





civic responsibility  
from a Christian  
point of view. The  
HYUWYfDj  
interaction with  
the students  
exhibit care for the  
student, creating a  
safe and inviting  
learning  
environment.

civic  
responsibility  
from a Christian



### Standard 3: Student Reflection

Description: The course promotes thoughtful student reflection through activities and opportunities which guide students in reflecting on the content and its application.

Standard Source: Andrews University Strategic Plan Pillar Community and Strategic Initiative #4.

Exceptional

Target

Acceptable

Emerging

Unsatisfactory



## Standard 5: Faculty Presence

Description: The interactions between faculty and students within and outside the course are

Standard Source: [F Y[ i `Uf`UbX`gi VghUbhj Y`bhYfUW]cb`k ]h`h`Y`]bghfi Vtcf` ]g`U`ZYXYfU`fYei ]fYa YbhiZcf` ]bhYfUW]j Y`cb`]bYI`Vti fgYg" *"Self-paced" courses must meet at least the Emerging level.*

Exceptional

Target

Acceptable

Emerging

Unsatisfactory



## Standard 6: Stimulating Learning Experiences

Description: The course provides diverse opportunities for engaging intellectual discovery, inquiry and creative problem-solving.

Standard Source: Andrews University Mission Statement

| Exceptional | Target | Acceptable | Emerging | Unsatisfactory |
|-------------|--------|------------|----------|----------------|
|-------------|--------|------------|----------|----------------|

A thorough selection of significant learning experiences allow for rich intellectual discovery and inquiry. Assignments require and provide guidance and clear instruction for creative problem solving. Students are provided choices for methods of meeting content standards with various learning styles and pursuing individual interests within the boundaries of the



## Standard 7: Assessment

Description: Assessments are based on appropriate measurements for the type of knowledge or skills being assessed.

Standard Source: Andrews University Philosophy of Assessment

| Exceptional  | Target  | Acceptable   | Emerging   | Unsatisfactory  |
|--|---|--|--|---|
| Assessments are clearly based on, and at the same level of learning, as the stated course / program outcomes, with the connection between outcomes and assessments obvious and clear to students. Instructions clearly inform students of expectations, any exams are proctored and use randomized question test banks, and clear rubrics are included for all subjective assignments. | Assessments are based on, and at the same level of learning, as the stated course / program outcomes. Instructions clearly inform students of what is expected. Rubrics are used appropriately for subjective assignments. Exams are appropriately proctored. | Assessments are based on the stated course / program outcomes. Instructions inform students of what is expected. | Assessments are somewhat connected to the stated course / program outcomes. Instructions and expectations for students are somewhat unclear. | Assessments are unconnected to the stated course / program outcomes and have ambiguous instructions and expectations. |



Standard





## Required Course Components Checklist

### Syllabus

The syllabus must include detail to show how the course meets the credit hour definition. The faculty directed activity portion of the credit hour definition must be met appropriately online.

Textbook details must be included in the syllabus and textbooks must be submitted to `h\YVcc_g\rcfY f\j Yb ]ZVcc_g\UfYb\BicfXYfYXL"`

The syllabus must include the learning outcomes. c. Identify in your course (in the syllabus schedule, in lesson pages in LearningHub, etc.) which learning objectives the reading assignments, quizzes, and tests will cover.

Include the university academic integrity statement in your syllabus.

### LearningHub Setup

All of the information for the course, including course outcomes/objectives<sup>1</sup>, assignments, grading rubrics, instructions for assignments, quizzes/tests, assignment due dates, etc., should be posted on the LearningHub before the FIRST day that the course is opened to the students.

The course materials must be organized sequentially in LearningHub.

The LearningHub course site should use the applicable online degree layout, which typically includes a standard course header, standard instructor block on the right, and standard program support resources on the left.

### Interaction

Interactive online courses offered mainly asynchronously must have strong interaction with the instructor (Faculty Presence Standard) and with peers (Learning Community Standard). This is mainly achieved via discussion forums and other tools that encourage peer interaction. Strong interaction with the content is also encouraged.

Interactive online courses offered mainly synchronously, with regularly scheduled live videoconferences or phone conferences, must have strong interaction with the instructor (Faculty Presence Standard) and with peers (Learning Community Standard).

Depending on the design of the live sessions, peer interaction in discussion forums may also be necessary to achieve strong peer interaction. Strong interaction with the content is also encouraged.

Self-paced courses must have rich interaction with the content and with the instructor (Faculty Presence Standard).

### Introductions

Interactive Online courses require a design that provides for students and instructors to know each other (Learning Community Standard).

Self-paced courses require a design that provides for the instructor to know the students.

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## Assignment and Assessment Design

**Library Assignment.** It is highly recommended that every course include an assignment requiring students to use library resources for which the students have paid.

**Student Identity Verification.** Federal guidelines require that we must verify the identity of students in our online courses. Every course must have either at least one proctored exam or one live videoconference where the proctor or instructor checks the photo ID of the students.

**Synthesis.** Online graduate courses should be designed to help students apply what they learn in a significant way that serves to show their ability to synthesize course outcomes meaningfully within the context of their degree program. For undergraduate courses this is highly recommended as well, but there may be some rare exceptions. Design or use a project.

## Communication and Feedback

The instructor must provide the students with at least two (2) methods of communication desired for the course; such as Andrews email, through LearningHub, Skype, phone, text, etc. The instructor should provide a phone number where the students can reach him/her if needed.

All communication from students (email or phone calls) must be acknowledged within 1 business day of receipt. The only exception to this is if the instructor has a planned absence which should be known to the students via the course schedule. Any special needs to be listed in the syllabus.

We strongly urge you to use the News Forum and a help forum within LearningHub to communicate with students. Weekly announcements sent via the News Forum are received by the student in their Andrews email as well as in LearningHub.

Feedback is critical to the success of your students. Some feedback is automated on objective assessments such as multiple choice and true/false items. Other feedback is more thorough and detailed regarding projects, papers, and written assignments, and includes explaining to your students what the student has done well and why, what you marked wrong, why it is wrong, and how to improve for the future.

Model the behavior you expect from your students. Set aside time in your schedule for responding to students. Keep active in your online course. Ensure that all students are able to communicate with you. Call them on the phone if necessary (phone numbers are available).

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