Online Instructional Standards and Expectations

1. Instructors are expected to be present in their online courses just as they are in their face-to-face ones (see e.g. Full-time Faculty Agreement 4.D; Part-time Faculty Agreement 4.B.1.b).  At minimum, instructors must be available on the first day of class and must check into their course frequently as the term progresses, providing the equivalent contact time expected for the credit hours of the course. Please refer to ISP 350 Credit Hour Policy for contact hours expected per credit hour.  Additionally, instructors must clearly identify how they can be reached for questions from students - either within the course or through Clackamas e-mail.  As with a face-to-face class, students should receive a response within 2 business days, although online students are served better by a more timely response.

It is best practice in instruction to provide clear, timely feedback to students.  Online instructors using discussion forums should communicate to students their commitment to timely feedback and interaction.  Given the nature of online learning, instructors should make themselves visible to students by posting in forums, adding materials, or making announcements at least twice per week.

1. Instructors must make a syllabus clearly available to students on the course site (ISP 160).  Online instructors should review expectations for the course during the first week of class, ensuring that students understand what is required for success in an online course.
2. Instructors should communicate on the syllabus the learning resources at Clackamas Community College that are available to students (ISP 160a).

Online instruction serves students best when critical information is provided in several different forms.  It is particularly important that students understand what resources are available to them from the Disability Resources Center (DRC), including those resources required by law.  Online instructors must respond to students with accommodations for documented disabilities as verified by DRC. Resources are available [here](https://drive.google.com/drive/folders/0B-VZtBpoY7wJR1hobVVfamNOZUE?usp=sharing) to support instructors in creating accessible course sites. <https://drive.google.com/drive/folders/0B-VZtBpoY7wJR1hobVVfamNOZUE?usp=sharing>

1. Online courses should be designed with student engagement, interaction and reflection in mind.  Clackamas does not philosophically support self-paced courses that require little or no instructor and student engagement.

It is best practice to provide instruction through a variety of modes and to know students and connect to them as individuals.  Online instructors should strive to meet all students’ needs.

Notes from DW

I agree with you and Dave about the removal of the word *urgent*.

I did have two additional thoughts, though:

* Section 3: Should the last sentence read: *Resources are available [here] to support instructors in creating accessible courses* (rather than *course sites*)?
* Section 1: Should the second paragraph exclude *adding material*s in the final sentence? My concern is that online courses can quickly become overwhelming to students with the addition of too much material. Perhaps something that addresses the interaction between instructor and student, like *encourage participation* (see below), be more appropriate?

FYI: In our inservice workshop (based on Stavredes, T. (2011). *Effective online teaching*. San Francisco: Jossey-Bass Inc Pub.), we present the following five types of interactions that can create instructor presence:

* + Encourage learner participation
  + Monitor learner progress
  + Communicate feedback on learner performance
  + Encourage learner knowledge construction and critical thinking
  + Encourage learner self-directedness