



Charge:

1. To review any existing standards of expectation for online instruction set forth by the Honors Council.
2. To examine the Quality Matters (QM) standards and the Council of Regional Accrediting Commissions (C-RAC) guidelines for online instruction.
3. To establish some minimum standard best practices that should be adopted by all Honors faculty who teach online sections in the college.
4. To review course evaluations as part of best practices.

Guiding Principles:

1. Online courses differ in layout and methodology; they should be equivalent to traditional, face-to-face formats in terms of instructional engagement time and teaching efficacy.
2. Like traditional formats, online instruction should engage students in active and inquiry-based learning and include opportunities for student-instructor interaction and peer-to-peer discussion and/or exchange.
3. Online courses, like traditional courses, should evaluate student performance in multiple and varied ways with timely opportunity for instructor feedback and remediation throughout the course. All assessments of student learning should be designed to achieve the highest level of academic integrity feasible.
4. Faculty performance in Honors online courses should be regularly evaluated through student and peer evaluation. Honors faculty are expected to master and utilize the best practices specific to online course delivery.

Four Recommendations:

1. That Honors, guided by the Honors Council, formulates minimum criteria for online course design and instruction to ensure instructional and learning efficacy and compliance with accrediting standards:
 - 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, research 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 as such to allow for timely instructor feedback and student remediation/improvement throughout the course.
 - d. Student learning assessments should be varied in format, should be unique to each course session, and should be designed to achieve the highest level of academic integrity and inquiry-based pedagogy that is feasible.

2. That Honors implements means by which new online course proposals adhere to the best practices in online instructional standards prior to implementation and that 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. Honors should recommend that faculty participate in *Quality Matters* or other applicable instructional training prior to engaging in online instruction.

3. That Honors requires online course instruction to be evaluated equitably to that of face-to-face course formats:
 - a. Provide training for faculty to develop assignments and assessments that require original application of course content.
 - b. Require the utilization of Canvas (VeriCite) and/or the UNC Online Proctoring Network tools to verify the academic integrity of assignments and administration of objective quizzes, exams and/or writing assignments.

4. That Honors, in collaboration with the Center for Teaching and Learning and/or other stakeholders (e.g., Quality Matters or Faculty Fellows), develops continual opportunities for professional development and/or competency certification for online course design and instruction:
 - a. Establish clear expectations for best practices in online instructional literacy for Permanent faculty, adjunct training (course planning grants) and continuing education online instruction and course design as well as reward exceptional accomplishments.
 - b. Incentivize specialist training (course planning grants) and continuing education in online instruction and course design as well as reward exceptional accomplishments.