accountabilities.

“If you are somebody who likes to procrastinate and turn things in late...not an option here. People may have charisma and charm that they can talk to a teacher and get away with that at another school, not an option here. You have a deadline and you have to turn it in. I can appreciate that........ Once again, I say standards. I hold myself to standards. My children are going to school so they see my grades. I tell my daughter, Daddy is getting A’s. When I see an A go to a B because of a paper, that throws me off. I hold myself to a standard.......so the one thing that I tend to do professionally is I’ll take the lead on something because I know in the end if I’m on it I’m going to be held accountable and I’m ok with that.” (Student # 2.)

“The other thing is that I know in the online environment some students are not self-starters and to help remind them that they don’t have to come to class for a specific three-hour block like you would face to face, but to remind them that this homework is due or this exam deadline is coming when you have to complete it. So we’re trying to meet the students halfway. We know that they are responsible in organizing themselves and scheduling themselves, but we try to remind them of that in case stuff happens, life happens, they forget, an emergency comes up and they realize they can’t meet this deadline, what can I do about this? Try to nip
that in the bud ahead of time. The other thing is to document for us that we have communicated to the students in multiple areas the expectations of the course and the deadlines. So the students can never come back in one of my classes and say I didn’t know this was due on some day because it was stated in the syllabus, in the schedule, in chat and in emails twice. So I back up myself in that and I can then, and I have had to do this, forward the emails that were sent to them that this was sent out five days ago and according to the syllabus, if it’s after the deadline, there is no accepted work, they will get a zero and I will hold to that policy and there is not much they can really appeal after that.” (Faculty # 4.)

The researcher found the concept of accountability to be very significant as it gives recognition to the reality that the educational process can be designed to provide and encourage personal and professional transformation, but the desire, need, or capacity for change and success must come from within the individual.

**Unique Online Components**

**Organization.**

The organization of coursework in the online environment is a critical component to a course’s success in reaching its objective and has been positively linked to student satisfaction. Success factors relative to the quality and consistency of an online course include content quality, instructional delivery systems, and pedagogical instructional design accompanied by well-defined objectives (Deubel, 2003). In order to insure quality and consistency in the BSR curriculum, a course development manual (see Appendix BB) which is to be used as a template for every course taught in the BSR program. While
this template allows for academic freedom, it also provides a framework of non-negotiable elements, which provide a noticeable quality and consistency to the BSR student.

**Community.**

Student interviews revealed a sense of community that was created throughout the program. This concept emerged in the data through the coding process, when the researcher began to notice words and phrases like, “friends,” “like a family,” “a diverse group,” “continuous classmates,” “began to gel as a group,” and “had a common goal.” These were all indications that an online community of learners was present. When asked about the community, several students indicated that they had a close online relationship with several of their classmates, although the relationship was different when compared to their face-to-face friendships. Other students reported that they would consider their online classroom relationships more like a healthy acquaintance. One reported that they did not feel as if they had made any kind of relationship with other students that met their definition of friend or acquaintance. The common theme around student comments about friends and acquaintances was they all had life similarities: a) long term goal to complete the bachelor’s program b) similar professions c) similar work environments and experiences d) a passion for healthcare. These properties spoke to the main reason for an emerging learning community.

“So with that being said, when I think on our common ground…there’s a basic foundation. I’ve had plenty of encounters with someone of let’s say a Muslim faith. There may be a hundred things we disagree on, but the common thing is
that we’re still doing the same thing. We’re still dealing with our families and friends, and we’re both reaching towards something higher than what we have. And I think that’s what I liked about the program.” (Student # 1.)

“Everything was pretty light-hearted. Everyone was able to joke around. I think because of the level of learning, we all know when we need to get down to business. We were able to joke around and because it was so casual sometimes, we were able to get to know each other easier… I think the online education was more personal, especially here at ADU. It feels a lot more quaint. Even online you get to know your classmates and instructors and they get to know you.” (Student #3.)

“In the beginning it (online chat) was just something neat, but after you have gone through classes you realize there is a sense of community, after some conversations, because you know who they are and where they work.” (Student # 4.)

When considering the online community that is created by the instructors, the building blocks used for creating the online community are found in three of the six phenomena on page 57. Educators Influence and Dedication, Educational Milieu, High Level Communication. This is to say that throughout the data the researcher can see a unique online community being built via the caring, dedication, mission integration, and excellent communication of the faculty to the students.
Assessment.

The traditional assessment model using letter grade assessment given by the instructor, and based upon the average grades achieved on papers, quizzes, and tests is currently still in use. However, there are many other assessment tools which have emerged in the past decade, such as grading rubrics, peer assessments, and student-directed assessments. These new assessment tools emerged in response to two educational stimuli: 1) A need for a more comprehensive evaluation of student work and 2) An increase in more subjective non-traditional type assignments (Aalst & Chan, 2007; Kao, 2012). Assessment, when looked at through the BSR student and faculty data, revealed two subcategories; 1) Instructor assessment of student performance, and 2) student assessment of the course and instructor. Instructor assessment of student performance received high marks and numerous statements from the students. Students mentioned specifically the timeliness, fairness, and thoughtfulness of instructor assessments. The thoughtfulness of the assessments was of particular interest in that it communicated to the students that their work was of value, as well as a few students expressing they felt the instructors were considerate when they took the time to write more than “good,” “nice work,” etc. An example (see Appendix CC ) of a rubric used for a particular assignment in World Religions, gives insight to the thoughtfulness given to the assessment process.

“Everybody was really helpful from the online instructors. I didn’t have a bad experience with any of them. They were fair; always answered my questions on grades and assignment.” (Student # 5.)
“….it was an email or some comment was made after you turn in a paper is appreciated and makes a big difference after you spend 10-20 hours on something. It’s nice to get feedback, whether what you did was accurate other than just a grade.” (Student # 1.)

“If we can assure them (the student) that they are not likely to fail unless they’re not interested in putting time into it. But the course is set up in favor of passing rather than failing. ...and validate when they have a contribution to make, that it is valuable. That extra validation is meaningful. I have to invest before I’m really interested in something.” (Faculty # 4.)

Student Assessments of the course and instructors are conducted at the end of the course and are compiled and reviewed by the lead instructor, shared with the department chair, and then distributed to all of the section instructors. The sections instructors review and give their input, then the appropriate conversations and or adjustments are initiated. The data from the faculty interviews indicate a very strong dedication to excellence, as well as a healthy respect for students’ thoughtful suggestions for improvement.

“Those are golden for me. My first evaluation in the negative things was that I spoke to fast and too softly.. I remember when I first started teaching I had to go through a lot of material in an hour lecture. So I agreed with them that I was going fast. Clinically, you don’t have to be heard because you are one-on-one with your patients. I had to adapt. I joke that I found my voice, and my students hear me now. That was one of the first things that they pointed out.” (Faculty # 1.)
“In our evaluations students will say that was a good activity and it challenged me to think. Another thing we are pushing is for our students to become more competent writers. In our evaluations we get a lot of negative feedback that we are too strict with APA formatting. But school-wide, we decided that APA format would be considered a professional paper, and that’s all we would accept. I don’t know if we’re putting too much importance or if students just feel like it’s a lot of extra work to do.” (Faculty # 4.)

“I’ll start with how I begin every correspondence with my students and how I end every one of them. If I send out a general letter, it’s always “Esteemed Course Colleague” or “Esteemed Student Colleague.” That’s my standard heading. When I end, it’s “Cheering you on” or some variation of that; then I put my name. I believe we have to wrap what we say with students around those two things... We have to identify that they have respect, that we consider them, as ourselves, learners, part of a class together. I want students to teach me. I get things all the time from my students that help me.” (Faculty # 3.)

Capacity for Personal Change

As this phenomenon developed and emerged, it became apparent that the capacity for Personal Change is complicated. The focus of this study being the affective domain, the researcher attempted in the coding process to identify the elements of change that relate specifically to the affective domain. The following four categories were identified as vehicles or avenues in which a student may use to invoke personal change.
Reflection.

One hundred percent of the student’s interview referred to reflection as a requirement within the BSR program. Not just that reflection was an assignment, but rather a skill that was needed to be successful in various aspects of the program. The researcher attempted to separate comments attributed to critical thinking and problem solving by defining reflections as “an academic process of thought, where the result of the thinking is a personal understanding of, or current commitment to, the subject of thought.” Many opportunities arise during the BSR course of study where reflection is necessary to establish a minimum comfort of understanding or commitment that it allows the student to move forward and mature in this area of thought.

The researcher discovered that reflection is most mentioned in conjunction with Ethic and Religion courses, when discussions turn to patient care or healthcare as ministry. Below are some examples of interview transcripts containing references or indicators of reflection activities.

“You don’t realize until you have it what you actually got. I think that my education through ADU and the mission values that have been instilled in us are very valuable. I’ve come to realize the value of that. .... just his personality in general has an impact on you. Many of our conversations have led me to wonder if I should look into things more.” (Student # 8.)

“The religious content did stand out. This program had a clinical aspect where my other program did not. ...I’m not sure what I believe in. I’m not sure there is a God. I was raised Catholic, but I don’t necessarily have all the beliefs of
Catholicism. I don’t consider myself practicing because I don’t know what I believe yet.” (Student # 5.)

“Personal and professional growth for sure……it was interesting going into something that was religion-based; and trying to figure out my thoughts versus other thoughts. At first I was nervous because I don’t have a religious background, and I wasn’t going to fully understand things.” (Student # 4.)

Desire for Change.

At their first interview, participants were asked, what they hoped to learn, or gain from their bachelor’s program. In follow-up interviews the participants were asked to respond to or complete the following: “ADU Bachelors of Radiologic Science was transformative (or has changed me) in the following ways.” The researcher, in comparing the coding notes and interviews from these two questions, found that students who had an idea of what they wanted from the bachelor’s program, even though their ideas were not well defined, tended to have richer responses to the transformative questions. The richer responses indicated to the researcher a greater propensity for a desire for change. Below are examples of significant responses from this question.

“I think it transformed in different levels. It has especially on an educational level. I think the curriculum changed and got a little bit tougher. It’s made me a better person in the way I conduct business, the way I type an email, the way I collaborate with my staff and colleagues. Just having a higher education and getting exposed to think I’ve never been exposed to, like things in the healthcare industry which is dramatically changing as we speak. Stuff like that is extremely
important in what I do. Let alone the religious aspect of it I think there’s been transformation there. If I didn’t take the religion courses I wouldn’t be the same. I was brought up Catholic/Protestant and now I married an Adventist girl and go to an Adventist church. If I didn’t take the world religions I wouldn’t be as educated and clear understanding of the different religions and understanding what I thought I know I actually didn’t know. If I’m talking to someone that is Muslim or Catholic I have a clearer understanding of the different religions. On multiple levels there has been transformation because of the program. I can now have more educated conversations with colleagues, friends or family. When different issues arise I was being prepped throughout the program. I’m able to hold others accountable for their jobs and they comment that I’m on top of it. It’s been a huge impact.” (Student # 1.)

“Ministry is a connection with people. I always try to practice ministry as my choice because I want to connect with the patients and make them feel at ease. A lot times the patients start with something spiritual like wanting to pray with me. It’s easy. It’s an easy way for me to connect with the patient. It’s more my choice even though I work in a place where that’s our mission. It’s not so expected of me but I like that I have the option to extend ministry to the patients.” (Student # 3.)

“I think I’m more professional now. I can be interacting with the instructors and administrators here and it’s made me more...I think it helped me speak better. It just kind of made me grow up a bit in the sense that I think about what I’m going to say before I say it. I cleaned things up a little. It helped me know how to interact with others in a business profession. Being able to interact with people
helps me with what I need to do in my career. [The people I manage] would probably say I’m caring and very supportive. I may not be the most effective leader. I don’t do everything right but it comes from my heart. I lead that way. Even at work I send out devotions because that’s me. I’m going to send them out. If they don’t read them it’s ok and if I know someone doesn’t believe I won’t send it to them but I think it helps bring it all together. Busy day, hard week, whatever it is I think I could find one that’s very fitting; even if it’s not faith related.”

(Student # 6.)

Desire to Contribute.

Throughout the interviews with faculty, there is a constant emphasis on keeping the students engaged in the process, not just the synchronous but the asynchronous. This emphasis has been evidenced in previous phenomena, namely Educators Influence and Dedication and Educational Milieu, in which the educator emerges as someone who reaches out and attempts to engage the students at various levels so that the student has a rich educational experience. Even with faculty emphasis on student engagement, there still emerges this concept that there needs to be a desire from the student to contribute. While the efforts of the faculty have been shown to be effective motivators for students to contribute, the desire to contribute meaningfully bring understanding and personal educational value, must come from within the student. Interestingly enough, comments on the value of contributions to the class came only from students who seemed to understand its value. These students took time to comment on their colleague’s contributions that lack thought, effort, and depth, labeling these colleagues’ “minimalist,” “not engaged,” and “not serious.” One participant in particular received a
lower grade on a project due to what they labeled as poor quality work and lack of consideration on the part of another student in their project group.

“We had a group project which still has a bad taste in my mouth because this individual decided to go ahead and turn in a group paper without everyone’s approval (for quality)...... I’ve learned over time that, for Prof. X class I’m going to be on point. If the teacher asks a question, I’m going to give an answer. That’s the way I felt about. I would say the same for Prof. Y. I also know our grades are dependent on that (quality answer), In class, (some students) may not answer at all. They sit and do their own work on the side, they (are) not ...interactive.” (Student # 2.)

“Yes. I hate to say this, but (it’s been rare) there were a few that were far more concerned about....some people are just here to do the minimum amount of work and no matter how hard I try, I may not be able to reach them. But when there’s someone who is reaching out and asking questions and the person wants to learn, you recognize the difference.” (Student # 9.)

Past Experiences.

The Nature vs. Nurture debate has been going on since the early acceptance of psychology as a science (Rohan, Zanna, Seligman, Olson, & Zanna, 1996) and it is a good example of a topic that is due a great amount of reflection as described above. During the course of the participants’ interviews, numerous glimpses of past familial, educational, relational, and work experiences came through anecdotally. This gave the researcher pause to take a look at these comments and possible relationships to the focus
of this study. The researcher determined that these experiences can only be used as a vehicle for continued understanding of the affective domain, when they are addressed by the student. The student may wish to address such situations with the instructor, another student, or someone else in his or her life. In sensing and seeing the glimpses, the researcher believes that the past experiences and environment of students does affect the individual psyche and therefore may limit, enhance or ignite the desire and therefore the capacity for personal change in the future, possibly during the time they are enrolled as a student in the BSR program.

*High-Level Communication*

To bring clarity, the researcher has defined high level of communication as “that communication that transcends what would be considered necessary communication for educating in a given field of study.” All participants in this study, at some point, made reference to, experienced, or were part of, all of the following types of high-level communications. The data reveals four categories of communications, which were both frequent and meaningful to the students, giving rise to opportunities for possible witness, experience, expression, or consideration of some aspects of the affective domain.

*Prayer.*

Students in the BSR program are exposed to Prayer at the beginning of every synchronous chat. During this time a worship or inspirational thought is shared, students are then asked if there are prayer requests. Some students will share specific requests, while others will just ask that they or a person be remembered in the prayer. After all requests are entered, a prayer is typed into the chat by either the faculty or a volunteer student. At the conclusion of the typed prayer, the online students will respond with typed
words such as “amen,” “thank you for the prayer,” “peace be with you,” or other terms of appreciation. After prayer the chat continues with the cognitive instruction as outlined in the course syllabus. Students’ expressions of appreciation of these prayers cross boundaries of religions and beliefs, and without exception have been appreciated by the study participants. Below are some examples of the statements made about prayer from students and statements from the instructors relative to the significance and importance of this type of communication.

“From my perspective anything spiritual I have received from the program thus far has been at the beginning of chat sessions......the stories and prayer at the beginning have (student opinion) helped every student to grow. I think it’s such a diverse group; it’s given to students very openly so that students don’t take offense. I think students are encouraged by this, and it can help everyone have an open mind before chat.” (Student # 8.)

“I always start chat out with how’s your week going because I really want to know! Many will say that they are stressed out, my child is sick, the reading is a lot, etc. It’s people’s lives; things happen. They can vent that but I use the devotion at the beginning and give them a moment to reflect [written] and when I see people have those emotional responses, I try to connect what was in the devotion in my response to them, so that they see that it does relate to them and is not something that I’m just putting up there.” (Faculty # 4.)

“Coming to the university I was aware of the culture of Florida Hospital in general. Coming to a faith-based organization is something I wanted. When you
go to other schools there is never that reference. When I got here, I know there was always prayer before classes, prayer events, convocation, etc. .... I would receive emails [with] weekly devotions and chat sessions that would start with prayer.” (Student # 6.)

Sharing.

One of the high-level communication pieces that occur during the course of study is sharing. Some of this sharing can be witnessed in the prayer time by everyone, while other types of intimate (friend-to-friend, classmate-to-classmate(s)) sharing occurs either within the private chat rooms where only students are allowed to enter, or via technology outside of the course management system; for example, Skype, Face Time, telephone, and personal e-mails. The concept of sharing emerged as students reported that while they may not be best friends with everyone in their class, there is a bond of caring and concern among most students in the program. And this bond or relationship can be counted on when needed. The researcher inquired further about this bond and found out that it does not occur within the first class, but rather begins to show itself after the first class encounter, when there are “names that you begin to recognize in the class roster and you say, Oh, I know them.” The data also indicate that sharing a project together, and being in the same chat group strengthens this bond. The researcher discovered, however, that this bond is still expressed by the students as being different from the students’ face-to-face relationships. The students still believe that the “space between” makes the relationship different.

“There are some that will post things like having a bad day or please pray for my mother. That was a way to connect on that level. You really couldn’t build a
relationship with them, just a connection via email.....when you’re in groups you communicate.....like I can’t do that this weekend because my dad is ill and I have to take care of him. There is that sense of I don’t know you … but I still care for you and I hope everything turns out ok.” (Student # 6.)

**Help Assessment.**

This concept emerged as student interviews began to reveal communications between themselves and other students and/or faculty where there was an expression of need relative to understanding course content or what was being said. What emerged from within the data was the tenacious spirit and capacity to stay with the conversation of all the participants. There emerged an understanding that some types of conversations take a bit longer to have in the online environment but being committed to stay in the conversation until the end does pay big dividends. Some of the indicators in the data that this help assessment communication can be a bit more difficult online, came from such expressions as “it’s hard sometimes when you can’t see the non-verbal expressions,” or “the lack of voice inflections makes it difficult,” or “I didn’t see that this was a really important point.” Solving these types of misunderstandings requires an assessment to take place on the part of the party that is trying to understand. This assessment usually means more questions for the party who is in need of help. This requires patience and persistence on the part of the students and faculty to bring resolution and understanding.

“I think you can build a rapport with teachers when you have it face to face much easier than online. You’re getting immediate feedback; not that you can’t get the same in the chats... it takes more effort. I think in class if the teacher is there you
get to know him or her, their expressions. If this is going to be an easier subject matter, maybe you can tell by some of the conversation; it may not be the official, but the unofficial conversations that they’ll have.” (Student  #  2.)

“I will say, knowing from a student’s perspective, I try to not be the instructor I had as a student in certain classes. Meaning that the communication, which is always a big factor, is very important to me. So what I try to do is based on my experiences as a student and now as a teacher is to always stay in contact with the students. On campus, yes, which is easier but the online specifically I think is so much more important... as a student I’ve taken classes elsewhere online and in comparison to that I can say ADU is more consistent in the way that they communicate to their students …We all see, even from a business standpoint, things break down when it comes to the lack of communication. The extra effort to put the communication in to the courses is, number one, so that the student knows we’re here. We’re actually a live person. You’re not just taking a class from the computer; that there’s actually a person behind it and that we do care about the whole person.” (Faculty  #  1.)

**High Stake Subject Matter.**

This type of communication is defined by the researcher as both highly private and personal communication that must occur from time to time between the student and instructor. There two categories that these types of communication fall into; 1) Communication relative to program or coursework and 2) Communication relative to personal life situation. The communication relative to program coursework is a
conversation that is crucial to have between the instructor and a student. This category of communication deals with questions of fairness of evaluations, correctness of an answer on a test, serious academic threats to the students, such as possible dismissal from the program or current coursework, inappropriate academic behaviors or otherwise by a student. While the frequency and specificity of these types of conversations are not seen within the data collected, the data indicate that these conversations do occur and are part of the communication that can be beneficial to the students and faculty, albeit at times painful.

Communications relative to personal life situations are conversations that are initiated most often by the students to a faculty or a student with whom a bond, spoken of earlier exists. These are conversations relative to serious relational, familial, life-altering issues, and life threatening illnesses. When required by law or deemed appropriate a faculty member will refer these situations to other professionals such as counselors, chaplains, etc. However, the data indicate that when students confide with their instructors, it is because the student has had sufficient interactions with the instructor and the student has a high level of comfort in sharing such personal issues. The data again do not give the frequency or specificity of these communications but does indicate that they do occur, which leads the researcher to believe that a causal relationship exist between the desire (comfort) in having these high-level conversations and the exposure to the affective domain throughout their course of study.
Theoretical Model

Based upon the previous description and examples of the researcher’s processes, the following model was developed to explain the theory that emerged from the research (Figure 2).

Figure 2. The Theoretical Model

The center circle, entitled The Affective Domain, is the focus of the study and represents the area that is to be influenced. The outer circle encompasses the three central categories: Synchronous Encounters, Instructor Persistence, and Integrated Institutional Mission. These three categories emerged as being the influential components when working together provided the opportunity for the affective domain to be encouraged and influenced in the online learning environment. The dotted lines between the three central categories represents space and opportunity for the flow, mixture, or intersection of central categories during the educational processes, ultimately resulting in the influencing of the affective domain. In addition to emerging as influential, all three categories meet
the criteria for a central category as outlined in *Basics of Qualitative Research* (Strauss & Corbin, 1998). The criteria, as outlined by Strauss and Corbin, required the categories to be *central*, meaning the central category must appear frequently and must be related to all major categories. Strauss and Corbin include an additional criterion which requires that the central categories have the ability to support the main points made by the categories and their associated subcategories; in short, the central categories should broadly express what the research is about. Synchronous Encounters were referenced in all six phenomena and are highly instrumental in providing the avenue for deeper communication and understanding, Integrated Institutional Mission also was present in all six phenomena and plays a major role in understanding the reason for the positive student responses and engagement in the development of their personal values. Instructor Persistence was evidenced throughout and plays an important role in the students’ desire and comfort in sharing personally with instructors and fellow students, thus providing opportunities for students to explore their personal mission and values. During the coding processes these three categories emerged and when tested against the criteria of Strauss and Corbin, appeared to fit. The researcher concluded that each category was interdependent but carried equal weight. It is important to note that traditionally in grounded theory there is one central category. However, the data indicate that these three categories, while distinct and separate, share equally in the phenomena of influencing the affective domain. The researcher observed that the central categories work in a cyclical manner towards the goal of influencing the affective domain represented by the outer arrows. For example, the integrated institutional mission being present in the synchronous encounter allows students opportunities to reveal or share a more personal
side, which provides the instructor with insights by which they persist, assist, and impact the student within the affective domain. By instructors persisting, the student’s sense of caring, and institutional mission are heightened. This caring and understanding provide a student with increased comfort to share more of their personal story, continuing the cyclical path towards increased opportunities to engage the affective domain. It is important to note, however, the order in which the student experiences the central categories is not predetermined. A student’s experience leading to change in the affective domain can begin at any point along the outer circle and travel either direction. This concept is indicated by multiple arrows and the endpoints that suggest both clockwise and counterclockwise movement.

The six outer boxes represent the six phenomena that emerged from the labeling and opening coding process. During the axial coding process, a strong pairing of phenomena emerged. The data from one phenomenon and its subcategories began to indicate strong supportive relationships to another phenomenon. These relationships resulted in three pairs of phenomena emerging, one pair for each of the three central categories. This is indicated by the arrows between each pair of phenomena. Each phenomenon act as a bonding agent for the other and together provide a greater impact on their respective central category than if each phenomenon were to stand alone. For example, Growth Opportunities that are discovered during the Synchronous Encounters are combined with the High Level Communication components, creating a strong pressure or impact on the affective domain. This combination places the student’s experience on the outer circle at which point experiences that occur within the other two central categories can potential interact. The graphical model depicts a moving around and to the center, whereby the
closer one gets to the center, the more factors of and opportunities for engagement of the affective domain have occurred.
Chapter 5

Conclusion, Implications, Recommendations and Summary

The final chapter of this dissertation reveals the conclusions of the study in relationship to the research problem and the research questions in Chapter One.

Conclusions

In grounded theory qualitative research a theory is built between the interplay of the researcher and the data (Strauss, & Corbin, 1998). The figure below, in very broad terms, presents the findings and conclusions of the qualitative research (Figure 2). The researcher will express the conclusions by re-examining the three initial research questions in relation to their findings, which establishes the relationship with the finding to the emerged theory.

Figure 2. The Theoretical Model
Ties to values and Mission

The first question asked, “Why there are strong ties to the values of the mission at ADU?” The answer to this question was revealed throughout the interview transcripts and the subsequent coding’s. Indicators of strong ties were expressed at disparate times and places within the study, which indicated that the values were evidenced and appreciated by the students at differing intersections within the course of study.

While all six phenomena contributed to the integration of ADU values and mission, student responses within these phenomena indicated they were deeply experiencing and embracing the values and mission of ADU (Figure 1).

Figure 1. Phenomena and Refined Categories

The strong ties to the values and mission were made when the student first became immersed in the educational milieu and sensed a different kind of approach in the educational process. This was followed by the student personally experiencing the ADU mission through the actions of their instructors, leading them to appreciate the dedication and influence of the instructor. The final indicator of a student’s strong tie to the values and mission of ADU occurs when they apply what they have experienced and internalize what they have come to value about the ADU mission in their personal lives.
It was concluded that strong ties to the values and mission of ADU could be created, albeit at varying levels of strength, because of the integration of the mission at ADU. The overall data indicate that the mission is communicated, explained, and lived through the interactions of faculty and students.

**Contributing Online Practices**

The second question asked, “What online practices can be identified as contributing to the students’ understanding and adoption of the values and mission of ADU?” The answer to this question is found in the Instructor Persistence and Synchronous Encounters’ sections and their four attached phenomena. There were four major online practices that could be causally attached to the understanding and experiencing of the values and mission at ADU.

First was the consistency of e-mail communication from the instructor to the students in which two types of e-mails were identified, 1) informational type – assignment due dates, updates, reminders and 2) connective types – checking in with students, inquiring about any trouble students might be having with projects, etc., and sharing of a worship or inspirational thought.

Second was the required synchronous chat. While chats were required to insure student attendance, it is the content, relationships, and intentionality of learning outcomes that ultimately make this online practice unique and effective in the encouragement of the affective domain. The data indicate the chat as being the most influential communication for students relative to the affective domain. The data also point to the chats as being the greatest opportunity for instructors to learn of student issues that may need their attention.

Third was the relentless attention given by the instructors to the signs of student
struggles, and the immediate communication that led to early intervention for non-academic issues and early clarification and resolution issues relative to academic understanding.

Last was the most overt practice, that of starting each chat session with a worship thought, prayer, and prayer requests. Data indicate this practice brought a comfort to many students, reminding them that there is something even more important than the content of the class, which is their personal understanding and valuing of a relationship with their God and the life He has given them.

Improvement on current practices

The third question asked, “What practices could be adopted or developed that might improve upon ADU’s impact on and encouragement of the affective domain?” The data revealed that synchronous encounters built friendships and community; however, students cited the lack of vocal inflections or visual cues as prohibitive to becoming like their face-to-face friends and communities. The data also indicated that telephone communications, used for meaningful high-level conversations, could also be improved upon by using current voice and video technology. The researcher concluded that current and future audio-visual technologies (as they become available) be adopted to enrich both individual and corporate synchronous communications.

One pedagogical suggestion or conclusion that emerged from the data had to do with the length of some courses. The data indicated from both student and faculty a desire to have longer periods of time to fully embrace the course content. Two courses mentioned specifically that needed to be lengthened were Ethics in Health Care and World Religions in Healthcare. Interestingly enough, these courses were mentioned as
having significant impact in shaping the students’ thoughts and beliefs. The researcher suggests increased time or frequency of chat sessions or increased use of threaded discussions to allow for deeper critical thinking and understanding to occur.

**Implications**

The major impact of this study comes from the validation of the majority of practices of the Bachelor of Radiography program at ADU. Through the quantitative MECIC study, it was established that the affective domain was being influenced, impacted, and established in the lives of the ADU students. This study has provided a wealth of information that points to specific practices that encouraged, engaged, and impacted the affective domain. With this specific information, the need and opportunity for future studies and trial variations of the theoretical model is obvious. The strong overarching implication of this study is that a mission-driven, or faith-based institution does has the ability to impact the affective domain within an online learning environment, and therefore should not avoid engaging in an online education program at their institution.

**Recommendations**

Based upon the current literature, there is a lack of research in the area of the affective domain, especially as it related to online learning. This study has added to the limited research currently in the literature; more importantly, it has added opportunities for further study. The researcher identified several areas for future studies which will improve upon the understanding of the affective domain and online education. They are as follows: 1) Individual quantitative studies on instructor persistence and synchronous practices to determine to what degree the affective domain is encouraged. 2) A
quantitative study on the correlation between an institution with a well-defined mission and changes in the affective domain amongst its students. 3) A quantitative comparative study between the effects of Synchronous and Asynchronous communications and their abilities to invoke change in the affective domain of online students.

The researcher would recommend that other mission-based institutions give consideration to this study and model as it applied to ADU and its Bachelor of Radiography program, and explore ways in which this model could be adapted for use at their institutions. The researcher would also recommend that ADU consider the results of this study in making future improvements to its online Bachelor of Radiography degree and other current and future online programs.

Summary

The researcher determined through his initial literature review that many smaller faith-based, mission-driven institutions of higher education have hesitated to adopt or engage with distance education. This hesitation comes from the belief that the affective domain aspect of the mission cannot be experienced or transferred through the distance modality. The hesitation is creating a real threat to the existence of the small mission-driven institutions, as they find themselves not able to effectively compete with other institutions that are currently offering a plethora of courses and degrees online.

The missions of most institutions of higher education are or were rooted in the belief that education must address the whole person, thus impacting in a transformative way the cognitive and affective domains of its students (Rogers & Howell, 2004). In the literature, both public and private institutions of higher education have suggested that the affective domain cannot be effectively taught through the online educational model. The
faith-based institutions, found within the group of private higher education institutions, hold a very strong commitment to their transformative type education and believe that the goals and objectives of their particular type of education cannot be reached through the online environment. The literature points to the lack of engagement of the faith-based institutions in online education, as a threat to their long-term viability. Furthermore, the researcher found limited research in the field of the affective domain and its place, purpose, and use within online education.

The researcher was able to validate a phenomenon occurring at Adventist University of Health Sciences (ADU). Adventist University of Health Sciences took part in a four year quantitative study with 18 other mission oriented institutions. The study measured and compared mission understanding, and adaptation. The results of the comparison study reveal that ADU had statistically significant higher scores in their students’ understanding, acceptance, and appreciation for the institutions mission, when compared with the other 18 institutions.

With the aforementioned quantitative data, the researcher determined there was an opportunity for a grounded theory study of the successful online Bachelors of Radiography (BSR) program at ADU. The goal of the study was to provide a theory or theories of which practices promote, teach, and develop the affective domain in students within the online environment at ADU.

The study was guided by three general questions:

1. Why are there strong student ties to the values and mission of Adventist University of Health Sciences in the online Bachelors of Radiography program?
2. What are the current online practices of the Bachelors of Radiography program that can be identified as contributing to the successful transference of the institution’s values and mission to its online students?

3. What practices could be adopted or developed that might improve Adventist University’s impact on the affective domain within its online Bachelors of Radiography program?

The study consisted of fourteen participants, consisting of eight current students, two alumni, and four full-time faculty members. The data collected from the multiple interviews were subjected to various levels and types of coding, as outlined by Strauss and Corbin.

The grounded theory study resulted in the emerging of 30 supporting categories for six major phenomena: 1) Educators’ Influence and Dedication, 2) Growth Opportunities, 3) Educational Milieu, 4) Unique Online Components, 5) Capacity for Personal Change, and 6) High Level Communication. From the six phenomena came the identification of the three central categories; 1) Instructor Persistence, 2) Integrated Institutional Mission and 3) Synchronous Encounters.

The model below was designed to represent interactions of the various factors and components that emerged from the data collected and the requisite coding procedures (Figure 2). A brief description of the model is presented below.
The model works from the outside in, first recognizing the impact and relationship of the three pairs of phenomena on their associated central categories. The central categories are the following: Instructor Persistence, Integrated Institutional Mission, and Synchronous Encounters. As students experience the outer phenomena they will be drawn inward towards the three central categories, in which the student experience has the potential to interact and grow within the central categories. The student experiences become more meaningful and transformative as they travel closer to the center of the model.

**Figure 2. The Theoretical Model**
Appendix A

University Vision and Bachelors’ of Radiography Philosophy Statements

Standard 1.2

Philosophy of the radiologic education unit is congruent with the vision of the governing organization, or differences are justified by program purposes.

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<th>University Vision Statement</th>
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<td>ADU will be an institution which encourages the personal and professional growth of its students, faculty, and staff by nourishing their spiritual development, fostering their self-understanding, and encouraging a zeal for knowledge and service.</td>
<td>The program encourages its faculty and staff to provide a spiritual environment in which students engage in the promotion of health and respect for others.</td>
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<th>Excellence</th>
<th>University Vision Statement</th>
<th>BSRS Philosophy Statement</th>
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<td>ADU will be an institution whose programs are built upon an optimal blend of superior pedagogy, technology, and spiritual values; a blend designed to lead to the highest level of professional practice by its graduates.</td>
<td>The education and online delivery of the highest quality content empowers students and graduates to gain professional expertise and pursue life-long learning.</td>
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<tbody>
<tr>
<td></td>
<td>ADU will be an institution where Christian professionalism is such an integral part of its programs and practices that it becomes the distinguishing characteristic of the organization.</td>
<td>The program promotes Christ-centered relationships among students, faculty, and staff, threading Christian values and beliefs throughout its online curriculum.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stewardship</th>
<th>University Vision Statement</th>
<th>BSRS Philosophy Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ADU will be an institution where the wise stewardship of its human, intellectual, financial, and physical resources enables the University to achieve outcomes consistent with its mission.</td>
<td>Scholarly activities embedded in the online curriculum provide a responsibility to one’s profession and community.</td>
</tr>
</tbody>
</table>
Appendix B

Mission Perception Inventory

2008 Mission Perception Inventory Report
*Florida Hospital College of Health Science*

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean</strong></td>
<td>2.73</td>
<td>2.74</td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td>2.82</td>
<td>2.75</td>
</tr>
<tr>
<td><strong>25%ile</strong></td>
<td>2.42</td>
<td>2.33</td>
</tr>
<tr>
<td><strong>75%ile</strong></td>
<td>3.17</td>
<td>3.17</td>
</tr>
</tbody>
</table>

**Rank (out of 14)**
- First Year: 3
- Senior Year: 3

---

**NSSE/BELIEFS AND VALUES**
(Cronbach’s alpha=8.17)

- Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Had serious conversations with students of a different race or ethnicity than your own
- Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values
- Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)
- Community service or volunteer work
- Developing a personal code of values and ethics
- Contributing to the welfare of your community
- Developing a deepened sense of spirituality

Institutional emphasis: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

Institutional emphasis: Providing the support you need to thrive socially

Institutional contribution: Understanding people of other racial and ethnic backgrounds
2008 Mission Perception Inventory Report Sample

Florida Hospital College of Health Science

Mission Perception Inventory
(Cronbach's alpha=.898)

<table>
<thead>
<tr>
<th>First Year</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean 3.88</td>
<td>Mean 3.82</td>
</tr>
<tr>
<td>Median 4.00</td>
<td>Median 3.84</td>
</tr>
<tr>
<td>25%ile 3.55</td>
<td>25%ile 3.53</td>
</tr>
<tr>
<td>75%ile 4.26</td>
<td>75%ile 4.24</td>
</tr>
</tbody>
</table>

Rank (out of 14)
First Year: 1
Senior Year: 2

The faculty, staff, and students here are respectful of people of different religions.
The faculty, staff, and students here are respectful of people of different races and cultures.
Students feel free to express their individual spirituality here.
People of different sexual orientations are accepted socially here.
The environment here encourages students to develop an appreciation of diversity.
How important is it that you accomplish the following objectives? Volunteering in community service.
How important is it to you that you accomplish the following objectives? Influencing social values.

Social and personal development of students is an important part of the mission at this institution.
Ethical and spiritual development of student is an important part of the mission at this institution.
This institution offers opportunities for volunteering and community service.
This institution offers opportunities for developing leadership skills.
As a result of your experience here, you are more aware of your own personal values.
The heritage of the founding religious community of this institution is evident here.
The mission of this institution is widely understood by students.
The mission of this institution is reflected in its course offerings.
The faculty at this institution discusses the ethical implications of what is being studied.
Within the past week, have you participated in a religious service?
Within the past week, have you spent time in private prayer or meditation?
At this institution, there are opportunities for students to strengthen their religious commitment.
NSSE 2008
Mission Engagement Consortium for Independent Colleges

Mission Perception Inventory Report
Florida Hospital College of Health Science

In spring 2008, Florida Hospital College of Health Science participated in the National Survey of Student Engagement (NSSE) Mission Engagement Consortium for Independent Colleges, and administered additional questions on mission to the survey’s first year and senior student respondents. Of 167 total survey respondents at Florida Hospital College of Health Science, there were 71 first year students and 96 seniors.

The NSSE 2008 Mission Engagement Consortium for Independent Colleges (MECIC) consisted of 19 institutions. Fourteen institutions elected to share data and receive the Mission Perception Inventory (MPI) Report. The mean Consortium scores shown in the MPI Report are based on results from 4,010 total respondents at all 14 data-sharing schools, of which 2,521 (63%) are females and 1,489 (37%) are male.

Reliability and factor analysis of the instrument based on results from administrations of consortium questions have consistently produced a highly reliable scale measure called the Mission Perception Inventory (MPI)* consisting of 19 out of 20 original mission questions items. Further analysis reveals three highly correlated and reliable subscales within the MPI, three of which are presented here:

- Sense of Mission (10 items)
- Respect for Diversity (5 items)
- Spirituality (2 items)

Also presented are mean comparisons on another scale, NSSE Beliefs and Values (NSSE/BV). The Consortium administrator created the NSSE/BV scale for this study by a process of selecting, a priori, the question items from the NSSE instrument that seemed most related to mission and then grouping them.

Scale mean comparisons between Florida Hospital College of Health Science and Consortium schools are presented in the bar graphs. The graphs compare Florida Hospital College of Health Science first year and senior means compared to Consortium group means on the five scales or benchmarks presented. The mean scores are shown on the vertical or “y” axis according to the Likert scale range used for items in that scale. Sense of Mission and Respect for Diversity items were rated on a scale from 1 – 5 (1=Strongly disagree, 5=Strongly agree).

In the column to the left of each graph, the rank (high to low) and semi-interquartile range are given for both first year and senior scale means. Note carefully that the y-axis interval is 0.5 for some scales, and 0.1 for others. In the columns under and/or to the right of the graph, the items contained in that scale are listed. When comparing first year and senior mean scores, recall that the results of the NSSE 2008 produce a snapshot in time of student responses. Results do not indicate growth or increase in scale means from first to senior years, but simply a comparison of those cohort classes at one moment.

**Spirituality**
(Cronbach’s alpha=.640)

<table>
<thead>
<tr>
<th>First Year</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>1.57</td>
<td>1.50</td>
<td>1.50</td>
</tr>
<tr>
<td>Median</td>
<td>1.50</td>
<td>1.50</td>
<td>1.50</td>
</tr>
<tr>
<td>25%ile</td>
<td>1.50</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>75%ile</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Year</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>2.15</td>
<td>1.50</td>
<td>1.50</td>
</tr>
<tr>
<td>Median</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>25%ile</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>75%ile</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Rank (out of 14 schools)
- First Year: 2
- Senior Year: 1

## Sense of Mission

(Cronbach's alpha=.879)

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean</th>
<th>Median</th>
<th>25%ile</th>
<th>75%ile</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>4.27</td>
<td>4.30</td>
<td>4.00</td>
<td>4.85</td>
</tr>
<tr>
<td>Senior</td>
<td>4.23</td>
<td>4.20</td>
<td>3.90</td>
<td>4.70</td>
</tr>
</tbody>
</table>

Social and personal development of students is an important part of the mission at this institution.

Ethical and spiritual development of students is an important part of the mission at this institution.

This institution offers opportunities for volunteering and community service.

This institution offers opportunities for developing leadership skills.

As a result of your experience here, you are more aware of your own personal values.

The heritage of the founding religious community of this institution is evident here.

The mission of this institution is widely understood by students.

The mission of this institution is reflected in its course offerings.

The faculty at this institution discusses the ethical implications of what is being studied.

At this institution, there are opportunities for students to strengthen their religious commitment.

## Respect for Diversity

(Cronbach's alpha=.870)

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean</th>
<th>Median</th>
<th>25%ile</th>
<th>75%ile</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>4.32</td>
<td>4.40</td>
<td>4.00</td>
<td>4.80</td>
</tr>
<tr>
<td>Senior</td>
<td>4.28</td>
<td>4.40</td>
<td>3.85</td>
<td>5.00</td>
</tr>
</tbody>
</table>

The faculty, staff, and students here are respectful of people of different religions.

The faculty, staff, and students here are respectful of people of different races and cultures.

Students feel free to express their individual spirituality here.

People of different sexual orientations are accepted socially here.

The environment here encourages students to develop an appreciation of diversity.

---

*Note. Adapted from “Mission perception inventory Report” a commissioned study, by Adventist University of Health Sciences, 2008. Used by Permission.*
Appendix C

February 20, 2012

Stephen Roche
VP of Student Services
Florida Hospital College of Health Sciences

Dear Stephen,

Thank you for your copyright inquiry. Please accept this letter as written permission to use any or all portions of the Florida Hospital College Mission Perception Inventory Reports in your doctoral dissertation. All citation guidelines per your graduate institutions dissertation guide and or APA guide will be acceptable to Florida Hospital College.

Sincerely,

Roy Lukman, PhD
Director of Institutional Effectiveness
Florida Hospital College of Health Sciences
Appendix D

American Society of Civil Engineers Vision Statement

“Entrusted by society to create a sustainable world and enhance the global quality of life, civil engineers serve competently, collaboratively, and ethically as master:

1. Planners, designers, constructors, and operators of the built environment, which is society’s economic and social engine;

2. Stewards of the natural environment and its resources;

3. Innovators and integrators of ideas and technology across the public, private, and academic sectors;

4. Managers of risk and uncertainty caused by natural events, accidents, and other threats;

5. Leaders in discussions and decisions shaping public environmental and infrastructure policy” (Lynch, Russell, Evans, & Sutterer, 2009).

Appendix E

American Society of Civil Engineers Professional Outcomes

Communication
1. Receiving: *develop* an awareness of the factors involved in effective verbal, written, and graphical communications;
2. Responding: *discuss* the factors involved in effective verbal, written, and graphical communications;
3. Valuing: *demonstrate* a commitment to effective verbal, written, and graphical communications;
4. Organizing/conceptualizing: *integrate* principles from effective communications into work products;
5. Characterizing: *distinguish* between effective and ineffective communications, and ways to improve the latter and display effective communication.

Public Policy
1. Receiving: *identify* public policy information relevant to engineering;
2. Responding: *present* public policy concepts in engineering contexts;
3. Valuing: *seek* public policy information, concepts, and processes relevant to specific engineering situations;
4. Organizing/conceptualizing: *integrate* public policy considerations within the context of a project; and
5. Characterizing: *influence* public policy issues as they relate to the engineering profession.

Business and Public Administration
1. Receiving: *describe* management principles applicable to public and private enterprises;
2. Responding: *present* appropriate management principles in the context of a project;
3. Valuing: *explain* the importance of effective management;
4. Organizing/conceptualizing: *organize* a management plan; and
5. Characterizing: *practice* effective management.

Globalization
1. Receiving: *identify* influences of globalization on the practice of engineering;
2. Responding: *participate* in the internalization of contemporary concerns and opportunities into engineering practice—the types of problems and their solution possibilities;
3. Valuing: *propose* engineering activity in emergent global areas of opportunity, and alterations to accommodate global teams, clients, and concerns;
4. Organizing/conceptualizing: *integrate* global practices and concerns into the practice of engineering;
5. Characterizing: *direct* firms and clients to the provision of engineering services reflecting global issues and opportunities.

Leadership
1. Receiving: *describe* leadership qualities and attributes;
2. Responding: *perform* leadership functions;
3. Valuing: *demonstrate* interest in leadership development;
4. Organizing/conceptualizing: *organize* leadership experiences and assesses learning; and
5. Characterizing: *influence* others to be leaders.

Teamwork
1. Receiving: *describe* characteristics of effective intra-and multidisciplinary teams;
2. Responding: *participate* in intra-and multidisciplinary teams;
3. Valuing: *share* suggestions to enhance team performance;
4. Organizing/conceptualizing: *organize* the team including integrating team members and altering processes to achieve more effective results; and
5. Characterizing: *displays* team-building skills and *influences* others.
**Attitudes**

1. Receiving: describe attitudes conducive to the effective practice of engineering;
2. Responding: identify situations where attitudes are or will be important to engineering success; identify the attitudes involved in real situations;
3. Valuing: demonstrate proper attitudes in engineering performance and interpretation of tasks; commit to them;
4. Organizing/conceptualizing: lead by example in the application of proper attitude in complex situations and with other professionals; inspire professional attitude in colleagues and clients; and
5. Characterizing: develop and implement a consistent expectation of proper professional attitude within the engineering unit and extending to other units with whom cooperation is necessary.

**Lifelong Learning**

1. Receiving: identify the value of lifelong learning in the career of the engineer;
2. Responding: select specific aspects of lifelong learning that add value when approaching new problems, whether technical or professional;
3. Valuing: demonstrate concrete steps toward establishing a habit of lifelong learning and areas in which it has contributed to professional performance;
4. Organizing/conceptualizing: show an organized approach to the acquisition of new knowledge throughout a career; and
5. Characterizing: evaluate the relation between the aspirations of individuals and organizations, and lifelong learning habits, plans, and programs.

**Professional and Ethical Responsibility**

1. Receiving: identify the professional and ethical responsibilities of an engineer;
2. Responding: discuss the professional and ethical responsibilities of an engineer; identify ethical issues in unstructured situations;
3. Valuing: commit to the standards of professional and ethical responsibility for engineering practice;
4. Organizing/conceptualizing: integrate professional and ethical standards into one’s own practice; and
5. Characterizing: display professional and ethical conduct in engineering practice and expect the same of others, whether colleagues, supervisors, or employees.

---

Appendix F

Title: Beyond the Cognitive: The Affective Domain, Values, and the Achievement of the Vision
Author: Daniel R. Lynch; Jeffrey S. Russell; Jeffrey C. Evans; Kevin G. Sutterer
Publication: Journal of Professional Issues in Engineering Education & Practice
Publisher: American Society of Civil Engineers
Date: 2009-01-00
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### Appendix G

**Kang: Conceptual Framework**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Internal Competencies (more toward the learner’s internal construction of the domain)</th>
<th>External Competencies (more toward the external application of the domain)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive</strong></td>
<td>Information management ability: Collecting and selecting information Knowledge construction ability: Constructing knowledge</td>
<td>Knowledge utilization ability: Applying knowledge Problem-solving ability: Producing creative solutions</td>
</tr>
<tr>
<td><strong>Affective</strong></td>
<td>Self-identity: Acknowledging the uniqueness of Self-value: Setting up one’s personal value system</td>
<td>Self-directedness: Having self-directed/active attitudes Self-accountability: Having proactive attitudes</td>
</tr>
<tr>
<td><strong>Sociocultural</strong></td>
<td>Social membership: Acknowledging the existence of community and his/her membership Social receptivity: Accepting others</td>
<td>Socializing ability: Communicating with other community members Social fulfillment: Assuming a proactive role</td>
</tr>
</tbody>
</table>
Dear Stephen,
Thank you for requesting permission to use “Developing an Educational Performance Indicator for New Millennium Learners” Myunghee Kang, Heeok Heo, Ilhyun Jo, Jongho Shin, and Jeonghee Seo (vol. 43, no. 2, pp. 157-170). ISTE permits your use of the material (limited, noncommercial within classroom, school, district, or for research) at no cost as long as there is no monetary gain.
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Please let me know if I can be of additional assistance.

Regards,

Paul Wurster
Managing Editor
Permissions Editor
*Learning & Leading with Technology*
[www.iste.org/LL](http://www.iste.org/LL)
International Society for Technology in Education
[www.iste.org](http://www.iste.org)
Phone: 1.541.434.8941
Fax: 1.541.302.3781
pwurster@iste.org
### New Millennium Learners Educational Measurement Tool

<table>
<thead>
<tr>
<th>Domain</th>
<th>Subdomain</th>
<th>Code</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive</strong></td>
<td>Information Management</td>
<td>EP01</td>
<td>When I study, I collect necessary data.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EP02 I usually make use of other sources of data than the textbook.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EP03 When I study, I look for answers on the Internet or in the library.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EP04 I can locate and make use of data or information that are helpful to my studies</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Construction</td>
<td></td>
<td>I usually ask myself whether I understood class content well.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EP05</td>
<td>I usually reflect upon the content even if I understood it well.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EP06</td>
<td>When I study, I try to find answers to my questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EP07</td>
<td>If I cannot understand the content, I try to fully make sense of it by asking other people.</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Utilization</td>
<td>EP09</td>
<td>I try to apply things I learned in class to the real world.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EP10</td>
<td>I usually raise questions on ordinary thoughts and look for alternatives.</td>
</tr>
<tr>
<td>Problem</td>
<td>Solving</td>
<td>EP11</td>
<td>I provide solutions that no one else thought of.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EP12</td>
<td>I can find solutions even though the problem is complex.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EP13</td>
<td>I usually think of the solution and deal with the problem calmly.</td>
</tr>
<tr>
<td><strong>Affective</strong></td>
<td>Self-Identity</td>
<td>EP14</td>
<td>I know my strengths and weaknesses.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EP15</td>
<td>I have dreams and goals that I can clearly explain to others.</td>
</tr>
<tr>
<td></td>
<td>Self-Value</td>
<td>EP16</td>
<td>I try to maintain integrity in my life.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EP17</td>
<td>When I did something dishonest, I try to rectify it.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EP18</td>
<td>I try my best to keep promises I made with myself or with others.</td>
</tr>
<tr>
<td></td>
<td>Self-Directedness</td>
<td>EP19</td>
<td>I take good care of the list of things I have to do.</td>
</tr>
<tr>
<td></td>
<td>Self-Accountability</td>
<td>EP20</td>
<td>If I get lower grades than I expected, I try to find out why.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EP21</td>
<td>I am usually reliable in a group learning situation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EP22</td>
<td>I try my best to perform my role in a group learning situation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EP23</td>
<td>I usually submit school assignments on time.</td>
</tr>
<tr>
<td>Sociocultural</td>
<td>Social Participation</td>
<td>EP24</td>
<td>I think it is important to have chances to meet new people through extracurricular (club) activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EP25 I have others besides school friends with whom I can share my feelings.</td>
</tr>
<tr>
<td></td>
<td>Social Receptivity</td>
<td>EP26</td>
<td>I am usually nice to new students in the class.</td>
</tr>
<tr>
<td>EP27</td>
<td>I can hang around with classmates with personalities and interests very different from mine.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EP28</td>
<td>I don’t think ethnicity has anything to do with making friends.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Socialization**

| EP29 | I usually cooperate and work well with others. |
| EP30 | I am confident that I can gain the trust of my friends. |

**Social Fulfillment**

| EP31 | I try to be a leader in a group-learning situation. |
| EP32 | In a situation where we need to make decisions together, my friends usually follow my choice. |
| EP33 | I contribute more than an average amount when I am in a group. |

*Note.* Adapted from “Developing an Educational Performance Indicator for New Millennium Learners” by M. Kang, H. Heo, I. Jo, J. Shin, and J. Seo, 2010, *Journal of Research on Technology in Education*, vol. 43, no. 2 © 2010-11, ISTE ® (International Society for Technology in Education), www.iste.org. All rights reserved.
## Appendix K

**Garrison: Community of Inquiry (Elements, Categories and Indicators)**

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>CATEGORIES</th>
<th>INDICATORS (examples only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Presence</td>
<td>Open Communication</td>
<td>Risk-free expression</td>
</tr>
<tr>
<td></td>
<td>Group Cohesion</td>
<td>Encourage collaboration</td>
</tr>
<tr>
<td></td>
<td>Affective Expression</td>
<td>Emoticons</td>
</tr>
<tr>
<td>Cognitive Presence</td>
<td>Triggering Event</td>
<td>Sense of puzzlement</td>
</tr>
<tr>
<td></td>
<td>Exploration</td>
<td>Information exchange</td>
</tr>
<tr>
<td></td>
<td>Integration</td>
<td>Connecting ideas</td>
</tr>
<tr>
<td></td>
<td>Resolution</td>
<td>Apply new ideas</td>
</tr>
<tr>
<td>Teaching Presence</td>
<td>Design &amp; Organization</td>
<td>Setting curriculum &amp;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>methods</td>
</tr>
<tr>
<td></td>
<td>Facilitating Discourse</td>
<td>Sharing personal meaning</td>
</tr>
<tr>
<td></td>
<td>Direct Instruction</td>
<td>Focusing discussion</td>
</tr>
</tbody>
</table>

*Fig. 2. Community of inquiry elements, categories and indicators*

Appendix L

Garrison: Cognitive Presence

Appendix M

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Feb 20, 2012

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Appendix N

Hill: Major Factors of Social Learning Theory

<table>
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<tr>
<th>Construct</th>
<th>Applications in WBLEs</th>
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</thead>
<tbody>
<tr>
<td>Context</td>
<td>• Provide opportunities for creating and sharing in-depth messages</td>
</tr>
<tr>
<td></td>
<td>• Enable support by more knowledgeable others</td>
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<tr>
<td></td>
<td>• Encourage interaction by the instructor and peers</td>
</tr>
<tr>
<td>Group and class size</td>
<td>• Monitor group size to enable support from more knowledgeable others (i.e., peers)</td>
</tr>
<tr>
<td></td>
<td>• Monitor class size to enable consistent and engaged interaction</td>
</tr>
<tr>
<td>Resources</td>
<td>• Encourage effective use of postings and other resources</td>
</tr>
<tr>
<td></td>
<td>• Provide strategies to identify, interpret, and utilize resources</td>
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<tr>
<td>Culture and Community</td>
<td>• Facilitate online interactions so they meet the needs of learners from a variety of cultures</td>
</tr>
<tr>
<td></td>
<td>• Provide multiple formats for communication to meet differing cultural needs</td>
</tr>
<tr>
<td>Community</td>
<td>• Facilitate connection-building in small and large groups</td>
</tr>
<tr>
<td></td>
<td>• Support collaborative activities</td>
</tr>
<tr>
<td>Learner Characteristics</td>
<td>• Take into consideration reflective thinking abilities</td>
</tr>
<tr>
<td>Epistemological beliefs</td>
<td>• Gain an understanding of epistemological beliefs of students to guide design</td>
</tr>
<tr>
<td>Individual learning styles</td>
<td>• Gain an understanding of learning styles to guide design</td>
</tr>
<tr>
<td></td>
<td>• Enable different levels of interaction to accommodate individual learning styles</td>
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<tr>
<td>Self-efficacy</td>
<td>• Enable choice in interactions to minimize social anxiety</td>
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<tr>
<td></td>
<td>• Promote self-regulated learning</td>
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<tr>
<td>Motivation</td>
<td>• Incorporate authentic activities</td>
</tr>
<tr>
<td></td>
<td>• Send messages regularly to motivate learners</td>
</tr>
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</table>

Appendix O

Title: Social Learning Theory and Web-Based Learning Environments: A Review of Research and Discussion of Implications
Author: Janette R. Hill, Liyan Song, Richard E. West
Publication: American Journal of Distance Education
Publisher: Taylor & Francis
Date: May 19, 2009
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Appendix P

Student Interview One Protocol form

for the research project

“Promoting the Affective Domain within Online Education”

Student Identification Number ____________

Date ____________

Time ____________

Introduction:

Welcome! Thank you for giving of your time for this very important project. Today we will perform the first of several interviews for the research project entitled, “Promoting the Affective Domain within Online Education.” The first item to remember is this is not a test. Take your time and know that there are no wrong answers. The second item is to ask (at anytime) for clarification if the question is unclear to you. Lastly, at any time you feel uncomfortable with the process, or you need a break, please let me know and we will accommodate your request.

The interview is designed to gather data about your online educational experiences at Adventist University. Along with recording the interview for transcribing later, I may take a few brief notes as you speak. The recording or notes will not have your name on them and will be accessible only to the Principal Investigator and possibly the Chair of the research committee.

This interview should last forty-five minutes to one hour. Do you have any questions? If not, then let’s begin.

1. Why did you decide to study at Adventist University of Health Sciences? What attracted you to the school?
2. What do you most hope to learn while obtaining your Bachelor’s degree?
3. Think of your favorite instructor in your Bachelor’s program and compare your experience with them to experiences you have had with other favorite
instructors in the past (please do not use the instructor’s real name, you can however, identify the instructor by using descriptors, such as “my ADU instructor,” and “my former instructor”).

4. Compare your education at Adventist University of Health Sciences with that of other colleges or universities you have attended. What is different? The same? Better? Worse?

5. Have you taken online courses at other colleges or universities? If yes, compare them to those of Adventist University of Health Sciences. If not, compare them to other face-to-face classes you have experienced.

6. Are you aware of the faith-based mission of Adventist University of Health Sciences? If yes, tell me how you know and what you know about it. If no, does this come as a surprise to you? Why or Why not?

7. If asked to choose between technical knowledge or personal and professional growth, which would be more important to you as a student in your Bachelor’s degree experience? Why?

8. How do you view yourself in the clinical environment? Describe how you relate to the person who is having the radiologic procedure.

9. Has the mission of Adventist University of Health Sciences been meaningful (helpful) to you in the education process? Explain how and why?

10. Can you cite any specific actions or experiences that have occurred in your online education at Adventist University of Health Sciences, which may have had an impact on your personal views, values, or beliefs? If so, please re-tell the experience.
Appendix Q

Faculty Interview One Protocol form

for the research project

“Promoting the Affective Domain within Online Education”

Faculty Identification Number __________

Date _________

Time _________

Introduction:

Welcome! Thank you for giving of your time for this very important project. Today we will perform the first of several interviews for the research project entitled, “Promoting the Affective Domain within Online Education.” The first item to remember is this is not a test. Take your time and know that there are no wrong answers. The second item is to ask (at anytime) for clarification if the question is unclear to you. Lastly, at any time you feel uncomfortable with the process, or you need a break, please let me know and we will accommodate your request.

The interview is designed to gather data about your online teaching practices and experiences. Along with recording the interview for transcribing later, I may take a few brief notes as you speak. The recording or notes will not have your name on them and will be accessible only to the Principal Investigator and possibly the Chair of the research committee.

This interview should last forty-five minutes to one hour. Do you have any questions? If not, then let’s begin.

1. Why do you teach? Are there specific reasons why you teach at Adventist University of Health Sciences?
2. Do you integrate the ADU seven learning outcomes into your classroom curriculum? If, so can you give an example?
3. What would you say are top three personal attributes needed to be a successful Radiographer?
4. Compare your teaching experience at Adventist University of Health Sciences with that of other colleges or universities you have taught. What is different? The same? Better? Worse?

5. Have you taught online courses at other colleges or universities? If yes, compare them to those of Adventist University of Health Sciences. If not, compare them to other face-to-face classes you have experienced.

6. Are you aware of the faith-based mission of Adventist University of Health Sciences? If yes, tell me how you know and what you know about it. If no, does this come as a surprise to you? Why or Why not?

7. How important is a students’ personal and professional growth during the Bachelor’s degree compared to their growth in technical knowledge?

8. As an educator how do you view yourself in the classroom environment? Describe how you relate to the student as an educator?

9. Has the mission of Adventist University of Health Sciences assisted (supported) you in the education of the students? Explain how and why?

10. Can you cite any specific actions or experiences that have occurred in your online classes at Adventist University of Health Sciences which may have had an impact on your students’ personal views, values, or beliefs? If so, give some examples.
Overview
The Department of Radiologic Sciences welcomes you as a Course Instructor in the BSRS program. Online education is an exciting field and we hope you enjoy your teaching experience in this program. This document outlines the policies and procedures that will guide you in this role.

Communication
In the online environment, communication is essential to maintaining relationships with students and faculty. Before a course begins, the Course Instructor should communicate with all Section Adjuncts via external e-mail or by phone. Once a course begins, communication is done primarily through the internal e-mail system in ANGEL. The following outlines the policies concerning communication within a course:

- Check e-mail at least once a day Monday through Friday, and as needed on the weekend.
- Answer all e-mails within 24 hours Monday through Friday and within 48 hours on the weekend.
- If you are unable to address a student’s question or concern, you may contact the Program Coordinator.

Course Preparedness
Course Instructors are responsible for preparing and organizing all the content within a course. This includes the course manual (syllabus & schedule), reading assignments, presentations, projects, assessments, and any other pertinent material. This content must be finalized at least 1 month prior to the opening of the course.

Chats
Chat sessions are conducted several times throughout a course. Chats allows for synchronous communication between section adjuncts and students, an important
component to the students’ learning experience. Adhere to the following guidelines concerning chat:

- Be sure that you are familiar with the week’s material, including reading assignments and presentations. This will enable you to answer student questions and lead chat with confidence.

- It is your responsibility to be prepared for all chats. As the Course Instructor, you may choose to send out chat guides to the Section Adjuncts to assist in this process.

- Enter the chat room at least 5-10 minutes before the scheduled start time. If you encounter unexpected technical difficulties, this will allow you time to take action.

- Keep a record of all students present in the chat session. At the end of the chat session, you must input your chat attendance in ANGEL. You only need to indicate which students were present. At the end of the course, the students’ chat participation grade is calculated based on your records, so accuracy is crucial.

- Ensure that all students are actively participating during the chat session. This may require asking questions directly to a student. If participation is minimal or if they arrive more than 15 minutes late, note this as you input your chat attendance.

**Grading**

The Course Instructor and Section Adjuncts are responsible for grading all assignments submitted by the students in their group. Be sure to communicate the grading criteria for the assignments to the Section Adjuncts. To ensure accurate and timely grading, please adhere to the following:

- Take note of all assignment deadlines, taking note of any late submission policies noted in the course syllabus. Set aside appropriate time to complete your grading.

- Provide feedback to the students on how you arrived at their grade. Note areas of good work and needed improvement.

- APA 6 format must be followed for all assignments submitted, unless otherwise indicated. Be sure you are familiar with the formatting requirements outlined in the *Publication Manual of the American Psychological Association, 6th Edition*.

- Assignment grades should be completed and inputted into the gradebook within 3 days of the submission deadline. This allows for timely feedback for the students.
Course grades must be submitted by the Course Instructor by the Wednesday after the course has ended. Be sure that all grades have been entered into the gradebook by the end of the course to facilitate this process.

Managing Your Students
Course Instructors serve as mentors to students, guiding them through the course and offering support and encouragement. This includes e-mailing students to check on their progress, contacting students who are not participating or submitting assignments, and answering the students’ questions. Interaction with students can be done via e-mail, discussion postings, or chat. Weekly reminder e-mails to the students and Section Adjuncts about upcoming deadlines are also effective ways of keeping everyone on task.

Working with the Section Adjuncts
The Course Instructor should keep in contact with the Section Adjuncts, informing them about any changes to the course requirements, grading instructions, chat schedule, or issues with their assigned students. The Section Adjunct should contact the Course Instructor for any of the following reasons:

- A student wants to take an exam early or late
- There is a dispute between a student and a Section Adjunct over a grade on an assignment
- A student has failed to submit an assignment by the stated deadline
- A student is challenging an exam/quiz question that the Section Adjunct is unable to resolve
- A student wishes to appeal a grade
- A student wishes to withdraw from the course
- The Section Adjunct is unable to conduct a chat session

It is the Course Instructor’s responsibility to make a decision on the issue or escalate the issue to the Program Coordinator.

When to Notify the Program Coordinator
Examples of when the Program Coordinator should be notified include, but are not limited to:
There is a dispute between a student and the Course Instructor that cannot be resolved

A student wishes to appeal a grade

A student wishes to withdraw from the course
Appendix S

Bachelor’s of Science in Radiologic Sciences Program
Section Adjunct Responsibilities

Overview
The Department of Radiologic Sciences welcomes you as a Section Adjunct in the BSRS program. Online education is an exciting field and we hope you enjoy your teaching experience in this program. This document outlines the policies and procedures that will guide you in this role.

Communication
In the online environment, communication is essential to maintaining relationships with students and faculty. Before a course begins, the course instructor may communicate with you via external e-mail or by phone. Once a course begins, communication is done primarily through the internal e-mail system in ANGEL. The following outlines the policies concerning communication within a course:

- Check e-mail at least once a day Monday through Friday, and as needed on the weekend.
- Answer all e-mails within 24 hours Monday through Friday and within 48 hours on the weekend.
- If you are unable to address a student’s question or concern, forward the e-mail to the course instructor.

Course Preparedness
Section Adjuncts are responsible for familiarizing themselves with the course content. This includes the course manual, reading assignments, presentations, projects, and any other pertinent material. This will enable you to effectively answer student questions.

Chats
Chat sessions are conducted several times throughout a course. Chats allows for synchronous communication between section adjuncts and students, an important component to the students’ learning experience. Adhere to the following guidelines concerning chat:
Read ahead. Be sure that you are familiar with the week’s material, including reading assignments and presentations. This will enable you to answer student questions and lead chat with confidence.

It is your responsibility to be prepared for all chats. The course instructor will often send out chat guides to assist in this process. However, each section adjunct should have an agenda prepared going into chats. It helps to write down the topics you plan on discussing ahead of time.

Enter the chat room at least 5-10 minutes before the scheduled start time. If you encounter unexpected technical difficulties, this will allow you time to take action.

Keep a record of all students present in the chat session. At the end of the chat session, you must input your chat attendance in ANGEL. You only need to indicate which students were present. At the end of the course, the students’ chat participation grade is calculated based on your records, so accuracy is crucial.

Ensure that all students are actively participating during the chat session. This may require asking questions directly to a student. If participation is minimal or if they arrive more than 15 minutes late, note this as you input your chat attendance.

Grading
Each Section Adjunct is responsible for grading all assignments submitted by the students in their group. Refer to the grading criteria set by the course instructor. To ensure accurate and timely grading, please adhere to the following:

- Take note of all assignment deadlines, taking note of any late submission policies noted in the course syllabus. Set aside appropriate time to complete your grading.
- Provide feedback to the students on how you arrived at their grade. Note areas of good work and needed improvement.
- APA 6 format must be followed for all assignments submitted, unless otherwise indicated. Be sure you are familiar with the formatting requirements outlined in the Publication Manual of the American Psychological Association, 6th Edition.
- Assignment grades should be completed and inputted into the gradebook within 3 days of the submission deadline. This allows for timely feedback for the students.
Course grades must be submitted by the course instructor by the Wednesday after the course has ended. Be sure that all grades are in the gradebook by the end of the course to facilitate this process.

Managing Your Students
Section Adjuncts serve as mentors to their students, guiding them through the course and offering support and encouragement. This includes e-mailing students to check on their progress, contacting students who are not participating or submitting assignments, and answering the students’ questions. Interaction with students can be done via e-mail, discussion postings, or chat. If a student is not participating or has not submitted an assignment, you should also include the course instructor in your correspondence.

When to Notify the Course Instructor
Examples of when the course instructor should be notified include, but are not limited to:

- A student wants to take an exam early or late
- There is a dispute between a student and a Section Adjunct over a grade on an assignment
- A student has failed to submit an assignment by the stated deadline
- A student is challenging an exam/quiz question that the Section Adjunct is unable to resolve
- A student wishes to appeal a grade
- A student wishes to withdraw from the course
- The Section Adjunct is unable to conduct a chat session
Appendix T

GENERAL EDUCATION REQUIREMENTS (27 CREDITS)

DBSA 343 Legal Aspects of Health Care (3)
An introduction to general law and its interpretation, including various aspects of personnel law, contract law, and those laws regulating the relationship of for-profit and not-for-profit organizations with governmental and non-governmental agencies.

DREL 368 World Religions for the Health Professions (3)
(Pre-requisite: DENG 102 / English Comp II)
Study of the major world religions, including their history and development. This course will also familiarize the student with the major tenets and practices of these religions. Teachings and practices that impact the practice of health care are emphasized.

DREL 379 Lessons on Living: Biblical Perspectives (3)
(Pre-requisite: DENG 102 / English Comp II)
This course completes the coverage of the major religions of the world through an introduction to the wisdom literature of the Jewish and Christian Bible, followed by a close reading of the Sermon on the Mount and selected parables attributed to Jesus.

DREL 305 Ethics for Nursing and Allied Health (3)
(Prerequisite: DENG 102/English Comp II)
A survey of ethical issues facing the allied healthcare professional from a Christian perspective. Topics include: confidentiality, conflict of interest, autonomy, culturally appropriate health practice, reproductive issues, end of life care, and issues in the allocation of health care. The student will have the opportunity to draw upon clinical practice.

(taken from Bachelors of Science in Radiologic Sciences Program Manual 2012-2013)
Appendix U

Project A – Interview with the Doctor

Description: The student must conduct a 15-minute interview with a Radiologist or Physician on a topic related to CT (see suggested topics below). The student must provide a typed transcript of the interview. A literature review must also be conducted on the topic. At the end of the literature review, a summary of the student’s conclusions, opinions, and thoughts is required. This is an individual project.

Guidelines for Project Components:

Interview & Transcript
- Conduct an interview with a Radiologist or Physician, lasting at least 15 minutes. You may record the interview only if granted permission by the Radiologist or Physician.
- At the beginning of the transcript, include a brief description of the Radiologist’s or Physician’s qualifications, place of employment, and experience with CT.
- The interview transcript must be typed using the following format:
  
  **Student Name:** I am conducting your interview.
  
  **Physician Name:** Thank you for conducting this interview.

Literature Review:
- Consult journals, articles, textbooks, and reliable internet sources to research your topic. This component of this project provides all the background information on your topic, including benefits, concerns, and future trends.
- The literature review must be between 800 and 1,000 words. The word count does not include the title page or references page. A minimum of 3 references must be used (you cannot use Wikipedia.com).
- The summary must state your conclusions about the topic based on the interview and the literature review. Include your thoughts and opinions.

Guidelines for Project Submission:
- All project components must be contained within a single Word document. The order of components should be: title page, interview transcript, literature review, references.
- Adhere to APA format regarding the title page, running head, page numbers, and references. For more information on APA formatting, go to http://owl.english.purdue.edu/owl/resource/560/01/.
- Submit the project to the **Project A Assignment Dropbox**.
- The deadline to submit this project is **Sunday, March 15** by 11:00 p.m. (ET). Failure to submit the project on time will result in a 10% deduction of the grade for the assignment for each day it is late. After Thursday, March 19, no submissions will be accepted. Students failing to submit their project prior to this date will receive a score of zero.
Beyond Healthcare Education
FHCHS Four Assumptions Comprehensive Model

FAITH DIMENSION

All four assumptions take place against the backdrop of individual faith and functional dimensions.

THE BIBLE IS GOD’S REVELATION TO MANKIND

JESUS CHRIST IS GOD IN THE FLESH

GOD CREATED THE UNIVERSE

GOD EXISTS

FUNCTIONAL DIMENSION

It is important to realize that the four assumptions do not operate in isolation but work together.

The model’s premise is that the four assumptions are essential to successful understanding of Healthcare Education as Ministry.
Connecting Healthcare as Ministry With Dimensions of Learning

By linking what we know about healthcare education with a framework for teaching and learning, we can improve the likelihood that FHCHS will transition to Healthcare as Ministry.
Appendix X
November 7, 2012

Dear Stephen,

Thank you for your inquiry. This serves as written permission to use any or all portions of Healthcare as Ministry in your doctoral dissertation. All citation guidelines per your graduate institution's dissertation guide will be acceptable to myself and/or Adventist University of Health Sciences.

Sincerely,

[Signature]

David Greenlaw
President
Adventist University of Health Sciences
Appendix Z

Adventist University of Health Sciences
Learning Outcomes

Caring
The graduate of ADU will be a caring professional. These individuals possess willingness to understand another's perspective on life, demonstrate concern for individuals that they work for and with, and an ability to engage in activities for the benefit of another.

A caring individual:
- Integrates the principles of caring.
- Respects the dignity and wellbeing of others
- Demonstrates empathy.
- Evaluates their own caring behaviors through reflection and peer evaluation.

Communication
The graduate of ADU will be an effective communicator. Communication is characterized by appropriate verbal, nonverbal, and written skills.

The effective communicator:
- Demonstrates proficiency in the English language.
- Recognizes and implements appropriate communication in a variety of settings.
- Addresses communication barriers appropriately.
- Maximizes opportunities to create a positive first impression.
- Engages in active listening.

Critical Thinking
The ADU graduate will be a critical thinker. A critical thinker is one who can gather relevant information, and analyze and use that knowledge appropriately.

The critical thinker:
- Engages in inductive and deductive reasoning, analysis, and decision making.
- Applies critical thinking skills in a variety of situations.

Ethical/Moral
The ADU graduate will treat everyone with respect and equality recognizing the value of each person. The graduate will demonstrate integrity by exhibiting the characteristics of a Christian professional.

The ethical/moral individual:
- Identifies the principles of ethical/moral decisions making.
- Possesses integrity that is evident in their professional relationships.
- Exhibits ethical/moral standards in decision making.
- Evaluates ethical/moral standards through reflection and peer evaluation.
Lifelong Learning

The ADU graduate will be a lifelong learner. Lifelong learning is the pursuit of excellence through the ongoing acquisition of knowledge and professional expertise.

The Lifelong Learner:
- Seeks a variety of learning opportunities.
- Integrates growth and improvement in learning experiences.
- Reflects on learning experiences.
- Demonstrates information literacy.

Professional Expertise

The ADU graduate will demonstrate professional expertise by passing appropriate professional examinations and exhibiting proficiencies within the healthcare environment.

The professional will be able to:
- Demonstrate an adequate knowledge base of their profession.
- Perform skills appropriate to the clinical environment.
- Advocate for the patient and the profession.
- Function appropriately within a team.

Service to the Community

The ADU graduate will engage in socially responsible voluntary service to the community. These individuals will fulfill their social, civic and environmental responsibilities through their involvement in service initiatives.

The serving individual:
- Addresses the needs of underserved populations.
- Participates in the professional community.
- Engages with civic entities.
- Evaluates service opportunities through self reflection and peer evaluations.
November 7, 2012

Dear Stephen,

Thank you for your inquiry. This serves as written permission to use any or all portions of BSR Course Instructor Responsibilities, BSR Section Adjunct Responsibilities, BSR Course Development Manual, BSR Program Manual 2012-2013, Exploration and Interfaith Interview, and Project A in your doctoral dissertation. All citation guidelines per your graduate institution’s dissertation guide will be acceptable to myself and/or Adventist University of Health Sciences.

Sincerely,

[Signature]

Genese Gibson
BSR Chairperson
Appendix BB

Course Development Manual

Faculty Name

Phone Number

Email

COURSE DATES
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GRADING METRICS FOR DREL 368 WORLD RELIGIONS
INTERFAITH INTERVIEW

I. Assignment of Points

In this assignment points are assigned in three separate areas: (1) the evident preparation for the interview, 20%; (2) the submitted record of the interview, 40%; and (3) the personal reflection on the interview, 40%.

(1) PREPARATION FOR THE INTERVIEW

To receive full credit for this section, the paper submitted must show evidence of adequate preparation by the interviewer by consulting reliable sources BEFORE the interview begins and preparing appropriate questions in advance. The main focus of the assignment is on the understanding and practices of the person being interviewed. The person interviewed is NOT expected to be an expert or official representative of the religion, but an engaged and committed participant in that religion. The interviewer has an ethical and academic obligation to familiarize herself/himself in advance of the interview with the basic tenets and practices of the religion.

How is this prior knowledge of the interviewer demonstrated in the paper?

1. By the references cited and used in the text of the paper
2. By the content of specific questions framed in advance and included in the body of the paper or as an appendix
3. The transcript of the interchange reveals the knowledge of the interviewer

Preparation for the interview (points awarded from 0% to 20%)
(2) INTERVIEW
To receive full credit in this section

___ The submitted report includes a transcript or accurate restatement of the key portions of the interview.

___ The interview was planned in advance.

___ The interview was conducted in a setting conducive to conversation and with enough time to allow adequate responses and follow up questions.

___ The viewpoint and perspective of the person interviewed are accurately represented in the report.

___ The interviewee’s contact information is provided unless the course instructor has granted an exemption due to extraordinary circumstances.

___Interview (Points awarded from 0% to 40%)

(3) REFLECTION ON THE INTERVIEW
The purpose of the reflection is to describe how the interview contributed to the religious self-understanding of the interviewer. To receive full credit in this section, the interviewer draws on the experience and information to engage in critical reflection. The content and approach of the response is decided by the person writing it.

--The reflection may include comparisons between the interviewer’s beliefs and practices, and those of the one interviewed.

--The reflection may note the differences between the descriptions of the religion in the sources consulted, on the one hand, and the religious beliefs and practices of the one being interviewed, on the other hand.

--The reflection may draw out the wider implications of what the person interviewed expressed.

--Above all, the interviewer is encouraged to use the interview as the springboard for self-reflection and self-assessment

___Reflection on the Interview (Points awarded from 0% to 40%)

Total points awarded:
II. Deductions

POINTS MAY BE DEDUCTED FROM THE PAPER FOR ANY OF THE FOLLOWING REASONS:

___D1 The interview was not face to face in person, but by phone, text messaging, Skype, email, etc. (Deduction from -50% to -75%).

___D2 Failure to meet minimum standards of English usage, spelling, college level compositional presentation, or APA standards. (Deduction from -1% to -30%)

___D3 Failure to meet the word count minimum of 750 words or more for the whole paper. The amount deducted is to be pro-rated and proportional to the amount missing. (Deduction from -1% to -100%)

___D4 Failure to meet the word count minimum of 250 words or more for the personal reflection. The amount deducted is to be pro-rated and proportional to the amount missing. Incorporating additional interview information or merely repeating what was said in the interview will not be counted towards the minimum word requirement. (Deduction: -1%—40% for the response section).

___D5 Lack of coherence and organization in the development of the report. (Deduction from -1% to -30%)

___D6 The interviewer during the interview compromised the purpose of the assignment by overt criticism of the person interviewed or his/her religion, or by overt efforts during the interview to convert the person being interviewed. (Deduction: -20% to -30%)

___D7 The person interviewed is not a member of the religion at the time of the interview, but a former member. (Deduction: -50%)

___D8 The interviewer knowingly interviewed a person with negligible commitment to a religion and/or its practices (Deduction: -25% to -50%).

___D9 The religion of the interviewee chosen was not sufficiently distinct from that held by the interviewer, as defined by the assignment instructions (Deduction: -30% to -50%).

___D10 The report was not submitted to Turnitin in advance (Deduction: -5%)

___D11 The religion of the person interviewed for the second interview assignment was the same as that of the first person interviewed. (Deduction: -50%)

ALL POINTS WILL BE DEDUCTED FOR ANY OF THE FOLLOWING REASONS:

___D 12 The interview was fictitious or did not take place as described. (Deduct -100%)

___D13 The content of the paper, in whole or in part, was drawn from sources other than the person being interviewed, except when clearly identified in an approved manner and amount. (Deduct -100%)

TOTAL POINTS DEDUCTED:______
TOTAL POINTS AWARDED:________
NET SCORE FOR THE ASSIGNMENT:  /100
References


Fahy, P.J. (2002). Use of linguistic qualifiers and intensifiers in a computer conference. The American Journal of Distance Education, 16(1), 5-22.


