

DMACC Online Instruction Expectations

1. The class is fully developed and ready to go one day before the Banner course start date, to include the following: a welcome announcement, Your Instructor content, uploaded Syllabus, and the first week of material is available to students.
2. The instructor uses and posts the most recent DMACC Syllabus Template (located in the [Teacher's Toolbox](#)).
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 Your 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 Your Instructor section. 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 (in Syllabus, Your Instructor, Start Here folder, calendar, or other appropriate location), indicating the dates and times of these online office hours.
8. The instructor practices [universal design](#) with all course material and utilizes the Blackboard tools available to ensure consistency and ADA compliance.
9. All grades are included and accurately totaled in the Blackboard Grade Center and the [DMACC Gradebook Expectations](#) are met. The Grade Center is up to date within one week after the assignment 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 student to demonstrate learning into the future assignment.
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, Your Instructor area, and on individual assignments.
 - Ex. Students are looking for guidance on how they performed. Instructors should provide specific feedback for all graded tasks to help students improve.
 - Ex. Instructor uses rubrics.
12. Exam requirements are clearly identified, so students know what is required before they start.
 - Ex. The syllabus includes information about whether or not exams will be timed, proctored, require a webcam or other hardware, etc.