

Online Quality Standards

To comply with federal standards and rules, online instructors must have substantive and regular interaction with their students.

“Substantive Interaction” is defined as engaging students in teaching, learning, and assessment, consistent with the content under discussion, and includes at least two of the following—

- Providing direct instruction
- Assessing or providing feedback on a student's coursework
- Providing information or responding to questions about the content of a course or competency
- Facilitating a group discussion regarding the content of a course or competency
- Other instructional activities approved by EFSC or program accrediting agencies.

“Regular Interaction” is defined as providing weekly opportunities for faculty-student, student-student, or student-content interaction. Not all interactions will be substantive as defined above.

Online courses must be accessible and include the following:

- A plan to cover all competencies and learning objectives.
- Course interaction expectations communicated in the syllabus or within the modules.
 - Examples would be student-to-student interaction and student-to-instructor interactions in different modalities like discussion forums, projects, etc.
- Course specific attendance policy.
- A required graded academic activity that the students should complete within the first week of the term.
- A method for communicating expectations to students. This communication can come in many different forms, including but not limited to:
 - Quiz with an update as a question requiring students to read, and confirm they have read, the update. In this case the assignment description should list the update as well so students can reference it
 - Week-at-a-Glance page in modules
 - Announcements via Canvas
- A semester overview for graded assignments in either the course shell or the syllabus with anticipated due dates.
- A clearly outlined grading process (rubric, assignment comments, etc.) and feedback timeline.
- A method for submission of graded assignments that **does not** include e-mail submission.
- Opportunities for documentable student-instructor interactions on a weekly basis such as but not limited to:
 - Discussion board replies
 - Graded feedback:
 - End or Gradebook comments
 - Rubric feedback

- Marginal comments
- Canvas e-mail [not Outlook or a personal account]
- Canvas Conferences or Chat
- Synchronous instruction that is recorded and available in an asynchronous format.

Types of Interaction	Possible activities that facilitate interaction include:
Faculty to Student	<p>Email exchange: Responding to all student inquiries via official LMS email no more than 48 business hours (M-F) after receiving.</p> <p>Announcements that summarize past and future activities, expectations, and deadlines; may include a faculty introduction, course overview, navigation advice, or other materials as applicable to the course content.</p> <p>Discussion Boards: posting a prompt for students to model; encouraging discussion or “liking” of information; clarifying or elaborating on student posts; moderating the forum by replying when applicable to student questions/inquiries in a timely manner.</p> <p>Assignment/Gradebook Feedback (papers, reports, projects, journal entries, etc.) that relate directly to the learning outcomes of the course and the core abilities of the college (one week from due date, with notification to students if there will be a delay). Gradebook entries will provide feedback, or clarifications about the final assignment grade (this could be a rubric with breakdown of scores, or a brief comment highlighting some aspect of the submission).</p>
Student to Student	<p>Blog posts, discussion boards, wikis, group projects (etc.): allow students to supply an initial post and allow students the opportunity (NOT the requirement) to supply responses to peers; if graded, faculty must include information about the grading criteria.</p>
Student with Content	<p>Textbook, articles, instructor written content on LMS (lessons, etc.), external content, video/audio content, online lab, graded assignments (research for labs, papers, projects, quizzes, tests, surveys, discussion boards and so on, as applicable to the content of the course): students will read assigned content, watch/listen to video or audio materials, prepare for labs, exams and assignments, complete all required assignments and quizzes, and ask questions when needed for clarification.</p>