

Principle	Details	COI
1. Establish relationships and a safe learning environment	Fostering relationships and the “rules” that go along with them to create a safe environment is the most basic need that must be met before moving onto a strong learning community. Make your expectations clear regarding online behavior (netiquette), monitor discussion boards to watch for contentious issues or posts (flaming), and immediately halt any communications that could be perceived as hostile. Practical Guidelines: 1) Be sure to use the current, approved Syllabus template that has language about university policies. 2) Ask for and publicize the use of the Start Here menu that has netiquette guidelines listed (and use them yourself!). 3) Monitor and post in the Discussion Boards frequently to model, coach and facilitate the learning.	Teaching Presence; Social Presence

2. Communicate frequently through diverse channels in the learning platform, including Announcements, Email, Discussion topics, and Dropbox feedback.	Online learning can be very isolating, with your only recourse for help often being your email. Therefore, it is vital that instructors respond to student emails within 24-48 hours during the week, and 48-72 hours on the weekend. Use other forms of communication, such as posting a weekly announcement; watch discussion boards and reply to questions posted within 48-72 hours; respond to voice mail messages with 48 hours. Practical Guidelines: 1) Set-up your NLU email to go to your smart devices so responding is more efficient. 2) Post a Weekly Announcement that summarizes the expectations for the week. 3) Post a Weekly Wrap-Up that summarizes what was covered and perhaps group-level feedback on the activities and/or assignments that you observed and graded that week. 4) Host and post at least one hour of office hours, preferably synchronously via Zoom. 5) Provide substantive feedback on all written assignment submissions that include, 1) how the student performed overall, 2) specific details on items that could be improved, and 3) advice for the next submission. 6) Provide feedback on Discussion items, even if you are simply reinforcing the points you had already made while you were facilitating the Discussion earlier in the week. For example, "I responded to your initial post in the Forum, you did an excellent job highlighting how important start-up financing is to a small business – great work!"	Teaching Presence; Social Presence
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3. Post responses to discussion boards at least 2-3 times per week	For those discussion boards designed to be an open forum, respond to student posts at least 2-3 times per week. Look for posts asking for help every time you log into your course and respond to those immediately. Respond personally to all your students at least once; post several times across the class discussion weekly. Consider the discussions boards like a dinner party. You would always greet your dinner guests individually as they enter your home. Then, throughout the night, you would circulate around the party, checking on each person to make sure everything is ok, joining in on conversations here and there, and always responding to any questions directly asked of you. Finally, you would say good-bye to all of your guests when it's time to leave. (Faculty Focus, http://www.facultyfocus.com/articles/online-education/how-many-faculty-discussion-posts-each-week-a-simply-delicious-answer/) Practical Guidelines: 1) In small classes, respond to each initial post to encourage the dialog between peers and to encourage them to interact with other materials on the subject matter. For example, "Julie, this is a great definition of microfinancing – thank you! As I was reading it, I was thinking about developing nations and how critical this type of financing can be in building critical infrastructure and economic sustainability. Here is a video <link> on that – what are your thoughts?". 2) In larger classes, respond to at least 25% of initial posts each week and also rotate through the class roster so that in four weeks, each student has at least one response from you on their initial post. 3) Set up an alert on the Class Café and/or FAQ forum so you can immediately reply to student posts/questions in this area.	Teaching Presence; Social Presence
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4. Return grades and feedback for assignments within 7 days	Post student feedback and grades promptly, Use rubrics and/or clear grading criteria. Students need to receive prompt feedback so that it can be incorporated into their work for the next unit or module. Providing them feedback on the fact that they did not complete the weekly assignment to your expectations three weeks after they initially submitted it means that they have completed three more weeks of inferior work, without the benefit of your feedback from the first submission. Practical Guidelines: 1) Utilize the Rubrics loaded in templated courses for each graded item. If there are none, please ask your Chair for examples for you to load and use. 2) Grade all assignments within 7 calendar days and provide substantive feedback on written assignments and reinforcing feedback on Discussions, at a minimum. 3) Email students who do not turn in work by the deadline to remind them of the missing work and to offer assistance or referrals to tutoring or other academic services. 4) Email students who are failing at the midpoint and raise a Starfish Flag for intervention.	Principle 4: Good practice gives prompt feedback	Teaching Presence, Cognitive Presence
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5. Communicate high expectations	Inform students clearly of your expectations with regard to communication, instructions, schedule, and course protocols. Use rubrics or detailed grading criteria to communicate grading expectations. Pay particular attention to any deviances from the stated expectations during the first two weeks of class. Remedy immediately. Practical Guidelines: 1) Be sure the following are clearly outlined in your syllabus and in D2L: a. Your turnaround time for student inquires (see # 2), b. Your turnaround time for grading (see #4), c. Your expectations about online participation (discussion posting frequency and word counts / frequency of participating in the course each week, if applicable), d. Your late work policy. Most programs have general guidelines around late work policies; please do state them clearly. If you are taking late work, clearly articulate the penalty expressed as points or percentages and the increment (day, week, etc.). e. A weekly outline of course activities and assignments with due dates – in the syllabus and in D2L! f. A clear grading matrix that clearly shows what points and percentages are allocated to each graded item (be sure the syllabus matches D2L), and g. If the term starts on any other day than Monday, please document that you will take late work with no penalty into the following week.	Principle 6: Good practice communicates high expectations	Teaching Presence
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6. Provide multiple formats of content in your course	People have diverse talents and diverse learning styles. Respect those by providing varying kinds of course materials and activities. Include text-based materials, audio, multimedia, writing assignments, case studies, etc. Don't rely on the same mode of delivery for your content, and include a variety of formats for student assignments. Practical Guidelines: 1) Most templated courses already have a mix of course materials; feel free to utilize video, audio and multimedia in the Discussion forum. It is very easy to insert videos in the Discussion forum using "Insert Stuff" on the reply menu. 2) Utilize audio feedback on assignments and/or discussion grading as applicable. Panapto is embedded into D2L and allows you to record up to 3 minutes, which is plenty for audio feedback.	Principle 3: Good practice encourages active learning Principle 7: Good practice respects diverse talents and ways of learning.	Cognitive Presence
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7. Encourage and create community engagement	Engaged learners spend more time learning. Building and encouraging a learning community helps students learn from each other, through reciprocity and cooperation. Reward collaborative work to further forward momentum of the class. Practical Guidelines: 1) Utilize peer review for one assignment in your course. 2) Upgrade one assignment to a group assignment (be sure to ask for individual group member reviews to enforce group citizenship). 3) Refer students to other student posts in the Discussion board that either 1) align to, 2) directly oppose that student's post to encourage dialog and debate.	Principle 3: Good practice encourages active learning	Social Presence, Cognitive Presence
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8. Log in at least every other day (every day is preferable)	Logging in, or otherwise staying connected, frequently helps you respond quickly to any student questions/issues. Practical Guidelines: 1) Just login each day – trust us! There is plenty to do in an online course, each day. In fact, if you are going to be absent from an online course for more than 3 days, please contact your Chair/Program Director. 2) A lot of that logging in each day will be dedicated to Direct Instruction. It is critical and is about compliance! a. In fully online courses, all the time you would spend teaching a face-to-face course (Direct Instruction) is spent on the following items: i. Facilitating Discussion Forums that are counted as part of Direct Instruction for the course. ii. Responding to student questions in Class Café and FAQ forums. iii. Responding to student questions via email and phone. iv. Hosting office hours and/or other synchronous meetings/events with your students. b. 1QH is 10 hours of Direction Instruction over the 5-10 weeks the course meets. c. 1SH is 16.67 hours of Direct Instruction over the 5-10 weeks the course meets. 3) The rest of your logging in each day is Grading, which is not counted towards Direct Instruction. Many online faculty “chunk up” their grading time so that they grade Discussions on Mondays and	Principle 1: Good practice encourages contact between students and faculty Principle 4: Good practice gives prompt feedback	Teaching Presence
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9. Use consistency and patterns	We are creatures of habit, and students are no different. They benefit from a consistent schedule and use of terminology from week to week. Establish patterns of behavior so students can more effectively and efficiently complete course-related tasks. Practical Guidelines: 1) Post Weekly Announcements each Sunday evening (hint: you can schedule them to post) that reiterate what is due that week and suggest when to start items for helpful references. 2) Schedule your grading and try to stay consistent so students generally know when to look for their grades. Oh, and send them an email when that weeks' grading is done – they always appreciate knowing! 3) Email students who are missing work each week and utilize Starfish to call for other resources to intervene.	Principle 5: Emphasize time on task	Teaching Presence
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10. Be ready to teach	Be sure that you know your class, the materials, assignments, deadlines, and schedules. Prepare yourself before the class starts so you are ready to quickly respond to student questions and inquiries. Make sure all the course content is still relevant, all links found in your course function, and dates are current. Know the assignments and expectations being placed on students before the first day of class. Practical Guidelines: 1)		Teaching Presence; Cognitive Presence
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References:

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