



Online Instruction Standards and Processes

Guiding Principles

1. Courses with online instruction components (hereafter, “online courses”; including synchronous, asynchronous, hybrid, and blended courses) differ from in-person courses and also amongst them in delivery format, layout, and methodology.
2. Online courses should be equivalent to courses offered in traditional formats in terms of instructional engagement time and teaching efficacy.
3. Online courses require intense development prior to being offered. Faculty efforts towards the initial and ongoing development of online courses need to be recognized and supported.
4. Like traditional formats, online instruction should engage students in active learning and include opportunities for student-instructor interaction and peer-to-peer discussion and/or exchange.
5. Online courses, like traditional courses, should evaluate student performance in multiple and varied ways with timely opportunity for instructor feedback and student improvement throughout the course. All assessments of student learning should be designed to achieve the highest level of academic integrity feasible.
6. Faculty performance in online courses should be regularly evaluated at the department level through peer review (consistent with the [Peer-Review Policy](#)) and student feedback using criteria unique to their didactic format and commensurate with that used in traditional courses. Instructors are expected to master and utilize the best practices specific to face-to-face or online course delivery.

Standards & Processes

- 1) To ensure instructional and learning efficacy and compliance with accreditation standards, the Belk College of Business uses the following minimum criteria for online course design and instruction:
 - a) Faculty instructional engagement time and student learning efficacy should be equivalent to that of face to face formats.

- b) Course design should reflect the pedagogical characteristics of distance learning with course material, assignments, and learning assessments specifically designed for the online delivery environment.
 - c) Instructors should facilitate active and engaged learning with continual opportunity for student-teacher interaction and peer-to-peer discussion and/or exchange. Assignments should be structured to allow for timely instructor feedback and student remediation/improvement throughout the course.
 - d) Student learning assessments should be appropriate for the course and should be designed to achieve the highest level of academic integrity that is feasible.
- 2) The Belk College of Business uses the following a process to ensure that new online course proposals adhere to the minimum online instructional standards prior to implementation and current online courses are retroactively reviewed (and brought into compliance if necessary):
- a) Verification of new courses will be achieved through existing modes of faculty governance. Current online courses will be reviewed at the department level.
 - b) The Belk College of Business will create a set of recommendations and guidelines by which to evaluate online course design and didactics as well as publish a set of disciplinary specific best practices that are currently utilized locally and/or nationwide. Faculty will meet annually to share best practices in their disciplines and use this information to inform teaching practices as appropriate, with the goal of continuing enhancement of our courses.
 - c) The Belk College of Business requires that faculty participate in appropriate instructional training prior to engaging in online instruction (e.g., Quality Matters, etc.). Faculty teaching courses with online components and involving distance education must engage in at least one professional development activity each academic year that explores current methodologies and technologies used in distance education.
- 3) The Belk College of Business requires online course instruction to be evaluated equitably to that of face-to-face course formats:
- a) Departments will implement procedures by which online instruction is regularly evaluated akin to peer classroom visitations in traditional delivery formats.
 - b) Departmental evaluation standards should utilize the [best practices](#) as recommended by the Center for Teaching and Learning.
 - c) The web-based (student) course evaluation system should contain assessment questions specific to the online learning environment.

- 4) In collaboration with other stakeholders (e.g., CTL, OneIT), the Belk College of Business will develop strategies to deter student academic dishonesty characteristic to the online learning environment, including:
 - a) Providing training for faculty to develop assignments and assessments that require original application of course content.
 - b) Requiring the utilization of Canvas (VeriCite, Respondus Lockdown Browser) and/or the UNC Online Proctoring Network tools to verify the academic integrity of assignments and administration of objective quizzes and exams.

- 5) In collaboration with the Center for Teaching and Learning and/or other stakeholders, the Belk College of Business will develop continual opportunities for professional development and/or competency certification for online course design and instruction:
 - a) The minimum online instructional literacy for permanent faculty, adjunct faculty, and teaching assistants teaching courses with online components and involving distance education is the completion of at least one professional development activity (such as the ones listed below or equivalent) each academic year that explores current methodologies and technologies used in distance education.
 - b) Specialized training and continuing education in online instruction and course design as well as exceptional accomplishments will be recognized in the Annual Review process.

Trainings and Resources for Online Teaching

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CTL (UNC Charlotte):

[Online Learning](#)

[CTL Training Offerings](#)

[Blended and Hybrid Learning](#)

UNC System:

[Designing Effective Online Courses](#)

QM:

[Teaching Online: An Introduction to Online Delivery \(TOL\)](#)

[APPQMR Quality Matters](#)

[QM - Online Instructor Skills Set](#)

[Various QM Trainings and Resources](#)

Resources from Other Universities and Organizations:

[ACUE Online Teaching Toolkit](#)

[Online and Blended Teaching Toolkit](#)

[Designing a Curriculum for Online and Hybrid Classes](#) - Harvard Business Publishing

[Normal Isn't Coming Back. What Can Educators and Students Do to Adapt in Our](#)

[Ever-Changing Learning Environment?](#) - Harvard Business Publishing

[Perusall](#)