

## **I Teaching Preparation, Training & Coaching** (Note: Instructors are compensated at \$13/hour for training and coaching time.)

The following standards ensure that online instructors are prepared for the technical and pedagogical responsibilities of teaching online. The support resources described below are here to help you succeed, and to ensure that you have mastery of your course content and instructional tools.

### Meets Requirements

- Completes the Teaching Online training course before beginning to teach online for the first time.
- Meets regularly with their Teaching Coach through at least the first five modules of their first semester of online teaching.
- Reviews all course content (e.g., modules, media, assignments, tests) before teaching a class for the first time.
- Responds within 1 business day to outreach from Online Education staff.

### Does Not Meet Requirements

- Does not complete the Teaching Online training before starting to teach online.
- Does not meet regularly with their Teaching Coach.
- Does not review the course content before teaching a class for the first time.
- Does not respond promptly to outreach from Online Education staff.

## **II Timely Communication of Course Policies, Expectations & Grades** (Note: Instructors are compensated at \$13/hour for non-classroom tasks.)

By clearly articulating your policies at the start of the term, providing timely updates throughout the semester, and setting accurate expectations, you allow your students to plan appropriately while supporting their success.

### Meets Requirements

- Posts clear expectations and policies before the semester begins, including:
  - How students can succeed in this class
  - Grading practice
  - Late homework policy
  - What students can expect of their instructor
  - Instructor's schedule: when they are typically present in their online class
- Communicates timely information to students throughout the semester via announcements, topics, Mailbox messages, etc.
- Posts midterm, final, and progress grades on time.
- Makes timely arrangements with their department to accommodate their own absences from the class; communicates this information to students where appropriate.

### Exceeds Requirements

Meets requirements + Posts additional information and guidance throughout the semester, such as assignment tips, checklists, suggestions for scheduling tasks, samples and rubrics of past student work, inspiring imagery, timely articles, and video messages.

### Does Not Meet Requirements

- No expectations or policies posted.
- Instructor's policies are vague, confusing, or not clearly articulated.
- Does not conform to their own posted schedule and expectations.
- Fails to communicate timely information to students throughout the semester.
- Does not submit midterm, final, and progress grades on time.

### III Presence in the Online Classroom

The consistent presence and responsiveness of online instructors is the most frequently cited factor in online student satisfaction. These requirements ensure that you are actively and visibly engaged in your classes throughout the week, and that students receive timely feedback on their work.

#### Meets Requirements

- Enters every class they are teaching 5 days a week and leaves public evidence of their presence each day, such as:
  - a post or a comment
  - a public critique (i.e., visible to all students)
  - an announcement
- Reads all new posts, comments, and Mailbox messages for the current module every business day.
- Critiques and grades assignments within 5 business days of submission (3 business days in the Summer semester).
- Answers students' questions (in the Discussion or in the Mailbox) within 1 business day.
- Instructor's tone is professional, welcoming, and respectful of all students.

#### Exceeds Requirements

##### Meets requirements +

- Critiques and grades assignments within less than 5 business days of submission, while meeting general requirements for critiques (see below).
- Answers students' questions within less than 1 business day

#### Does Not Meet Requirements

- Enters classes less frequently than 5 days per week, leaving little evidence of their presence.
- Does not read all new posts, comments, and Mailbox messages for the current module every business day.
- Students' questions (in the Discussion or in the Mailbox) remain unanswered for more than 1 business day.
- Falls behind in critiquing and grading — i.e., does not post feedback within the required timeframe.
- Instructor's tone is disrespectful, irritated or unprofessional.

## IV Discussion

Discussion is essential in creating community in an online class. It may take different forms, depending on the course content and structure, but regular group interaction is essential in every class. By actively contributing to and guiding the conversation, you model effective ways to participate and encourage engagement.

### All Classes

- Reads all posts and comments for the current module.
- Keeps the discussion on track.
- Makes frequent connections to real-world situations.
- Shares industry experience and knowledge.
- Encourages students to interact with each other.
- Provides support and inspiration.
- Follows the course grading policy for discussion participation.
- If conducting live (synchronous) discussion sessions, makes provisions for students who cannot attend to ask questions in advance, review the recording of the meeting, and post follow-up comments.

### Non Studio / Discursive Classes

- Ensures that there are engaging prompts for discussion.
- Actively leads the discussion by posting new information, asking follow-up questions, and responding to key points being discussed by students.
- Posts at least one comment or follow-up question each weekday. Comments are context-sensitive (i.e., not generic) and respond authentically to students' remarks.
- Posts summary comments at the end of each module.
- Enhances messages with media (images, video, audio), where appropriate.

### In Studio Classes

- Answers any questions addressed to the instructor, including those regarding assignments students are currently working on.
- Facilitates peer review discussions by:
  - Modeling peer critique.
  - Encouraging students to discuss their instructor critiques with one another.
  - Asking students to explain how they will apply instructor feedback to future assignments.

### Does Not Meet Requirements

- Is minimally present in the discussion – mostly lets students talk amongst themselves.

## V Critiques

The Academy is committed to ensuring that all students receive the clear, direct, and detailed feedback that models and supports their growth into successful creative professionals.

### Meets Requirements

- Reviews the work of every student in each module. Provides feedback that is specific to each student's issues.
- Posts comments that address what was done successfully and point out areas that require revision.
- Explains how students can improve their work.
- Critiques in accordance with the expectations laid out in the module, the assignment instructions, and/or the rubric.
- Uses the most effective tools for critiquing a given assignment (e.g., Whiteboard, Notes, Adobe Connect).
- Posts critiques in public areas within the online class (e.g., as a comment on a post; as visual feedback on the Whiteboard or Notes).
- Uses language that is clear, objective, and professional (avoids slang).
- General class critiques (i.e., feedback offered to the class as a group) highlight common successes and weaknesses — and are paired with specific comments to each student.
- When doing critiques via Adobe Connect (or similar), records the session and posts the recording in the class for everyone to see. Students who cannot attend a live session receive their critiques either during the live session or through the LMS. In case of technical difficulties with the recording, posts a summary of each student's critique.
- Refers students for additional support, as needed.

### Exceeds Requirements

- Meets requirements + Provides highly-detailed individual feedback.

### Does Not Meet Requirements

- Gives minimal, vague and/or generic feedback (e.g., "Nice job — Keep going!").
- Comments do not show students how to improve.
- Comments are subjective (e.g., "I love this!") rather than objective (i.e., based on observation of specific elements related to assessment criteria).
- Critiques have a condescending or unprofessional tone (e.g., uses slang).
- Feedback contradicts the expectations laid out in the module, the assignment instructions, and/or the rubric.
- Makes identical comments to multiple students (copy/paste), demonstrating a lack of individual attention.
- Posts feedback outside the online class Discussion.
- When doing critiques via Adobe Connect (or similar), does not record the session and/or fails to post a record of the session (i.e., the video recording or a written summary of each student's critique) in the class.
- Posts feedback only through (private) grade comments.
- Does not refer students for additional support.

## VI Maintaining the Online Classroom (Note: Instructors are compensated at \$13/hour for housekeeping tasks.)

Just like physical classrooms, online classes must be actively managed. Instructors must organize class activities, track student progress, and help streamline participation and communication.

### Meets Requirements

- Creates and edits topics, as needed.
- Sets up an external gradebook for tracking student progress (e.g., Easy Grade Pro).

### Does Not Meet Requirements

- Topics are not updated for the current semester.
- Has no system for tracking student progress.