

PPCC Standards for Online and Hybrid Courses

Italics indicate elements that enrich courses beyond basic requirements

DESIGN	
Course Overview and Introductory Materials	
	First-day Announcement that includes <ul style="list-style-type: none"> • a welcome to students; • brief course description; • contact info for faculty • clear instructions about what to do to begin the course
	Introduction module that includes <ul style="list-style-type: none"> • syllabus tailored to delivery method and divided into smaller documents: course description and competencies, college-wide policies, class policies, schedule of due dates as a separate document; • netiquette; how to appropriately interact in the online environment • other information students need but that isn't part of a specific unit of the course
	<i>Audio/video introduction from instructor</i>
Course Materials	
	Content divided into logical modules, units, chapters, etc.
	List of outcomes (competencies) for each module
	Instructor–produced overview of each module (can also be in Announcements)
	Publisher materials as appropriate
	Instructions about accessing publisher materials if they are not inside course shell
	Links to other websites as appropriate
	Make course materials accessible: add descriptive alt tag to images; avoid mixing colors with text; post transcripts/captions for audio/video elements, etc.
	<i>Link to college library and other college resources</i>
	<i>Audio/video elements clearly in support of course outcomes</i>
Learner Engagement, including Discussions	
	Discussions that are clearly tied to course outcomes
	Discussion groups for at least some topics in classes larger than twelve
	At least one ongoing discussion available throughout the semester
	Discussions as a bridge between online and F2F in hybrid classes
	Open discussion topic in which students can talk about issues not tied to specific unit
	Clear explanation of requirements for graded discussions: number of postings, length, grammatical correctness, timing of postings
	<i>Topics that encourage higher level thinking</i>
	<i>Group Activities: peer review, group project</i>
Assessment and Measurement	
	All assessments clearly tied to course outcomes
	Varied assignments that tap into a variety of learning styles

	Clear instructions about how exams will work that students can access before opening exam itself: timing, ability to skip questions and go back to them, etc.
	Clear explanation of requirements for assignments and how assignments will be evaluated
	Gradebook includes a column for each graded assignment, discussion, or assessment
	<i>Gradebook items organized into categories</i>
TEACHING PRACTICES	
Course Overview and Introductory Materials	
	Double-check all dates for accuracy before term begins
	Add Announcements at regular intervals throughout semester
Course Materials	
	Update availability for materials before term begins
	Make sure all links are working before semester begins
	Review all content items for potential updating and additions to enrich course
Learner Engagement, including Discussions	
	Update availability for Discussions before term begins
	Monitor discussion postings every 48 hours and participate as appropriate to reinforce, correct, redirect, encourage deeper thinking
	Deal as quickly as possible with inappropriate postings
	Respond to student emails within 48 hours
Assessment and Measurement	
	Update deadlines on all Assignments and Assessments before semester begins
	Monitor course closely during testing periods to troubleshoot student problems
	Grade all Assignments and Assessments promptly