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

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 gi VghUbh]jY UbX fY[i Uf UbX h\Y ghi XYbhg dYfW]jY h\Y]bghfi Wcf hc VY]dfYgYbh UbX]a a YX]UhY]b h\Y course.

Standard Source: ÍF Y[i Uf UbX gi VghUbh]jY]bhYfUWh]cb k]h\ h\Y]bghfi Wcf Î]g U ZYXYfU fYei]fYa Ybh Zcf Í]bhYfUWh]jY cb]bYÎ Wci 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: H\Y`Wci fg`Yg`UggYgga Ybh]g`Uddfcdf]UhY`m`]b_YX`hc`h\Y`YUfb]b[`ci h\Wa Yg`UbX`i gYg 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 /		
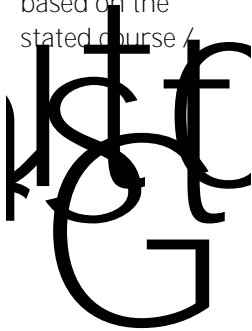
Standard

Assignment and Assessment Design

Library Assignment. It is highly recommended that every course include an assignment requiring h\Y˙i gY˙cZˊh\Y˙>Ua Yg˙K \]h̔Y˙@]VfUfm̥g̔Yfj]W˙g˙cf˙df]bh̤a YX]U#Y˙YW̔fcb]W 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 [fUX]b[˙fi Vf]W̔c˙[i]XY˙h\Y˙g̔ti XYbh̥g̔k cf_˙]b˙h\Y˙dfoject.

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 UbX#cf˙U˙fYW̥]dh̔cZˊh\Y˙Ícu h̔cZˊcZZ]W̑Î ˙a YggU[Y˙Zˊca ˙h\Y˙Ya U]˙gYfj Yf" ̔H\]g̔dc`]W̑n 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 ava