DMACC Online Instruction Expectations

1. The class is fully developed and ready to go two days before the Banner course start date, to include the following: a welcome announcement, updated Home Page course and instructor information, submitted syllabus in Simple Syllabus, and the first week of material is available to students in Modules.
2. The instructor uses the most recent DMACC-approved syllabus template within Simple Syllabus.
3. Instructors should model their expectations for students and demonstrate respect for discipline and DMACC.
4. Instructors include a welcome-to-the-course announcement and/or video to introduce themselves and put a face to a name. This announcement will orient the students to the class and help create a safe learning environment.
5. An initial collaborative event happens in the first week, such as an icebreaker where the instructor introduces him/herself to the class, and students are required to participate. The expectation is that faculty are a part of this conversation as well.
   - Ex. Initiate and participate in an introductory discussion.
6. Instructors should include a statement in the course syllabus and/or Home Page instructor area regarding response time. A minimum expectation is that student emails are responded to within 24 hours during the work week. If weekend expectations are different, they are clearly stated in the syllabus and Home Page. Instructors are expected to be reasonably available near assignment deadlines.
7. Online office hours are offered that coincide with major exams or projects to support students and provide an opportunity for them to ask questions and get clarification. A statement is included in the course indicating the dates and times of these online office hours.
8. The course incorporates Universal Design with all learning materials and utilizes the Canvas tools available to ensure consistency and ADA compliance.
9. All grades are included and accurately totaled in the Canvas Grades area and the DMACC Gradebook Expectations are met. Grades are updated within one week after the activity due date. Instructors should let students know their academic progress throughout the term in a timely manner. Constructive, individualized feedback should be given in time for students to demonstrate learning on future assignments.
10. Within each term, faculty should provide at least one formative survey or feedback activity, such as classroom assessment techniques, seeking student feedback on how to improve instruction.
11. Grading criteria and expectations regarding feedback and turnaround time are clearly identified in the syllabus, course Home Page, and on individual assignments. Students are looking for guidance on how they performed.
    - Ex. Provide specific feedback for all graded activities to help students improve.
    - Ex. Use rubrics.
12. Exam requirements are clearly identified so students know what to expect before they begin.
    - Ex. The syllabus includes information about whether exams will be timed, proctored, require a webcam or other hardware, etc. The same information is included in the test instructions.