

Minimum Quality Standards for Remote Teaching

1: Preparing to Teach a Remote Course

Standard	How to get there
Discover departmental requirements and student needs	<ul style="list-style-type: none"> • Participate in any department required training. • Discuss department expectations of remote instructors with the Program Dean, Department Chair, or SAC. • Consider the student experience and potential challenges students may face in meeting the course requirements. Allow flexibility with course scheduling, assignment deadlines, exams, and department/SAC guidelines.
Get training on the technology	<ul style="list-style-type: none"> • Visit the PCC Instructional Support Website. • Review Tutorials and Recorded Workshops on D2L Brightspace, Zoom and more. • Attend a Live Training Workshop.
Know how to create basic accessible documents	<ul style="list-style-type: none"> • Review information and tutorials on the PCC Creating Accessible Content webpage. • Make course documents accessible: <ul style="list-style-type: none"> ◦ Accessible Word Documents ◦ Accessible PowerPoint Slides
Determine how to adapt assignments and activities for the remote environment	<p>Ideas include:</p> <ul style="list-style-type: none"> • For activities that require students to submit a document or file to the instructor, use the Assignments Tool. • For quizzes, exams, or activities that can be autograded (MC, T/F, Matching, Multi-select, etc), use the Quizzes Tool. • For activities that need to be timed (Like a timed essay), create using the Quizzes Tool • For class discussions or assignments that you want visible to the entire class or a group of students in the class, use the Discussions Tool. • For collaborative assignments, use the Assignments Tool + Google Docs/Slides/Sheets. • Make an appointment with an Instructional Technology Specialist for guidance if you are unsure how to proceed.
Deliver remote instruction per the minimum live required time. Ensure the online shell contains sufficient learning material.	<p>Required minimum synchronous time in Zoom is:</p> <ul style="list-style-type: none"> • 30 minutes weekly for 1-2 credit courses • 1 hour weekly for 3 credit courses • 1.5 hours for 4 credits, • 2 hours for 5 credits • If a SAC wishes to increase the amount of synchronous time required for their area, please consider access and equitable student success in these decisions and work with the administrative liaison and the Pathway Deans for approval. <p><i>*Note: This requirement doesn't impact an attendance policy. It is up to faculty to decide how to best meet attendance requirements.</i></p>

2: Designing your D2L Brightspace Course

Adapted from [WA Course Design Checklist \(V3\)](#) by [SBCTC](#) - licensed under a [Creative Commons Attribution International 4.0 License](#)

Standard	How to get there
Familiarize yourself with Quality Course Design Elements	<ul style="list-style-type: none"> Review the PCC Query Guide for Online Course Design. Consider Flipping your Remote Classroom.
Welcome and orient students to the purpose and structure of the remote course	<ul style="list-style-type: none"> Post a Welcome/Getting Started message to the Announcements tool in D2L Brightspace. Provide a list of instructions on how to get started with your course. Create a Course Information module that includes the following documents: <ul style="list-style-type: none"> Syllabus & Course Schedule [see Syllabus Templates] Instructor Bio Remote Course Structure (e.g. course delivery, meeting times, and expectations of students) Create a discussion topic where students introduce themselves to one another, especially if introductions are not part of the synchronous session or the course is fully asynchronous.
Ensure course navigation is clear and easy to use	<ul style="list-style-type: none"> Directions for navigating the course are clearly stated or links to directions are provided (e.g. Navigating Brightspace - Learner). All hyperlinks, files, videos, external URLs, and navigation menu items are working.
Organize Course Content and ensure accessibility for ease of use by students	<ul style="list-style-type: none"> Review the blog Organizing Content in D2L Brightspace. Follow the Organizing Content for Student Success Guide to help structure your Course Content area in D2L Brightspace with: <ul style="list-style-type: none"> Weekly/Topic Modules Clear content titles and consistent naming conventions Content is listed in the order you want students to view/do. Due dates are clear and consistent and added to assignment folders, quizzes, and/or discussions. Check your course materials for accessibility using BB Ally.
Cultivate a sense of belonging	<ul style="list-style-type: none"> Include a statement about the value of equity, diversity, and inclusion. Include resources to connect students to a variety of student support and well-being services. Include a statement clearly outlining expectations for student interactions. Reflect diverse people and perspectives in images or representations used throughout the course, or acknowledge the lack of diversity and provide a forum to discuss representations and stereotypes. Provide opportunities for students to connect course content to their own lives and/or reflect on course content in relation to a variety of perspectives. <ul style="list-style-type: none"> Here's a link to more resources provided by the Queer Resource Centers for more guidance.
Provide information on how the student can get technological help	<ul style="list-style-type: none"> Provide a link to Students: Help and Available Services so that students can find the technical help they might need. Provide clear directions on how to access required materials, resources, software, and technologies used in your course. List options for acquiring technology: Emergency Funds for Students

3: Teaching a Remote Course

Standard	How to get there
<p>Establish an active and consistent presence in the course</p>	<ul style="list-style-type: none"> ● Review: <ul style="list-style-type: none"> ○ Engage your Students ○ Creating an Effective Online Instructor Presence ○ Overview on Regular and Substantive Interaction ● Include mechanisms that facilitate regular and substantive interaction between you and your students (e.g. synchronous sessions, timely and regular feedback on activities, prompt replies to emails, weekly announcements, etc).
<p>Provide opportunities for student engagement and feedback</p>	<ul style="list-style-type: none"> ● Provide a place in the class where students can easily ask questions and other students can see the response or reply as well, e.g. a Q & A discussion on the home page. Monitor for unanswered questions and provide a response. ● Monitor student interaction and activity to encourage them to participate fully.
<p>Build a positive class environment and interactions between students</p>	<ul style="list-style-type: none"> ● Review Guidance on Culturally Responsive Remote Teaching. ● Apply strategies to promote culturally responsive teaching. <ul style="list-style-type: none"> ○ The course environment is safe, supportive, and students are comfortable making mistakes. ○ Create a welcoming, engaging learning environment where students feel a sense of connection to the instructor, other students, and the course. ○ Model understanding for social, cultural and linguistic differences. ○ Offer flexibility and choice where possible to how students submit assignments (video, audio, written), being able to choose from a different prompts for an assignment, etc. ● Promote interaction among all course participants. ● Implement classroom discussion guidelines for civil discourse that respects the diversity of the group. ● Monitor discussion activities with students, e.g. the tone, direction, relevance, and appropriateness.
<p>Utilize strategies for maximizing student retention.</p>	<ul style="list-style-type: none"> ● Review: <ul style="list-style-type: none"> ○ What is “student retention” ○ How to improve online student retention ● Monitor student progress. ● Make sure that students can view grades/progress in class. ● Initiate direct communication with students as needed. ● Course includes resources to connect students to a variety of student support and well-being services. <ul style="list-style-type: none"> ○ Refer a student to the CARE team for additional support and connection to resources. Click this link to submit a CARE report.

Deliver lecture content

- Review [Enhancing your course with media](#).
- Use Zoom for live sessions (lecture and any other uses of class meeting time) at the scheduled date and time in the PCC schedule.
- [Enable Live Transcription](#) to create captions during the meeting.
- Record Zoom sessions for student access at other times.
 - Posting a recorded Zoom session in your D2L Brightspace course is not a FERPA violation and is a universal design best practice.
- Narrate PowerPoint Slides and publish them to video.
- Curate Video from Library (Films on Demand, Kanopy).
- Curate Video from Web (YouTube, Ted, Vimeo, Khan Academy, and more).

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