FSCJ Florida State College at Jacksonville	**Best Practices for Online Courses**	
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1. Provide clear standards, instructions, and grading criteria (e.g., grading rubrics, criteria checklists) for discussions so students know the expectations for course discussions. This can help reduce uncertainty and increase student confidence and engagement with the material.

2. Deliver content in accessible, bite-sized pieces.

3. Maintain a sense of community through student participation in first-day activities, regular student interaction and problem-based learning threaded throughout the semester.

4. Incorporate activities that allow students to apply the material to their own lives and career paths (such as student-selected case studies and opportunities for reflection on the relevance of the material to their personal and career interests).

5. Incorporate various types of assessments such as videos, creative expressions, projects (individual and group), and portfolios/journals, etc.). Don't limit class assessments to tests/quizzes.

6. Use a flexible grading system (dropping lowest grade, awarding partial credit for late assignments, etc.).

7. Participate/assist in activities outside the classroom: the ASC, Math Lab, or course-specific study groups; these activities would constitute "Service to the College" in faculty evaluations.

8. Provide early and ongoing academic feedback (within the first two weeks, consider making this feedback non-punitive, i.e., it counts for those doing well but not for those who do not) Aim for timely feedback (within a week of the due date for a 15-week session).

    a. Use Canvas Analytics or the School's Early Alert System to give students feedback about their overall course progress when they are in jeopardy.

9. Instructor needs to be aware of how students are progressing and reflect on how to support students' success.

    a. Check after week 1: Has everyone attended/completed orientation activities?

    b. After week 3: Is anyone failing? Send individual messages and refer students to advising or student success coaches.

    c. Set up a schedule (every two weeks) for checking the Student Analytics in Canvas to identify students who aren't regularly participating and notify students of missing work.

    d. Use the feature in the Canvas Gradebook to "Message students who…" as needed to notify students that assignments haven't been submitted.

10. Review student reflections and/or student evaluations to improve the course.