

ISP 150

Online, Hybrid, and Remote Courses Policy

PURPOSE

Establishes the standards for online, hybrid, and remote courses (see [ISP 151 Course Modalities Policy](#)), aiming for best practices and exceptional teaching and learning for students. Especially important are the ideas of designing, starting, communicating within, managing, and improving the course.

SUMMARY

Online, hybrid, and remote courses are equivalent to in-person courses in content and quality, including equivalent contact time expected for the credit hours of the course. To help students achieve the learning outcomes, online, hybrid, and remote courses should be designed with student engagement, regular and substantive interaction (see the [Open SUNY Course Quality Review \(OSCQR\) Regular Substantive Interaction \(RSI\) resource](#)), and reflection in mind. Clackamas does not endorse online or self-paced courses that require little or no instructor and student engagement.

To best ensure quality of online, hybrid, and remote courses, all instructors assigned courses must be given appropriate preparation and training. The focus should always be on effective teaching of the material. From the design of the course through its implementation and ending, instructors should strive for substantive interaction and active engagement with all students. If instructors wish to improve their online, hybrid, and remote courses, Clackamas fully supports their professional development in this area. It is imperative that all CCC classes provide high quality and meaningful educational experiences.

STANDARD

As signing the course: No faculty shall be expected to teach an online, hybrid, or remote course without appropriate preparation and training (Article 12.C of the Full-Time Faculty Agreement [2023-2026], Article 10.B of the Associate Faculty Agreement [2022-2026]). If a department has no set training procedure, it is highly advisable that an instructor contact Online Learning & Educational Technology (OLET) as soon as possible prior to teaching an online, hybrid, or remote course for the first time.

Designing the course: Even before the course meets, instructors should design their courses with consideration for the different parameters of an online, hybrid, or remote class. This includes different strategies for active learning, assessment, and accessibility. All classes and materials regardless of course modality (see [ISP 151 Course Modalities Policy](#)) must comply with copyright law and both the [Americans with Disabilities Act \(ADA\)](#) and [Section 504 of the Rehabilitation Act](#). For instance, instructors should post videos with closed captions (CC) and transcripts, provide alternative text for all images and graphs, and so on. Given that students' primary interface with online, hybrid, or remote courses will be through an online platform,

instructors should be mindful of their responsibility to provide course materials that help diverse learners attain the outcomes for the class.

Starting the course: Instructors have a particular responsibility to establish course expectations in the first week of the class. They should ensure that the course is visible, its content is functional and accessible, and that the syllabus is prominently available (see [ISP 160A Course Syllabus Information](#) for required syllabus content). Students should be made aware of academic and other support resources (e.g. the Disability Resource Center and the Dye Learning Resource Center). Instructors should also establish how (and how frequently) students are expected to interact with course content, the instructor, and each other.

Communicating within the course: Online, hybrid, and remote instructors should strive for frequent, active, and meaningful communication with their students, i.e. regular and substantive interaction (see the [OSCQR RSI resource](#)). Ideally, students should receive instructor response within 48 hours (or 2 business days) for emails or discussion activities, and within one week for feedback on assignments.

Managing the course: Instructors should engage with their students through interactive and frequently updated course materials as well as assignments. Instructors should also monitor their students actively, communicating and adapting as the situation requires (e.g. providing notifications to non-participants, intervening to redirect inappropriate behavior, and referring students to resources that might benefit them). Students should be given meaningful opportunities to ask questions and to provide feedback to the instructor about their learning experience.

Improving the course: Any instructors who wish to improve their online, hybrid, or remote teaching abilities – at any point before, during, or after teaching a course – can contact OLET, the Center for Teaching & Learning (CTL), and the CCC Library. OLET is open to questions about accessibility, instructional/educational technology, and online, hybrid, and remote pedagogical strategies, among other topics. Additionally, OLET houses a resource entitled [Online Teaching Best Practices](#) that offers strategies for many of the points discussed above. CTL can support instructors with pedagogy, assessment, teaching and learning strategies, and professional development. The CCC Library can assist with selecting course materials, managing copyright, and utilizing [Open Educational Resources \(OER\)](#).

REVIEW HISTORY

ISP Committee		
Presidents' Council	Reviewed	June 4, 2024
College Council	Reviewed	April 5, 2024
President's Council	Reviewed	October 19, 2018
ISP Committee	Adopted	October 12, 2018
College Council	Reviewed	June 1, 2018