

**GRAYS HARBOR COLLEGE**  
**Administrative Procedure**

**Subject: COMPETENCIES FOR ONLINE INSTRUCTORS**

**Page 1 of 2**

**Administrative Procedure Number: 325.01**

**Date adopted: 4/2/19**

Faculty members wishing to teach on-line should work closely with the Associate Dean for Library, E-Learning, and Learning Support Services and the E-Learning Coordinator to ensure they demonstrate needed competencies.

The four broad areas of emphasis of such required competencies include the use of the Learning Management System itself, the basics of online course design, familiarity with methods of ensuring student and faculty interaction, and knowledge of GHC procedures relevant to the online mode of course delivery.

To ensure instructors are adequately supported in their endeavors to provide quality instruction when teaching online classes, the Associate Dean for Library, E-Learning, and Learning Support Services shall identify professional development and individualized support opportunities addressing areas of emphasis identified above, and make these opportunities available to faculty on a regular basis.

Before being approved to teach online courses for the first time, instructors must complete required professional development, or otherwise demonstrate required competencies, in order to meet the requirements, standards and expectations of various accrediting agencies, Federal and State laws, regulations and rules.

### **Guidelines for Administrative Procedure 325.01**

#### **Using Canvas**

Purpose: to ensure the instructor knows the basics of using Canvas itself, with emphasis on features unique to the Washington C/TC's system.

- Complete SBCTC's "Canvas 101: Introduction to Canvas" course.
- Alternate: have recent experience as teacher or Canvas administrator
- Alternate: individual development plan approved by the faculty member's supervisor and the Associate Dean for Library, e-Learning, and Learning Support Services.

#### **Teaching online**

Purpose: to ensure the instructor knows the basics of quality course design in the online modality, including course alignment and strategies for ensuring accessibility.

- Complete the "Applying the Quality Matters Rubric" course offered by Quality Matters.
  - Alternate: if the instructor has a recent course from another institution, which has had successful QM review completed.
- Complete Accessibility 101- The Basics of Inclusive Design."
  - Alternate: similar recent training at a previous institution.

- Alternate: individual development plan approved by the faculty member's supervisor and the Associate Dean for Library, e-Learning, and Learning Support Services.

**Student and faculty interaction**

Purpose: to ensure the instructor is familiar with various techniques of quality course delivery. Since no regularly available course can be found which adequately addressed in-class interactions, we must create one of our own.

- Complete a locally designed course, requiring the faculty-member-as-student to demonstrate knowledge of and skill with Department of Education expectations for Regular and Substantive Interaction, as well as other types of classroom interactions.
- Alternate: demonstrated performance in use of such techniques, from previous online teaching experience.

**GHC specifics**

Purpose: to ensure the faculty member is able to efficiently function within GHC's instructional administrative structure.

- Complete a locally designed course, addressing such basic procedures as grade submission, contacts for trouble shooting, and other policies/procedures relevant to technology enhanced instruction.

Alternate: individual development plan approved by the faculty member's supervisor and the Associate Dean for Library, e-Learning, and Learning Support Services.