Standard 1 - Teaching and Learning

Lindenwood faculty are committed to designing courses and creating classroom cultures characterized by rigor, inclusiveness, support, and engagement for research-based teaching that will serve faculty from all disciplines and students from all groups. Guidelines and expectations developed by the colleges, departments, or programs to support needs and/or requirements specific to each will be determined by the academic administrators and communicated to the faculty.

TEACHING AND LEARNING	
Attributes	**Indictors**
Rigor	Designs rigorous courses that involve thoughtfully planned learning experiences that align with program and institutional expectations, traditions and trends of the field, and proven methods for learning. Sets appropriately high expectations for student learning, engages students in deep learning of meaningful content, assesses learning at levels of cognitive complexity beyond recall and understanding, and challenges students to develop new habits of mind that transfer across concepts and contexts.
Inclusiveness	Creates a classroom environment characterized by ongoing reflection and actions that mitigate biases, value differences, enhance accessibility, encourage meaningful dialogue, and increase feelings of belonging among students.
Support	Supports students by designing courses, organizing, guiding, interacting, and providing resources that aid student learning or success and/or enhance students' self-efficacy.
Engagement	Uses course design and instructional strategies to stimulate students' interest, motivation, and involvement in learning.