HCBE Online Teaching Standards

The OLE committee developed a list of online teaching standards in 2017. This document expands upon those standards and was approved by the OLE committee in October of 2021. All online instructors, adjunct and faculty, should adhere to these expectations in the creation and delivery of online courses. Modifications may be made at the department level to achieve content-specific teaching effectiveness.

Course Design

1) Course objectives and assignments are of appropriate rigor (utilizing higher level thinking skills) and are explicitly connected to both program goals and module learning objectives.
2) Each module learning objective is taught through instructional content (including practice activities).
3) The course content is engaging, predominantly created by the instructor, and supplemented by recent scholarship – from the past ten years.
4) Supplementary instructional material is also provided for any skills needed for course assignments. This includes soft skills (peer critique, working as a team, oral communication) and tech skills (making a video, using Zoom, using TurnItIn).
5) Course assessments provide a clear measure of student achievement for each course learning objective.
6) The instructor will provide class feedback on graded assignments, including those that are auto-graded, with individual follow-up as warranted.
7) Complete instructions are provided on each Canvas assignment, including rubrics for any instructor-graded assignment.
8) Canvas features are utilized to adhere to course consistency requirements and promote academic integrity.
9) Course design is intuitive and user-friendly, to reduce cognitive load and encourage student engagement.
10) The course meets legal responsibilities for accessibility, permissions, and copyright.
11) The Getting Started pages regarding University Policies, Student Resources, and Technical Support are present in the course.
12) The course has been checked via the Canvas Mobile App's Student View to ensure that key areas of the course are mobile accessible – Getting Started section, module overview pages, assignment instructions, announcements.

Course Section Prep

The following tasks should be completed by the Friday morning before the term start date:

13) Course syllabus is updated and endorsed via Syllabus Manager.
14) Navigation Panel has NSU Official Syllabus at the top, and any buttons irrelevant to the course are hidden.
15) Canvas displays student letter grades according to the required grading scheme, or Grading Scheme is turned off in the Settings area.
16) Getting Started pages are updated to accurately reflect prerequisites courses and skills, necessary materials and hardware requirements, course objectives, course calendar, late policy, extra credit policy, assignment points breakdown, grading scale, instructor contact information and office hours, and estimated turnaround time for communications and grading.
17) All content and assignments are in place for at least the first week's module.

18) Assignments are posted with due dates, using point values or weighting consistent with the syllabus.
19) Rubrics are removed from assignments if they contain the answers to assignments.
20) If used in the course, Lockdown Browser is enabled for this term's students by briefly opening and closing it from the Navigation Panel.
21) Link Validator and Student View are used to identify and resolve any tech issues.
22) The course is published in Canvas by clicking the button on the Home Page.

Course Delivery

23) On the Friday before the course start date, send a welcome email and post a welcome announcement in the course.
24) Respond to student queries within forty-eight hours, and utilize Canvas (to the extent possible) to keep a record of all communications.
25) Keep grading feedback and all other student communications courteous, supportive, and professional.
26) Maintain a continuous quality presence throughout the course by regularly posting announcements that reflect the class's performance, participating in discussion boards or group chats, or leading optional (recorded) Zoom sessions.
27) Apply student accommodations as approved by Student Disability Services, and document any exceptions made for students with emergency situations.
28) Monitor student performance and contact students privately to address concerns or exemplary work.
29) Contact academic advisors regarding issues of concern.
30) Check for academic integrity and escalate concerns according to the procedure.
31) Post grading feedback in Canvas within one week of each assignment due date for 8-week courses and two weeks of the due date for 16-week courses.
32) Enter zeros for missing assignments within one week of the due date or set up Canvas to assign them automatically once the due date is passed.
33) If you plan to leave this function on, make sure that the final grades listed in Canvas matches the final grades posted to WebStar.