

MCC Principles of Good Practice (PGP)

Introduction to the PGP

The Texas Higher Education Coordinating Board (THECB) commends and encourages the development of online courses and programs that enhance access to higher education throughout the state of Texas. The Coordinating Board works closely with Texas colleges and universities as well as with ICUT (Independent Colleges and Universities of Texas) to ensure the high quality of distance education. To that end, all public institutions are required to certify that their distance education programs are in compliance with the [Principles of Good Practice](#). McLennan Community College (MCC) follows the THECB's recommendations via this self-check document. In other words, we use the PGP to follow SACS and THECB's requirements. This form was developed using the [MCC Course Design Guidelines](#). More information and definitions can be found in [MCC's Distance Education Policy](#).

All faculty developing a new distance education course must complete the following self-check **at least 2 months** before the class starts. At a minimum, 50% of the course must be entirely complete and student ready by this date. If this is the first time the course is being offered in the chosen format, it must be pre-approved by Instructional Council.

Please add your comments, then date and [digitally sign](#) the form. Next, submit the form using the **Email Form** button for verification and routing through the appropriate administrative channels. If the Email Form button does not work, please email this PGP as an attachment to online@mclennan.edu.

Introduction

Instructor's Name:

Instructor's ID Number:

Course Name:

Course ID (ex. ENGL 1301):

Brightspace Course Offering Code: (ex. ENGL_1301_87_DEV):

Program Director (if applicable):

Division Chair (if applicable):

Dean Name:

Platform and Training

If this course uses a third-party platform in addition to the MCC Brightspace Learning Management System (such as MyMathLab or Cisco Academy), list that platform here:

Check the box for which distance education training you received and type in the year that you received it.

Teaching Online: Fundamentals

TOF Exemption

Year:

Instructional Delivery Format

Select the modality of this course. By checking the modality box, you are also verifying that you have completed the required training for that modality. More information and definitions can be found in [MCC's Distance Education Policy](#).

Modality	Online	Blended	Blendsync	Hyflex
Description of how content is delivered. <i>Where is the class taking place?</i>	85%-100% asynchronously online. 0-15% in person or through Zoom.	50-84% asynchronously online. 16-50% in person*	50-84% asynchronously online. 16-50% through Zoom*	100% asynchronously online. 100% in person 100% through Zoom
Instructor training requirements	- Mechanics Plus - TOF	- Mechanics Plus - TOF	- Mechanics Plus - TOF - Zoom Advanced - Camtasia Basics	- Mechanics Plus - TOF - Zoom Advanced - Camtasia Basics - Hyflex Fundamentals

*The VPISE would like Blended and Blendsync courses to be closer to a 50/50 split between synchronous and asynchronous work.

Instructor-to-Student Communication

Please type and select each method that will be used to communicate with students.

Hours/Week

In-person Meetings

Pre-Recorded Videos

Announcements

Other:

Synchronous Zoom Meetings

Discussion Boards

Email

Copyright and Permission

Have you confirmed that all the course materials used in this course are 'fair use' or that you are otherwise exempt from liability from infringement? Yes No

If not, have you acquired permission to use the materials? Yes No

Instructor Comments

Date:

Signature

Design and Technical Review (completed by IDI staff)

***These items are required for SACS and THECB compliance.**

There is a course proposal to teach this course in the selected modality.*

Design

This course meets the guidelines of the Americans with Disabilities Act and specifically the Rehabilitation Act Amendments in Section 508.

Course navigation is logical, consistent, and effective. Course design facilitates readability and minimizes distractions.

The course includes orientation materials detailing how to get started and navigate the course (EX: course navigation video, short biography of the instructor).

Hyperlinks from within the student resources module or syllabus include; library, technical support, and proctored testing locations. *

Clear and specific due dates for all assignments are stated in a course outline/schedule and within each module. *

Content

Specific and measurable learning objectives are clearly stated in the course and in each module. Assessments align with objectives.

Activities and assignments address a variety of learning styles. A variety of assessment types are used.

Communication

Expectations for feedback are discussed or stated. Feedback for students will be provided in a timely manner.

Teaching presence is apparent. It is clear the instructor will be involved and active in the course.

Student interaction requirements are clearly stated.

Course prerequisites are clearly stated.

Required text and purchase information is clearly stated.

Contact information is listed in the syllabus or through a widget on the homepage (Adjunct professors will list a full-time faculty member as an alternate contact). *

Engagement

Students are asked to introduce themselves through a discussion board.

Learning activities promote interaction, communication, and support active learning.

Hyflex Only

A calendar with Face-to-face, blended, and an online schedule has been included.

Instructional Design & Innovation Staff Comments

Date:

Signature:

Pedagogical Review (completed by Program Director, if applicable)

Course Learning Outcomes

Course learning outcomes are appropriate to the rigor and breadth of the degree or certificate awarded.

Course learning outcomes are clearly stated and are aligned with the objectives of the department or discipline.

Activities and Assessments

Activities and assessments are appropriate for the given discipline and directly related to learning outcomes.

Activities or assignments that require higher-order thinking and reflection.

Relevant and Current

Resources and activities are current and relevant to the learning outcomes.

Content reflects current information in the field of study

Program Director Comments

Date

Signature

Pedagogical Review (completed by Division Chair, if applicable)

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Division Chair Comments

Date

Signature

Administrative Review (completed by Dean)

As per THECB & SACS criteria, the quality of this online instruction is equivalent to that of traditional F2F courses.

The course adheres to the MCC policies and guidelines for distance education courses.

Dean Comments

Date

Signature