

DISTANCE EDUCATION HANDBOOK

SDCCD Online Learning Pathways 2019

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Introduction

The SDCCD Distance Education Handbook has been compiled through a collaborative effort by the Districtwide Distance Education Steering Committee, Faculty Mentors, and the SDCCD Online Learning Pathways staff.

The Handbook is meant to provide faculty with guidelines in developing online courses following best practices and to provide resources regarding Federal and State Regulations, ACCJC Standards for Distance Education, and the related SDCCD Board Policies and Procedures.

The Handbook is posted
at: <http://www.sdccdonline.net/faculty/resources/DEHandbook%20final.pdf>

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Dean, Online & Distributed Learning
SDCCD Online Learning Pathways

SDCCD Online Learning Pathways History

SDCCD Online Learning Pathways (SDOLP) was created in 2001 as part of a District Technology Innovation Grant. The then president of Miramar College was coordinator of the grant and formed a steering committee. The steering committee assisted in the hiring of a dean, instructional designer, and an administrative assistant. The new dean worked with faculty and administrators to guide the direction of SDOLP. Today, SDCCD Online Learning Pathways continues to support faculty and the 1,000+ online course sections offered throughout the academic year. The mission of SDOLP is to provide distance education faculty and students with resources and to grow the number of online courses in the district. SDCCD Online Learning Pathways adheres to the following core values and services to assure distance education quality:

1. To provide high-quality instructional services to our teaching-learning community—the faculty, staff, and students of City College, Mesa College, Miramar College, and Continuing Education;
2. To foster instructional leadership in the adoption of best practices for the use of technology to promote educational effectiveness;
3. To promote quality innovative approaches to teaching and learning via technology-mediated instruction.

With the continued support from faculty and administrators, SDCCD Online Learning Pathways has developed training and summits for distance education. The Districtwide Distance Education Steering Committee continues to help guide SDLOP and to help promote online learning.

Districtwide Distance Education Steering Committee:

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Mary Kingsley, Administrative Assistant
Trenton Tidwell, Instructional Designer
Chris Rodgers, Instructional Designer
Jeff Mills, District Systems Analyst
Ingrid Greenberg, CE Faculty Mentor
Cara Smulevitz, Mesa Faculty Mentor
Aileen Gum, City Faculty Mentor
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Sandra Pesce, City Faculty
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Elizabeth Barrington, Mesa Faculty
Maureen Curry, Mesa Faculty
Donna Duchow, Mesa Faculty
Jeff Higginbotham, District DSPS

SDCCD Online Learning Pathways Procedures

Web-Enhancement Shells

You will no longer have to request a shell. All course shells will be automatically created. Shells will become available once the class schedule is completed (usually a month prior to student registration).

All faculty are encouraged to develop their courses in a Development Shell prior to loading content into the teaching shell. Please call Canvas Faculty Support at (844) 612-7421. Please have your 10-digit ID ready and make sure you tell Support you are with the San Diego Community College District.

When your teaching course shell has been automatically created, you will need to transfer your content to your teaching shell.

Course Archives

SDOLP archives courses that are from the previous academic year. Courses for the current academic year may be copied to the next year. SDOLP will keep Summer, Fall, and Spring of the current academic year. Each summer, the courses are archived. This is a necessary procedure in order to keep within our contract for storage capacity.

Instructor of Record

The instructor of record is the main instructor of the course as assigned by the dean. When you are assigned a course, the District will automatically create a course shell for you and populate it with your student enrollment. SDOLP cannot change the instructor of record. Instructors may not self-enroll students or visitors to their courses.

Instructor Removal/Access Denied

When an instructor of record is changed in the District's system, the original instructor will not have access to the course.

Substitutes

In cases where the instructor of record is absent for a period of time (due to illness or inability to continue teaching the class), the dean will assign a substitute and change the instructor of record. **Please be aware that you must give explicit written permission for the substitute to use your course materials** (Appendix A). In cases where no permission is on file, an empty container (shell) will be created for the substitute.

Access to Courses

Only the instructor of record may have access to his/her course. All other access to the course must have the instructor's permission. SDOLP will, from time to time, access the course to resolve technical issues that students may have. Any changes to the course by SDOLP must be requested by the instructor of record. For evaluation purposes, instructors must request from IT access by evaluators as set forth in the Faculty Handbook.

Online Faculty Certification Program

Currently, Mesa, City and Miramar faculty are required to complete the Online Faculty Certification Program in order to receive an online teaching assignment, please click on <http://bit.ly/OnlineFacultyCertificationProgram> to request enrollment into the program. Beginning each July 1, participation in the program awards flex credit.

In-Person Training

SDOLP offers in-person training either on a one-on-one basis or in the Production Lab located on the Miramar campus, W-222. An Instructional Designer will arrange to be on your campus throughout the semester if requested. Contact: support@sdccdonline.net

Student Authentication & Academic Integrity

Student authentication is an important issue for distance education. The Higher Education Opportunity Act (HEOA), Section 496 states:

“Accrediting agencies must require institutions that offer DE to have processes to establish that the student who registers is the same student who participates in and completes the work and gets the academic credit.”

In an online course, students must do more than just login in order to participate. Students should be required to perform activities that demonstrate meaningful participation such as posting discussion threads, submitting assignments, and taking quizzes. The following are a few examples of how to implement student authentication strategies and academic integrity in your online class:

- Use a plagiarism detection tool and make the reports available to students.
- Require written work from students on a weekly basis (discussions, assignments, and/or essays).
- Have students critique each other's drafts of papers on the discussion forum or via email.
- Use a variety of assessments, for example, quizzes, projects, portfolios or group work.

Curriculum and Instruction

Fully online or hybrid (taught 50% online) courses undergo an equivalent curriculum review and approval process as for on-campus courses. For a course to be approved for distance education delivery, the distance education curriculum undergoes a separate review that requires distance education specific information when the curriculum originator inputs required fields in CurricUNET:

Techniques used to ensure quality: Explain techniques you will use to ensure quality.

Evaluation Method: Enter the Evaluation Methods you will use.

Additional Resources: Enter any additional resources to be used. (See Board Policy 3306 for Course Materials Adoption and Procurement: <https://www.sdccd.edu/docs/District/policies/Student%20Services/BP%203306.pdf> and Guidelines for Required Instructional Materials in the California Community Colleges: <http://extranet.cccco.edu/Portals/1/AA/Miscellaneous/InstructionalMaterialsGuidelines1.28.13.pdf>)

Contact Type: Define the types of contact the instructor will have with students and the frequency of each contact type.

Once reviewed and approved by the Colleges, the distance education courses are then reviewed and approved by the Districtwide Curriculum and Instructional Council. A list of approved online distance education courses is updated regularly and posted to the Instructional Services

website. <https://www.sdccd.edu/about/departments-and-offices/instructional-services-division/curriculum-services/curriculum/index.aspx> Instructors are assigned by their college departments to teach distance education courses in either a fully online or partially online delivery mode.

Accessibility of Distance Learning Courses for Students with Disabilities

In planning or revising a distance learning course, it is important to be aware of possible accessibility concerns that may arise for students with disabilities and to be aware that planning at the front end can result in a class that reflects the principles of Universal Design. This means that the class is designed to be usable and accessible to all students.

Ensuring accessibility expands the market for distance learning classes and supports the open enrollment policies of the California Community College system. In addition, there are policy and legal mandates regarding access. The following are relevant legal requirements:

Federal Rehabilitation Act of 1973, Section 504	Prohibits discrimination on the basis of disability in educational settings which receive Federal dollars
Federal Rehabilitation Act of 1973, Section 508 (revised)	Requires equal access to telecommunications, which is defined to include services and programs delivered via the internet. The State Attorney General for the CCC has ruled that Section 508 applies to distance learning offered by the CCC system schools.
Federal Americans with Disabilities Act (ADA)	Requires programs and services, including educational programs to be accessible to qualified persons with disabilities. Requires also that all telecommunication must be equal and equally effective.
California Title V	Prohibits discrimination on the basis of disability.

CCC Chancellor's Guidelines:

In 1999, the Office of the Chancellor for the Californian Community College System issued a document entitled, Distance Education: Access Guidelines for Students with Disabilities. The document is available at:

http://www.htctu.net/publications/guidelines/distance_ed/disted.htm
or http://www.htctu.net/publications/guidelines/distance_ed/distedguidelines.pdf

The guidelines are comprehensive and include strategies for addressing access concerns with all distance learning formats, including online education. In addition, see Board Policy 3108 on Accessibility Standards for Electronic and Information Technology—Section 508: <https://www.sdccd.edu/docs/District/policies/Student%20Services/BP%203108.pdf>

Examples of Distance Education Accessibility Issues and Possible Solutions

Media	Online
Access Concern	Students who use assistive technology may not be able to access online information, depending on the design of the course web pages. Multimedia content need special attention to address access concerns. Some web technology does not currently have an accessibility strategy.
Solution(s)	Follow accessibility design guidelines for Section 508. Do not use technologies that have no current accessibility solution. (Example: Java Based Chat.)

Media	Print
Access Concern	Students who are blind or visually impaired will not be able to read standard printed materials.
Solution(s)	Braille, e-text, large print, audiotape.

Media	Audio Conferencing – Telephone
Access Concern	Students who are deaf or hard of hearing can't hear it. Students with speech problems can't respond over the system.
Solution(s)	Text Telephones (TTY). Telecommunication. Devices for the Deaf (TDD). Telephone Relay System (TRS).

Media	Video Conferencing/ Video Transmission (Live), which may include real-time two-way video and audio or one-way video/two-way audio.
Access Concern	Blind/low vision can't see it. Deaf/hard of hearing can't hear it. Those with speech impairment can't readily participate.
Solution(s)	Real-time closed or open captioning of broadcasts. (Deaf/HOH) Use of Sign Language Interpreter in small window on video screen. (Deaf /HOH) Use of Sign Language Interpreter in location of the student. Descriptive captioning (Blind/Low Vision), To facilitate communication, a TTY link to the classroom or studio, TRS, and/or live web-based chat.

Media	Video Transmission (Pre-Recorded)
Access Concern	Blind/low vision can't see it. Deaf/hard of hearing can't hear it.

Solution(s)	Closed or open captioning of broadcasts. (Deaf/HOH) Use of Sign Language Interpreter in small window on video screen. (Deaf /HOH) Use of Sign Language Interpreter in location of the student.
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Student Code of Conduct

Guidelines for the Student Code of Conduct for online classes have been developed in accordance with Board Policy

3100 <http://www.sdccd.edu/docs/ISPT/online/Student%20Code%20of%20Conduct%20Online%20Course%20Guidelines%202018.pdf>

Copyright

A guideline for the use of copyrighted materials was developed by a District-wide Copyright Guidelines Committee. In addition, please refer to:

and <https://www.sdccd.edu/about/departments-and-offices/instructional-services-division/copyright.aspx>

Effective Practices: Title 5 Regulations Distance Education Guidelines Summary

Overview

It seems wise to remember that, statewide, the main reason for DE classes to exist is a strict Title 5 issue: DE instruction is designed to alleviate “Student access issues related to geographical, cultural, disability, and facility barriers.” SDCCD is committed to adhering to the Distance Education Guidelines as set forth by the Chancellor’s Office and to the SDCCD Board Policies and Procedures. The following is a summary of the Title 5 Regulations and where appropriate, local Board Policies and Procedures have been noted.

Definition and Application (Section 55200)

The definition and application for Distance Education to this section is “instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.” In the near future, that might include Zoom and/or Collaborate sessions in classes that aren’t formally coded as online classes at the SDCCD; this section explicitly endorses education initiatives colleges might develop using these technologies, and also mentions the need for faculty to receive appropriate training in using them. Most of this section, however, is devoted to the Americans with Disabilities Act of 1990 (ADA) requirements and how to ensure that students with disabilities receive maximum opportunities to access distance education classes: “anytime, anywhere” learning, closed and open captioning, etc.

(see <http://extranet.cccco.edu/Portals/1/AA/DE/2011DistanceEducationAccessibilityGuidelines%20FINAL.pdf> for CCC Distance Education Accessibility Guidelines). It also reminds us that “each DE course and its associated materials and resources be reviewed and revised, as necessary, when the course undergoes curriculum review...every six years.”

Course Quality Standards (Section 55202)

This section seeks to make clear that “normal course quality standards apply to any portion of a course conducted through distance education.” It emphasizes the need for the involvement of faculty in the design and application of these courses and also that faculty is involved in any “local course quality determination or review process.” Please refer to the Program and Course Approval Handbook:

http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf

Instructor Contact (Section 55204)

“Regular effective contact between instructor and students” is required in all classes, and this section lists numerous ways to achieve that in DE classes: group or individual meetings, review and study sessions, voice mail, e-mail, etc. Documentation of these methods is required. The Guidelines “stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status.”

Note: Since there are few or no meetings for some DE courses, the basis for an instructor to determine if a student is actively enrolled as of the census date should be based on this “regular and effective” contact requirement. **Census rosters must be cleared of inactive enrollment as of the census date which includes:**

- No shows; students who have officially withdrawn; students have been dropped from the course
- A student must be dropped if no longer participating, except if there are extenuating circumstances

Local policies and instructor directives/guidance must be developed for appropriate clearing of course rosters, including for distance education courses.

Curriculum: Separate Course Approval (Section 55206)

Separate course approval is required if “any portion of the instruction of a course is designed to be regularly provided through distance education.” This section clarifies the so-called “51% rule,” namely, that only those courses with 51% or more DE is reported as DE, but that ANY class with contact hours offered through DE must undergo a separate approval process. For SDCCD, this would include partially online and hybrid courses.

Faculty Selection and Workload (Section 55208)

Some useful reminders here for ensuring the professional competency of DE faculty and equalizing their workload: a) DE instructors should be selected by the same procedures used to determine all instructional assignments; b) the number of students assigned to any one DE section should be consistent with other district procedures.

Ongoing Responsibility of Districts (Section 2210)

All classes reported as DE classes need to maintain records and report data on the number of students and faculty participating in them through the Chancellor's Office Management Information System (MIS) by August 31 of each year.

Fiscal Support (Section 58003.1)

The calculation for DE Full Time Equivalent Students (FTES) for credit DE courses can be calculated in one of four ways:

- Weekly Student Contact (Weekly Census--DE courses that are regularly scheduled)
- Daily Student Contact Hours (Daily Census)
- Actual Hours of Attendance (Positive Attendance)
- Alternative Attendance (Alternative)

For more information on attendance accounting, please refer to the Attendance Accounting Manual:

http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/Atndc_Acctg/SAAM/SAAM_Compressed_Calendar_and_Course_Scheduling_Addendum_FINAL_9-18-08.pdf .

This summary was prepared by Joseph Safdie, Online Faculty Mentor at Mesa and Kats Gustafson, Dean Online & Distributed Learning. For the full California Community Colleges Distance Education Guidelines, 2008 Omnibus Version, go to: http://extranet.cccco.edu/Portals/1/AA/DE/de_guidelines_081408.pdf .

Sample Syllabus

The following is a sample of a syllabus for online classes. There are unique items for online learning including the Assessment Methods, Netiquette Guidelines, Grading, Course Policies, Accessibility of Course Material, Technical Requirements, and Canvas Orientation Material. Inclusion of these items may help to alleviate student frustration and confusion when taking their first online class.

Title of Course, Course Prefix and Number

(For example: Business Communications, BUSE 119)

Semester/Year, Course ID Number

Fully Online Course

Course Description

Use wording from college catalog to complete this Course Description section.

Instructor Information

Name (preference for how you want students to address you)

College, Office Bldg & room number

Online Office Hours

District Email Address

Office Phone Number

Email info: (Indicate if you have an email preference for student contact)

(For example: Please use Canvas Mail to contact me throughout the semester. If you write to me using Canvas Mail, I will respond to you within 48 hours.)

Course Prerequisites/Advisories (if any)

Use wording from college catalog to complete this section.

Course Outcomes

Upon completion of this course you will be able to:

1. Outcome 1
2. Outcome 2
3. Outcome 3
4. Outcome 4
5. Outcome 5

Textbook and Materials

<i>Textbooks and Materials</i>	<i>Where to purchase</i>	<i>Cost</i>
Required Textbook: (enter title, ISBN)		
Recommended Text(s): (enter title, ISBN)		
Access Code:		
Additional Materials & Software:		

Assessment Methods

This course will use a variety of methods to assess your learning of the course objectives. You will read the textbook, take short quizzes, and submit written assignments. You will participate in discussion board topics with your classmates, applying what we learn in the readings to our outside world. Some group work may be assigned. Since this is an online course, all assessment - quizzes, assignments, and discussions - will be done online, using the course management system and the additional materials and software listed above.

Netiquette Guidelines

Respectful behavior is expected of you in our online learning environment. Please read the District Netiquette Guidelines available at the following link: <http://www.sdccdonline.net/students/resources/NetiquetteGuidelines.pdf>

Course Policies

(Use these policies or adapt them for your course.)

Plagiarism/Academic Integrity

Students must adhere to the policies and procedures of the San Diego Community College District, as well as all federal, state, and local laws. Students are subject to charges of misconduct concerning, but not limited to, the following acts as described in Policy 3100: The taking of and passing off as one's own work or ideas of another; plagiarism and academic cheating. (Please refer to the District Student Code of Conduct in the College Policies Section of Student Web Services: <http://studentweb.sdccd.edu/index.cfm?action=keyresources>)

Attendance

You are expected to login and begin the coursework assigned to you on the first day of the course. This is a fully online course with no required on-campus meetings. Even though we won't be meeting each other face to face, you must login to Canvas several times a week to stay informed and meet deadlines. I recommend logging into the course daily. **You must show continuous progress throughout the course or you may be dropped.** Continuous progress is measured by attending class online, participating in the class discussions, and submitting assignments.

Participation

Participation in an online course occurs on our Discussion Board. You will have several opportunities to participate in discussions. Follow the directions carefully to receive full credit.

Missed Quizzes

If you miss an online quiz in this class, there will be no opportunity for you to make up the exam. Please notify the instructor if you need to take the exam early due to schedule conflicts. In this class the lowest quiz score is not counted towards your grade.

Late/Missed Assignments

Assignments submitted after the due date will not receive full credit.

Grading

Each activity in the course is assigned a specific number of points. Specific instructions and grading rubrics for each of these activities will be given in Canvas. Student grades are located in the "My Grades" tool in Canvas. (Indicate the expected turnaround time for grading and rules for extra credit work or late work.)

<i>Activity</i>	<i>Points</i>	<i>Due Date</i>
Discussion Boards (15 postings x 10 pts. each)	250	<i>due ongoing throughout the Semester</i>
Quizzes (11 quizzes x 10pts. each) lowest quiz score is dropped	100	<i>due ongoing throughout the Semester</i>
Written Assignment	200	Due Feb. 26th
Creative Activity	200	Due Apr. 9th
Final Project	250	Due May 14th
Total Points	1000	

Final Grades

Your final letter grades are based on the total points that you earn in the course.

Letter Grade	Total Points Earned
A	900 – 1000 pts
B	800 – 899 pts
C	700 – 799 pts
D	600 – 699 pts
F	below 600 pts

Accessibility of Course Materials

I have made every effort to make this course accessible to all students, including students with disabilities. If you encounter a problem accessing anything in this course, please contact me immediately. Students with disabilities should email me and also contact the college's Disabled Students Programs and Services (DSPS) office:

City College DSPS webpage: <http://www.sdcity.edu/dsps/>

Mesa College DSPS webpage: <http://www.sdmesa.edu/dsps/>

Miramar College DSPS webpage: <http://www.sdmiramar.edu/campus/dsps>

Technical Requirements

The suggested hardware and software for online classes can be found at:
<http://www.sdccdonline.net/techreq.htm>

Canvas Orientation Material

You are expected to know how to use the Canvas system. Some orientation material can be found in your Canvas course shell after logging in. For additional training material, login instructions, student orientations, and support information please visit <http://www.sdccdonline.net/students/training/>. You can also call the 24/7 HelpDesk at 1-844-612-7421 with any technical issue that you experience with Canvas.

Checklist of Competencies for Designing and Teaching Using Canvas

1. CREATE AND MANAGE COURSE CONTENT

Overview

Course content is the core of the online course and impacts student learning outcomes, student retention and success. A well-trained instructor spends less time with the technical aspects of the course and more time teaching and interacting with students.

Understand File Formats:

Skill

- ☐ Identify compatible (and incompatible) file formats and naming conventions in Canvas.
- ☐ Identify applications that you can use to create graphic, text, and zip files for Canvas.
- ☐ Understand the requirements of students using either PC or MAC platforms or mobile devices to access your course and its content.
- ☐ Name the types of files that can be viewed with a web browser and those that require plug-ins or additional software.

Manage Files in Your Course:

Skill

- ☐ Describe the different areas under Content Collection.
- ☐ Demonstrate the process of uploading a file from your computer to the Content Collection for a specific course and to All Course Content and when to use which one.
- ☐ Upload, download, and delete various types of files (.gif, .html, .jpg, .zip, .docx, .pdf., txt).
- ☐ Explain the use of the "Open in Web Folder" function.

Creating and Editing Course Content:

Skill

- ☐ Understand how to change the Edit Mode views.
- ☐ Describe when to turn Edit Mode On or Off.

-
- ☐ Describe all the choices under Build Content.
 - ☐ Edit using the Text Editor.
 - ☐ Edit the HTML using the Toggle HTML Source Code function.
 - ☐ Reposition items in the Course Menu and Main Content Area.
 - ☐ Add Adaptive Release criteria for releasing content.

Create Web Pages (HTML Files):

Skill

- ☐ Identify the areas within Canvas where HTML can be created and the pros/cons of using HTML.
- ☐ Explain why most designers create files outside of Canvas and then upload them to the Content Collection.
- ☐ Identify principles of quality web page design.
- ☐ Explain how to use the Visual Editor in Canvas.
- ☐ Identify the applications that you can use to create HTML files.

Adding items into Learning Modules:

Skill

- ☐ Add, edit and delete Interactive Tools.
- ☐ Add, edit and delete Assessment Tools.
- ☐ Add, edit and delete questions and answers.
- ☐ Add a link to a tool.
- ☐ Create a Mashup.

Know when to use audio and video clips and:

- ☐ Add, edit and delete audio and video clips from content pages.
- ☐ Understand compatible file types for audio and video to be read via the web.
- ☐ List the plug-ins or helper applications that will be needed to view or hear the files.

Important Content Issues:

Skill

- ☐ Understand size restrictions for files and the impact large files may have on students and the server.

-
- ☐ Be aware of copyright restrictions and fair use policies.
 - ☐ Provide accessibility for students with disabilities.
 - ☐ Provide clear directions that will help students navigate through content.

2. COMMUNICATE WITH STUDENTS

Overview

An effective online instructor will use Canvas's communication tools to facilitate student-to-teacher and student-to-student interactions. Regular, effective, instructor-initiated contact is an accreditation requirement. The built-in communication tools facilitate discussion of course concepts, increase understanding of content, and allow for community building within a course.

Course Content page (Homepage):

Skill

- ☐ Change the color, size, and attributes of the font on your Homepage to increase readability, and to create a professional “look and feel.”
- ☐ Add an image that adds relevance or personality to your Homepage.
- ☐ Organize your Homepage content to improve clarity and orientation for your students.

Grade Center:

Skill

- ☐ Understand how to access the Grade Center and the students' My Grades Tool.
- ☐ Describe this tool and the benefits of allowing students to see their own grades.
- ☐ Understand how to make a grading Rubric.
- ☐ Create and manage Grade Center columns.
- ☐ Grade different areas of the course, including discussions, assignments, assessments, blogs, and wikis.
- ☐ Create SmartViews in the Grade Center.
- ☐ Add Adaptive Release Criteria.

Messages, Mail, and Discussion Tools:

Skill

-
- ☐ Explain why Messages and Discussions are considered asynchronous communication tools.
 - ☐ Describe the educational relevance of communication tools.
 - ☐ Explain the value of using the Messages tool versus Send Mail tool.
 - ☐ Manage messages and attachments with folders and the search capability.
 - ☐ Understand the difference between student and instructor role functions in Mail.
 - ☐ Identify the Canvas areas with built-in mail capabilities.
 - ☐ Provide course protocol, netiquette rules and directions so students can make the most of this tool.
 - ☐ Identify difficulties new students may have when sending and reading messages.
 - ☐ Understand the features of the Notifications System.

Within the Discussion tool:

- ☐ Post messages
- ☐ Send attachments
- ☐ Read and reply to messages
- ☐ Quote and compile messages
- ☐ Send mail from a Discussion message
- ☐ Create topics
- ☐ Search for and save messages
- ☐ Work with configuration options.

Chat and Whiteboard:

Skill

- ☐ Explain why Chat and the Whiteboard are considered synchronous communication tools.
- ☐ Describe Chat and its customizable features.
- ☐ Describe the Whiteboard and its features.
- ☐ Cite examples of how educators use Chat.
- ☐ Identify how the Chat rooms that generate logs, and how to use them in other course areas.
- ☐ Send a private message in Chat, and note that it is not logged.
- ☐ In Whiteboard, draw and modify, change attributes, and load and save files.
- ☐ Cite some examples of how educators use the Whiteboard in meaningful ways.
- ☐ Know how to troubleshoot and communicate common Chat problems.

Canvas Collaborate Classroom Tool:

Skill

- ☐ Explain what Canvas Collaborate Classroom is and what role it can play in the online course.
- ☐ Describe the primary tools within Live Classroom.
- ☐ List the typical content types that are loaded into and used within Live Classroom.
- ☐ Cite examples of how educators use Live Classroom.
- ☐ Identify how the Live Classroom archives web meetings, and how students can use them later.

Calendar Tool:

Skill

Effectively use the Calendar:

- ☐ Add/update and delete entries
- ☐ Clear and reset the calendar
- ☐ Compile events
- ☐ Import events
- ☐ Calendar Settings.
- ☐ Describe the potential impact of Calendar on the overall course design and organization.

3. ASSESS STUDENT LEARNING

Overview

Canvas offers many tools that allow you to evaluate student learning and provide feedback to students. Competent use of these tools will enhance the learning environment as you measure learning and evaluate the effectiveness of the instructional setting.

Assessments:

Skill

- ☐ Build effective Self and Peer Assessments with feedback.
- ☐ Create new assessment with a variety of question types.
- ☐ Import questions from a test bank.
- ☐ Grade a test
- ☐ Reset a test

-
- ☐ Re-grade a test
 - ☐ View time spent
 - ☐ Use assessment data, including statistics.
 - ☐ Adjust Test settings for the optimum assessment environment for the educational purpose.
 - ☐ Understand the impact Test settings can have on individualized assessment and accommodating special learners.
 - ☐ Describe how Test Settings can increase reliability and validity.

Surveys:

Skill

- ☐ Build Surveys and differentiate them from Tests.
- ☐ Explain the value of Surveys within the course.
- ☐ Share and build results into learning activities.

Assignments:

Skill

- ☐ Explain how to create an assignment with attachment.
- ☐ Write clear directions for students.
- ☐ Edit the settings.
- ☐ Grade an assignment submission.

4. MANAGE, EVALUATE, AND IMPROVE THE COURSE

Overview

Keeping the course organized and managing the flow of instruction, grading, communication and scheduling are important areas of proficiency. Canvas tools provide data that you can use to assess the effectiveness of specific content pages and examine the overall effectiveness of the course. Once you have analyzed the data, use it to improve your course design and content.

Course Statistics:

Skill

- ☐ Find and read the data collected in the Grade Center Statistics.
- ☐ Work with Grade Center Reports
- ☐ View Discussion Board Statistics

-
- ☐ Display Course Reports

Performance Dashboard:

Skill

- ☐ Describe the useful features of the Performance Dashboard as they could relate to student success.
- ☐ Know which pages and tools are tracked, and understand how to best use these data.
- ☐ Understand how the Performance Dashboard interfaces with the Early Warning System and how/when to use the Early Warning System.

Student Tracking:

Skill

- ☐ Describe how to track the User Activity of the areas of the course.
- ☐ Describe the useful features of User Activity as they could relate to student success.
- ☐ Apply the functionality in this area with ideas for motivating students to participate in the course.
- ☐ Analyze individual student activity data as it relates to student success.

Student Surveys:

Skill

- ☐ Describe the importance of getting student feedback at various points throughout the course.
- ☐ Understand how to survey students and apply the feedback to improve the course.

Assuring That Your Online Course is Ready for Prime Time

One of the tried and true techniques to ensure that your online course is complete and ready to launch is to use an Online Course Readiness Checklist. This checklist will help guide you during the development of your course. Once your course is developed, the checklist may serve as a reminder to complete any pending items.

The major components of the Course Readiness Checklist are in these categories:

- Instructional Design – the organization and architecture of the course
- Navigation – how students access the course content and tools
- Pedagogical Effectiveness – the instructional techniques
- Accessibility and Usability – course meets ADA compliance and universal access standards (See Appendix B).
- Copyright Compliance – adherence to the institutional copyright compliance policy
- Technology - use of technology tools and multimedia elements, hyperlinks
- Schedule – updated time-sensitive items, schedules, calendars, announcements

For each item within these categories, you can check off a simple Yes or No to indicate your course readiness status. A space for your reminders or comments is provided at the end of each section. Comments are particularly useful for explaining any “No course readiness” items. You may use this Checklist as a self-assessment or you may want to have the assistance of the instructional designer or a peer-reviewer to go through the items. Remove or add items to your Online Course Readiness Checklist to fit the needs of your online course development and delivery process. The following items are suggestions for a comprehensive review of your online course readiness.

Status		
YES	NO	
		Instructional Design
Y	N	1. Is there a sequence or hierarchy to the organization of the course content?
Y	N	2. Does the course content address the stated intended student learning outcomes?
Y	N	3. Is the course content organized into learning modules or other type of unit setup?
Y	N	4. Is there a template or consistent page setup within the learning modules or units?
Y	N	5. Does the entry page for each learning module or unit contain an introduction, overview, and objectives and grading criteria?
Y	N	6. Do the learning modules include pre- and post-assessments that measure the achievement of the learning objectives for the module?
Y	N	7. Do the learning modules include assigned readings that include chapters or page numbers, files, or websites?
Y	N	8. Do the learning modules include writing assignments with instructions about how to submit the assignment?
Y	N	9. Do the learning modules include exercises/activities that are interactive for the entire class or for groups?
Y	N	10. Do the learning modules include resources to engage students in further study?
Y	N	11. Does the course site include an entry page with current announcements?
Y	N	12. Does the course include a current syllabus?
Y	N	13. Does the syllabus include information about the instructor?
Y	N	14. Does the syllabus include a detailed course description?
Y	N	15. Does the syllabus include detailed course objectives and/or expected student learning outcomes?
Y	N	16. Does the syllabus include course policies and procedures?
Y	N	17. Does the syllabus include a detailed grading policy?
Y	N	18. Does the course encourage students to manage their time and avoid procrastination by setting clear timelines and goals?
Y	N	19. Does the course include virtual office hours?

		Comments about Pedagogical Effectiveness
Status		
YES	NO	
		Accessibility and Usability
Y	N	1. Are text links available for navigation in addition to graphical links?
Y	N	2. Are all icons, buttons, and graphics tagged with text tags (ALT tags)?
Y	N	3. Are web pages kept to a minimum of scrolling?
Y	N	4. Are file sizes kept to a minimum to enable faster access?
Y	N	5. Is the page load time kept to minimum for students with slower Internet connections?
Y	N	6. If graphics are turned off by the student, is the content still understandable?
Y	N	7. Do the pages print well? Numbers, files, or websites?
Y	N	8. Is there a consistent style for formatting fonts and font colors?
Y	N	9. Are the colors web-safe and harmonious?
Y	N	10. Do the web pages work well in different browsers and on different screen resolutions?
Y	N	11. Are the file formats standard types or do they require special software or plug-ins?
Y	N	12. If audio and/or video files are used, are they captioned or are transcripts available?
Y	N	13. Is the audio and video clear and audible?
Y	N	14. Do the PowerPoint slides have text versions available?
Y	N	15. Is the course accessible on both PC and MAC platforms?

		Comments about Accessibility and Usability
Status		
YES	NO	
		Copyright Compliance
Y	N	1. Does the use of educational materials and multimedia adhere to the institution's policy on Copyright Compliance?
Y	N	2. Does the use of educational materials and multimedia adhere to Fair Use Guidelines?
Y	N	3. Has the permission of the copyright holder been secured in writing?
		Comments about Copyright Compliance
		Technology
Y	N	1. Is the structural integrity of the course sound—the content is intact, and is not “broken” in some way?
Y	N	2. Do all e-Pack or Course Cartridge components work correctly?
Y	N	3. Is the use of ALL CAPS eliminated?
Y	N	4. Are all line art, charts, graphs, cartoon art, etc. posted as GIFs?
Y	N	5. Are photographic images greater than 200 x 200 pixels posted as JPEGs?
Y	N	6. If animated GIFs are used, do they have a specific educational purpose or meaning that can only be demonstrated through animation?
Y	N	7. Is the animation designed to stop moving or playing after 3 to 6 seconds or does it have controls that allow the student to stop, pause, or replay?
Y	N	8. If streaming audio or video files are used, are they hosted on a streaming media server designed for the purpose?

Status		
YES	NO	
		Schedule
Y	N	1. If using an automated course system, is the opening date of the course for student access set correctly?
Y	N	2. Is a Welcome announcement posted? Use Guidelines?
Y	N	3. Are all calendar dates set for the current semester?
Y	N	4. Are due dates set for the current semester?
Y	N	5. Are time-sensitive course modules and exams set to open and close?
Y	N	6. Confirm that all assignments and due dates are clear and consistent.
Y	N	7. Check all links to ensure that they are valid and working.
		Comments about Schedule
		Additional Feedback

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Online Education Initiative (OEI)

The mission of the California Community Colleges Online Education Initiative (OEI) is to dramatically increase the number of California Community Colleges (CCC) students who obtain college associate degrees and transfer to four-year colleges each year by providing online courses and services within a statewide CCC Online Education Ecosystem (OEE).

Special attention will be given to ensuring retention and success through basic skills support and other support services, especially for underserved and underrepresented cohort groups.

The OEI is an initiative of the CCC Chancellor's Office, funded by the California legislature in 2013 in support of Governor Jerry Brown's Online Education Initiative proposal. The OEI is one of three major initiatives—including the Education Planning Initiative and the Common Assessment Initiative—that are expected to integrate, improve, and evolve existing technology services on behalf of California's community college students: <http://ccconlineed.org/about>.

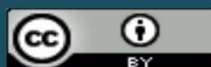
As part of the initiative, staff development opportunities will be made available including an online certification course. The course will be based on the Course Design Rubric for the Online Initiative (below). The Rubric outlines “good practice” in online course design. The rubric was developed by the OEI Professional Development task force.



California
Community
Colleges

Online Education
Initiative

COURSE DESIGN RUBRIC



The California Virtual Campus-Online Education Initiative (CVC-OEI) is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in **high-quality online courses**.

This page is intentionally left blank for printing purposes. If you plan to print the document for your own reference, you may check the page numbers to print just what you need.

Online Course Review Information

Date:	
College:	
Instructor Name:	
Local Course ID:	
Course C-ID: (if applicable)	
Reviewer Name:	

Review Type: ☐ Self ☐ Peer ☐ Lead ☐ Accessibility



Information below this line will be completed by the Lead Reviewer

Aligned Sections:

<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
----------------------------	----------------------------	----------------------------	----------------------------

The OEI Course Design Rubric was developed in 2014 by the OEI Professional Development work group to ensure that all courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements. It has undergone revisions and updates since then in response to changes in available instructional technology and feedback from both instructors and reviewers.

Courses that are peer reviewed and aligned to the OEI Course Design Rubric:

-  have met the CCC's highest level of design standards to support online student success and
-  can be made available for cross enrollment to students at participating colleges.

The Rubric is divided into four sections.

SECTIONS A-C

Section A: Content Presentation

The 14 elements for quality course design in this section address how content is organized and accessed in the course management system. Key elements include course navigation, learning objectives, and access to student support information.

Section B: Interaction

The six elements in this section address instructor-initiated and student-initiated communication. Key elements of quality course design covered in this section include regular effective contact, both between and among instructors and students.

Section C: Assessment

The eight elements in this section address the variety and effectiveness of assessments within the course. Key elements include the alignment of objectives and assessments, the clarity of instructions for completing activities, and evidence of timely and regular feedback.

Following a review by a team of trained faculty peer reviewers, each element in Sections A-C will be marked in one of three ways:

Incomplete:

The element is missing or present to a degree that does not adequately support student success in online learning.

Aligned:

The element is present and effectively designed to support student success in online learning.

Additional Exemplary Elements:

This designation recognizes design choices that are aligned *and* go even further to enhance the student experience in the online learning environment.

SECTION D

Accessibility

The 16 elements in this section are reviewed to determine if a student using assistive technologies will be able to access the instructor's course content as required by Section 508 of the Rehabilitation Act of 1973 (also known as "508 Compliance"). The accessibility elements in Section D focus on instructor-generated content that is primarily under the control of faculty when developing a course. Since Section D addresses elements that are required to be present, the elements in this section, when applicable, are only marked as **Incomplete or Aligned**.

Creative Commons Licensed Content

In addition to preparing courses for the CVC Exchange, the OEI Course Design Rubric is licensed under a Creative Commons Attribution 4.0 International License and can be used as:

- A roadmap for instructors designing new online courses.
- A tool for instructors seeking to update or improve existing courses.
- The foundation for starting a campus-based POOR (Peer Online Course Review) process.

Visit [CVC.edu](https://cvc.edu) for more information on the OEI, the Rubric, and the Course Review Process. We welcome your feedback and suggestions.

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Section A: Content Presentation - Unit Objectives		
Incomplete	Aligned	Additional Exemplary Elements
A1: Placement of Objectives		
<input type="checkbox"/> Objectives are not included in individual learning units	<input type="checkbox"/> Objectives are included in the individual learning units	<input type="checkbox"/> Objectives are consistently placed and easy to locate in each learning units
A2: Clarity of Objectives		
<input type="checkbox"/> Objectives do not include demonstrable learning outcomes.	<input type="checkbox"/> Objectives consistently include demonstrable learning outcomes.	<input type="checkbox"/> Objectives are written in language that is student-centered.
A3: Alignment of Objectives		
<input type="checkbox"/> Learning unit content is not aligned with or sufficient to meet unit objectives.	<input type="checkbox"/> Content is clearly aligned with and sufficient to meet the learning unit objectives.	<input type="checkbox"/> The connections between content and learning unit objectives are made explicitly clear to the students.

Criteria A1 – A3 Comments:
<div></div>

Section A: Content Presentation - Use of the CMS

Incomplete	Aligned	Additional Exemplary Elements
A4: Course Navigation		
<input type="checkbox"/> Navigation and content flow are not easily determined.	<input type="checkbox"/> Navigation and content flow are easily determined by the user	<input type="checkbox"/> Clearly labeled tutorial materials explaining how to navigate the specific course are included
A5: Unit-level Chunking		
<input type="checkbox"/> Content is not presented in distinct learning units or modules.	<input type="checkbox"/> Content is meaningfully segmented into distinct units or modules to aid learning	<input type="checkbox"/> Learning units or modules are consistently structured and sequenced to reduce cognitive load
A6: Page-level Chunking		
<input type="checkbox"/> Page content is not chunked in manageable segments using headings, making online reading difficult.	<input type="checkbox"/> Page content is chunked in manageable segments using headings that facilitate online reading.	<input type="checkbox"/> Page content uses descriptive headings and subheadings that enhance student understanding of the material.
A7: Effective Use of Course Management (CMS) Tools		
<input type="checkbox"/> CMS tools that could reduce the labor intensity of learning are not used effectively.	<input type="checkbox"/> CMS tools are used to reduce the labor-intensity of learning and streamline access to materials and activities for students	<input type="checkbox"/> CMS tools are used to provide integrated and innovative learning materials and activities for students.
A8: Effective Use of Multimedia		
<input type="checkbox"/> Content is presented primarily using one medium	<input type="checkbox"/> A variety of media, such as text, audio, video, images and/or graphics are used throughout.	<input type="checkbox"/> Multimedia is used creatively throughout the course to facilitate student-centered learning.
Criteria A4 – A8 Comments:		

Section A: Content Presentation - Learner Support

Incomplete	Aligned	Additional Exemplary Elements
A9: Instructions		
<input type="checkbox"/> Instructions for working with course content are missing or incomplete (e.g., links to articles or videos are provided without any guidance for how the student should work with the material)	<input type="checkbox"/> Course design includes instructions for learners to work with content in meaningful ways (e.g., guiding students to take notes during a video, explaining what to look for in an article, etc.).	<input type="checkbox"/> Instructions are directly embedded with the content.
A10: Learning Support		
<input type="checkbox"/> There are few or no individualized learning opportunities, such as remedial activities or resources for advanced	<input type="checkbox"/> Content is meaningfully segmented into distinct units or modules to aid learning	<input type="checkbox"/> Learning units or modules are consistently structured and sequenced to reduce cognitive load
A11: Learner Feedback		
<input type="checkbox"/> Learners do not have an opportunity to give anonymous feedback to the instructor regarding course design and/or	<input type="checkbox"/> Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content after course completion	<input type="checkbox"/> There are opportunities to give anonymous feedback both during course delivery and after course completion
Criteria A9 – A11 Comments:		

Section A: Content Presentation - Institutional Support		
Incomplete	Aligned	Additional Exemplary Elements
A12: Course Policies		
<input type="checkbox"/> Institutional/instructor policies relevant for learner success are not included or are difficult to find.	<input type="checkbox"/> Policies relevant for learner success (e.g., academic honesty, course drop/withdrawal, computer use, etc.) are included and easy to find.	<input type="checkbox"/> Institutional/instructor policies are provided in units or activities where they are most relevant
A13: Student Services		
<input type="checkbox"/> Links to institutional services are not included, thus requiring students to exit the course to find support resources.	<input type="checkbox"/> Links to institutional services (such as disability services, online counseling, online tutoring, online readiness, the library, etc.) are included and clearly labeled.	<input type="checkbox"/> Links to institutional services are provided in the modules, assignments, and/or activities where they may be needed most.
A11: Technology Support		
<input type="checkbox"/> Information about and links to technology support are not included or easily found.	<input type="checkbox"/> Technology support is explained to students, and relevant contact information and/or links are easily found.	<input type="checkbox"/> Links to technology support and trouble-shooting tips are provided where they may be needed throughout the course.
Criteria A12 – A14 Comments:		

Section B: Interaction - Instructor Contact		
Incomplete	Aligned	Additional Exemplary Elements
B1: Pre-Course Contact		
<input type="checkbox"/> Instructor does not initiate contact prior to or at the beginning of the course	<input type="checkbox"/> Instructor initiates contact prior to or at the beginning of course.	<input type="checkbox"/> Instructor provides multiple resources to help students successfully start the course.
A13: Regular Effective Contact		
<input type="checkbox"/> The course design appears to be lacking opportunities for regular effective student contact initiated by the instructor.	<input type="checkbox"/> The course design includes regular instructor-initiated contact with students using CMS communication tools	<input type="checkbox"/> The course design includes ample opportunities for regular effective contact using a wide variety of communication tools.
A11: Student-Initiated Contact		
<input type="checkbox"/> Instructor contact information, including expected response times, is missing or not easy to find	<input type="checkbox"/> Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times.	<input type="checkbox"/> Students are provided with multiple means of contacting the instructor and are encouraged to do so throughout the course.
Criteria B1 – B3 Comments:		

Section B: Interaction - Student-to-Student Contact		
Incomplete	Aligned	Additional Exemplary Elements
B4: Student-Initiated Contact with Other Students		
<input type="checkbox"/> Students are not given opportunities to initiate interaction with other students in the course.	<input type="checkbox"/> Opportunities for student-initiated interaction with other students are available and encouraged.	<input type="checkbox"/> The course makes a variety of tools and methods available for student-initiated interaction to accommodate a variety of communication styles.
B5: Regular Effective Contact Among Students		
<input type="checkbox"/> Students have no or limited opportunities to engage in regular effective contact with other students (e.g., limited to a single Q&A discussion forum only).	<input type="checkbox"/> Regular effective contact among students is designed and facilitated to build a sense of community among learners.	<input type="checkbox"/> The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the learning community.
B6: Participation Levels		
<input type="checkbox"/> Guidelines explaining required levels of student participation are not provided.	<input type="checkbox"/> Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are consistently provided.	<input type="checkbox"/> A rubric or equivalent grading document is included within assignments/activities to explain how participation will be evaluated...
Criteria B4 – B6 Comments:		

Section C: Assessment -Effective Assessment

Incomplete	Aligned	Additional Exemplary Elements
C1: Authenticity		
<input type="checkbox"/> There is little or no evidence of authenticity built into assessment	<input type="checkbox"/> Assessment activities lead to the demonstration of learning outcomes	<input type="checkbox"/> Assessments are designed to mimic authentic environments to facilitate transfer.
C2: Validity		
<input type="checkbox"/> Students are evaluated on performance unrelated to the stated objectives...	<input type="checkbox"/> Assessments appear to align with the objectives.	<input type="checkbox"/> Assessments match the objectives and learners are directed to the appropriate objective(s) for each assessment
C3: Variety		
<input type="checkbox"/> Assessments are limited primarily to one type of assessment (either formative or summative).	<input type="checkbox"/> Both formative and summative assessments are used throughout the course.	<input type="checkbox"/> Multiple types of formative and summative assessments are used (research project, objective test, discussions, etc.).
C4: Frequency		
<input type="checkbox"/> Assessments are few and infrequent.	<input type="checkbox"/> Multiple assessments are administered during the duration of the course.	<input type="checkbox"/> Frequent assessments occur at regular intervals throughout the course, providing students with timely feedback on learning and performance.
Criteria C1 – C4 Comments:		

Section C: Assessment – Guidance and Feedback

Incomplete	Aligned	Additional Exemplary Elements
C5: Rubrics/Scoring Guide		
<input type="checkbox"/> Rubrics or descriptive criteria for desired outcomes are not included for most assessment activities.	<input type="checkbox"/> Rubrics or descriptive criteria for desired outcomes are included in most or all assessment activities.	<input type="checkbox"/> Rubrics and/or descriptive criteria for desired outcomes include models of “good work.”
C6: Assessment Instructions		
<input type="checkbox"/> Assessments include little or no instructions.	<input type="checkbox"/> Instructions clearly explain to students how to successfully complete the assessments.	<input type="checkbox"/> Instructions are written clearly and with exemplary detail to ensure understanding.
C7: Feedback		
<input type="checkbox"/> There is little to no evidence of meaningful feedback on student assessments.	<input type="checkbox"/> The course includes a clear description of how meaningful, timely feedback on assessments will be provided.	<input type="checkbox"/> Students are given clear instructions on accessing feedback in the CMS and guidance on applying feedback to improve learning and performance.
C8: Self-Assessment		
<input type="checkbox"/> There is little to no evidence that students are provided opportunities for self-assessment	<input type="checkbox"/> Opportunities for student self-assessment with feedback are present.	<input type="checkbox"/> There are multiple opportunities for student self-assessment that encourage students to seek timely additional help.
Criteria C5 – C8 Comments:		

Section D: Accessibility










Instructors need to verify that content they create or add to their courses is accessible to all students. Third party tools and platforms (publisher content, LTI/Apps, etc.) procured by the college or department represent an institutional responsibility. It is important for faculty, administration, and vendors to work together to ensure that such proprietary course materials meet prevailing accessibility standards. The following were noted in this course and may require additional accessibility review by the college:

☐ LTI/Apps ☐ Media Player ☐ Links to 3rd party websites ☐ Publisher content

3rd Party Resources in this course: _____

Because the review of course accessibility is a snapshot in time, instructors and administrators should engage in an on-going effort to ensure that equitable access to instructional content is maintained in the course and that all areas of accessibility are addressed.

For information on the accessibility of services and tools made available through the California Community College Chancellor's Office CVC-OEI grant, please visit CVC.edu. For other web and information technology accessibility needs, please visit the [CCC Accessibility Center](#).

D1: Heading Styles Heading styles are consistently used to aid navigation through the course when using assistive technology. Heading levels (Heading 1, Heading 2, etc.) are used in correct order. Fonts, colors, and formats (bold, italics, etc.) are not used in lieu of heading styles. Check: Canvas Content Documents (e.g., MS Word) PDFs Digital Presentations Spreadsheets	N/A 	Incomplete 	Aligned 
D1 Comments:			
D2: Lists Lists are created using the bullet or numbered list tool instead of being formatted manually so that lists are recognized when using a screen reader. Check: Canvas Content Documents (e.g., MS Word) PDFs Digital Presentations Spreadsheets	N/A 	Incomplete 	Aligned 
D2 Comments:			
D3: Links Links are identified with meaningful and unique text in place of displaying the Check: Canvas Content Documents (e.g., MS Word) PDFs Digital Presentations Spreadsheets	N/A 	Incomplete 	Aligned 
D3 Comments:			

D4: Tables

Column and/or row header cells are designated so that screen readers can read table cells in the correct order. A table caption is included for more complex tables.

Check: Canvas Content Documents (e.g., MS Word) PDFs Digital Presentations
Spreadsheets

N/A	Incomplete	Aligned
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D4 Comments:

D5: Color Contrast There is sufficient color contrast between the foreground text and background to avoid difficulties for students with low vision.

Check: Canvas Content Documents (e.g., MS Word) PDFs Digital Presentations
Spreadsheets

N/A	Incomplete	Aligned
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D5 Comments:

D6: Color and Meaning Color is not used as the only means of conveying information, adding emphasis, indicating action, or otherwise distinguishing a visual element.

Check: Canvas Content Documents (e.g., MS Word) PDFs Digital Presentations
Spreadsheets

N/A	Incomplete	Aligned
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>













D6 Comments:













D7: Images All images have appropriate alternative text, either explaining instructional value or indicating the image is decorative. Alternative text does not contain “image of”, “picture of” or file extension (e.g., “.jpg”).




Check: Canvas Content Documents (e.g., MS Word) PDFs Digital Presentations

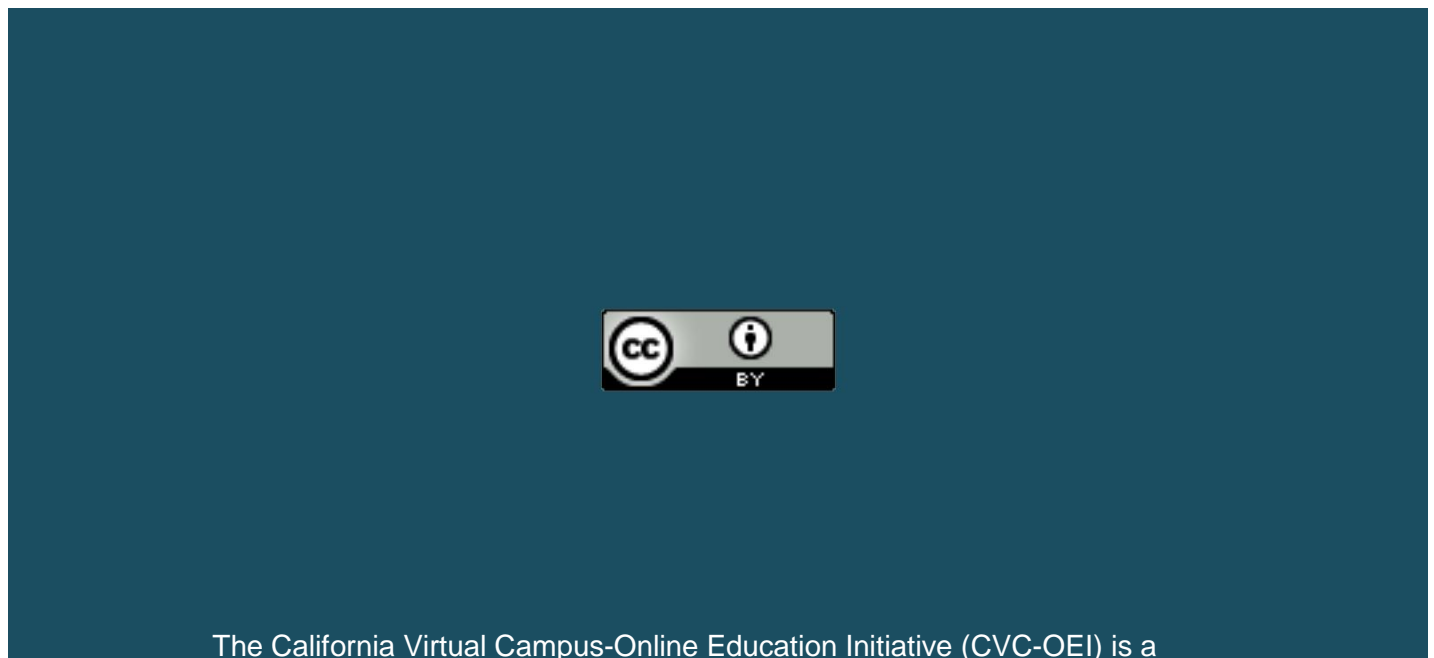
N/A	Incomplete	Aligned
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D7 Comments:

<p>D8: Reading Order Reading order is correctly set so that content is presented in the proper sequence when using screen readers and other assistive technologies. Check: Documents (e.g., MS Word) PDFs Digital Presentations</p>	<p>N/A</p> 	<p>Incomplete</p> 	<p>Aligned</p> 
<p>D8 Comments</p>			
<p>D9: Slides Slides are created using built-in accessible slide layouts with each slide having a unique title. All text is visible in Outline View to be sure that it can be read by assistive technology. Check: Digital Presentations</p>	<p>N/A</p> 	<p>Incomplete</p> 	<p>Aligned</p> 
<p>D9 Comments:</p>			
<p>D10: Spreadsheets Spreadsheets include labels for the rows and columns, detailed labels for charts, and are accompanied by textual descriptions that draw attention to key cells, trends, and totals. Check: Spreadsheets (e.g., Excel, Google Sheets, etc.).</p>	<p>N/A</p> 	<p>Incomplete</p> 	<p>Aligned</p> 
<p>D10 Comments:</p>			
<p>D11: Accessibility Checkers Files and content pages pass any built-in accessibility check available in the software. Check: Canvas Content Documents (e.g., MS Word) PDFs Digital Presentations Spreadsheets</p>	<p>N/A</p> 	<p>Incomplete</p> 	<p>Aligned</p> 
<p>D11 Comments:</p>			

<p>D12: Video</p> <p>All video must have accurate captions. If a video has no audio or instructionally relevant soundtrack, a note explaining that should accompany the video.</p> <p>Check:</p> <p>Required video content inside the course management system or external video content linked to from within the course.</p>	<p>N/A</p> 	<p>Incomplete</p> 	<p>Aligned</p> 
<p>D12 Comments:</p>			
<p>D13: Audio</p> <p>Audio files must be accompanied by complete and accurate transcripts.</p> <p>Check:</p> <p>Audio files inside the course management system and external audio-only content linked to from within the course.</p>	<p>N/A</p> 	<p>Incomplete</p> 	<p>Aligned</p> 
<p>D13 Comments:</p>			
<p>D14: Flashing Content</p> <p>Blinking or flashing content, including gifs, should only be used if instructionally needed and not merely for decoration or emphasis. Flashing content must not flash more than three times in any one second period or exceed the general and red flash thresholds.</p> <p>Check:</p> <p>Videos Canvas Content Files, including slides, documents, etc.</p>	<p>N/A</p> 	<p>Incomplete</p> 	<p>Aligned</p> 
<p>D14 Comments:</p>			
<p>D15: Live Captions</p> <p>Live broadcast and synchronous video conferences must include a means for displaying synchronized captions if requested.</p> <p>Check:</p> <p>Plan for captioning any live, synchronous video events planned for the course.</p>	<p>N/A</p> 	<p>Incomplete</p> 	<p>Aligned</p> 
<p>D15 Comments:</p>			

<p>D16: Auto-play Audio and video content should not be set to auto-play. If any audio on a web page does auto-play for more than three seconds, a mechanism must be available to pause, stop, and control the volume.</p> <p>Check: Audio and video content inside the course management system or linked to from within the course.</p>	<p>N/A</p> 	<p>Incomplete</p> 	<p>Aligned</p> 
<p>D16 Comments:</p>			



Faculty Training and Support

Online Faculty Certification Program

The SDCCD Online Learning Pathways Online Faculty Training course is self-paced and fully online with the faculty member enrolled simultaneously in two training course sites: one as a student along with a cohort of other faculty trainees and one as an instructor to demonstrate proficiency in the training objectives. Trainees progress through the self-paced modules with guidance and feedback provided by SDCCD Online Learning Pathways staff.

For faculty at the SDCCD, this is an opportunity to not only learn the new tools and features for online instruction, but also to be updated on the latest Distance Education State and Federal regulations. The following is the course outline with objectives and descriptions of the modules. There are 10 modules and the time to completion is about 20 hours.

Course Outline: SDCCD Online Faculty Training and Certification Program

Part I: Essential Fundamentals

- Provides the foundation for online courses that meet State and Federal Distance Education regulations and WASC Accreditation quality requirements.
- Prepares instructors to implement the requirements into their online instruction

Objectives: After completing Part 1, faculty will be able to:

1. Identify the resources available at SDCCD to support online course design and development
2. Identify multiple ways to obtain technical support
3. Describe WASC accreditation standards for online instruction
4. Identify strategies to promote online academic integrity and student authentication.
5. Identify communication strategies that fulfill the requirement of “regular effective contact” in an online class
6. Describe the accessibility guidelines of Section 508 of the Rehabilitation Act
7. Describe the SDCCD Copyright Guidelines
8. Explain how to implement requirements of U.S. Department of Education for reporting First and Last Date of Attendance
9. Ensure all publisher material used in their courses meets the California Education Code regulations regarding instructional materials fees

Part 2: Online Teaching and Learning Environment

- Examines the information that students need on the first day of instruction for online learning success.
- Covers the various ways of displaying the syllabus in Canvas and other tools that can be used to keep students informed throughout the semester

Objectives: After completing Part 2, faculty will be able to:

1. Describe how and when students access courses on Canvas
2. Identify the basic navigational areas of Canvas
3. Describe multiple factors that are critical to student success in online courses
4. Describe how to inform students using the following tools: Syllabus, Announcements, Calendar, Contacts, Retention Center, and Module Page
5. Create and/or add a syllabus to a Canvas shell
6. Create an entry in the Calendar tool
7. Create an announcement
8. Change the course entry point
9. Create a Module Page

Part 3: Communication and Collaboration

- Explores ways to implement the Title 5 requirement of regular, effective communication by using asynchronous and synchronous tools that will engage and motivate your students
- Explores ways to demonstrate students' achievement of learning outcomes

Objectives: After completing Part 3, faculty will be able to:

1. Identify strategies for deciding when to use asynchronous versus synchronous tools
2. Describe their regular, effective communication plan
3. Send a message using the Messages tool on Canvas
4. Describe how to interact with students using the following tools: Messages, Mail, Discussion Forums, Blogs, Journals, Wikis, Groups
5. Identify the synchronous collaboration tools available in Canvas
6. Set up groups in their Canvas course
7. Summarize and locate the Netiquette Guidelines to share with online students

Part 4: Developing and Presenting Content

- Explores a variety of instructional content types and methods to structure and organize the materials and availability of the content

Objectives: After completing Part 4, faculty will be able to:

1. Give examples of how course content can be structured to support student learning
2. Design course content around learning outcomes and an audience analysis of learners

-
3. Name online support resources for students
 4. Identify the kinds of content that can be added to their course
 5. Describe techniques for making sure files are accessible to students
 6. Add content to a content area in Canvas
 7. Locate and describe the purpose of the Content Collection tool
 8. Explain what learning modules are and how they can be used to organize content
 9. Explain how adaptive release can be used to control the availability of content
 10. Summarize the options for adding video to their course
 11. Search for and share Open Educational Resources (OER) relevant to their subject areas

Part 5: Monitoring Student Progress

- Covers the design of assignments for the online environment and the evaluation tools available

Objectives: After completing Part 5, faculty will be able to:

1. Identify various learner-centered activities for assessing online learners
2. Give examples of how course assignments can be structured to support student learning
3. Create a Canvas assignment
4. Explain the importance of sending feedback to online students
5. Identify multiple ways that student feedback can be sent to students
6. Create an audio or video sample to establish social presence with online students
7. Locate and describe the purpose of Turning inside of Canvas
8. Explain what portfolios are and how they can be used in their online course
9. Understand how to use the Retention Center to monitor student progress.
10. Locate and explain the importance of the Course Reports tool and the Performance Dashboard

Part 6: Assessing Learning and Managing the Grade Center

- Covers options for creating test questions and deploying online tests.
- Provides an overview of the Grade Center features for storing and displaying grade information
-

Objectives: After completing Part 6, faculty will be able to:

1. Describe strategies for designing and setting up assessments to measure student learning outcomes
2. Identify best practices for online testing in Canvas.
3. Identify resources to share with students that assist with the technical aspects of online test-taking
4. Create and organize tests and questions
5. Set test availability options
6. Organize questions into pools
7. Import and export questions to and from tests, surveys, and pools
8. Grade tests on Canvas
9. Describe how to access results from class surveys.

-
10. Recognize the features and functions of the Grade Center
 11. Create new columns and change the display of columns
 12. Grade tests and assignments in the Grade Center
 13. Create categories for Grade Center columns
 14. Initiate contact with students through the Grade Center tool
 15. Locate more tutorials and resources available for learning about the Grade Center
 16. Describe how online instructors can identify areas for improving their courses from semester to semester
 17. Explain how Canvas shells are obtained and prepared with content
 18. Archive a Canvas course.

Course Description

Welcome! In this course, you'll be introduced to the technical and pedagogical skills necessary to be a successful, effective online instructor at SDCCD. Through interactive tutorials, hands-on assignments, quizzes, and discussions, you'll learn how to keep students informed, promote a lively online learning community and effectively manage your course throughout the semester.

Learning Outcomes

At the completion of this course, participants will be able to:

1. Understand Distance Education regulations and accreditation guidelines for all online courses at the SDCCD
2. Demonstrate understanding of online instructional techniques that promote student learning
3. Discuss the importance of designing humanized learning experiences
4. Apply techniques for interacting with students in the online environment
5. Use tools in Canvas to develop and teach an online class with effective pedagogy
6. Navigate a Canvas course as a student and as a teacher
7. Create effective online course design elements (interaction, assessment, and content) in Canvas
8. Find resources to foster continuous improvement of online course design

Course Instructors

SDCCD Online Learning Pathways is facilitating this course. The facilitators include:

Kats Gustafson, Ed.D.

Dean of Online and Distributed Learning, District Instructional Services

Trenton Tidwell, M.Ed.

Instructional Design Coordinator, SDCCD Online Learning Pathways

Chris Rodgers

Instructional Design Coordinator, SDCCD Online Learning Pathways

Communication Policy

In this course the **Questions and Answers** forum is a good spot for posting questions and finding answers from other students in the training.

Feel free to contact the course instructors at:

Email: support@sdccdonline.net

Phone: 619-388-7330

We will respond to any inquiries within three business days. Any inquiries sent over the weekend or on a holiday will be addressed on the following business day.

Course Organization

This training course is divided into 7 modules. The modules guide participants through the course.

1. **Module 01:** Training Orientation
2. **Module 02:** Distance Education Guidelines
3. **Module 03:** Let's Start By Humanizing
4. **Module 04:** Effective Online Course Design
5. **Module 05:** Introduction to Canvas
6. **Module 06:** Canvas Tools
7. **Module 07:** Certification Statement and Resources
8. **Where to Now and Canvas Support and Resources**

Activities and Assessment Methods

As a student in this training course you will be enrolled in two Canvas courses:

1. **Faculty Training Course:** This is the course that you are currently viewing. You have student-level access to this course. The activities that you'll be completing in the Faculty Training Course are:
 - a. **Pre-Assessments:** Some modules will begin with a pre-assessment to check your understanding of the material in that module. Pre-assessments are not graded but they can be used by students and instructors to measure the learning that has taken place in the module.
 - b. **Reading material in Learning Modules:** Each module contains pages of content. In order to complete the other activities in the course, participants must read the material in the learning modules. It is not a requirement to view every tutorial video that is included in the course. Videos should be viewed on an as-needed basis by the trainees. Included in the modules are links to tutorials from the following sites:
 - Instructure Canvas Video Guide
 - c. **Participating in Discussion Forums:** Interaction takes place in the discussion forums. Discussions should be completed in the order in which they are encountered in the modules.

- d. **Taking Quizzes:** You will take online quizzes just as if you were an online student. This allows participants to see what it is like to take tests online in Canvas.
 - e. **Submitting Assignments:** Trainees will submit assignments online just as online students do. Assignments usually consist of a Practice Course Activity and a Reflection Activity. The Practice Course Activity is completed in the participant's Practice Course with Instructor-level access to a shell. Once the Practice Activity is completed, the trainee returns to the training course to write and submit their Reflection Activity. The assignment reflection consists of several questions that must be answered and submitted as text.
- 2. Practice Course:** You have Instructor access to a second course in which you can complete the Practice Course Activities (Assignments). The Practice Course is yours for practice and training purposes only. Please inform a course instructor if you do not have a Practice Course shell in which to complete the assignments.

Participants in this training course will complete the following activities:

Module	Description
Module 1 Training Orientation	<p>1.7 Discussion: Introduction and Icebreaker</p> <p>In this activity you'll write a brief self-introduction to be posted to our training class discussion forum</p> <p><i>10 points</i></p> <p>1.8 Assignment: Module 1</p> <p>Update your contact information and profile picture in Canvas, and then discuss why you think photos, videos, and icebreakers are important in online or web-enhanced courses.</p> <p><i>10 points</i></p> <p>1.9 Quiz: Module 1</p> <p>This quiz is meant to be a learning activity covering the learning objectives of Module 1.</p> <p><i>5 points</i></p>

Module 2 Distance Education Guidelines	<p>2.7 Discussion: Captioning a Video with YouTube</p> <p>Create a short, captioned video for your students on YouTube and then share and discuss it with your colleagues on the discussions forum.</p> <p><i>15 points</i></p> <p>2.11 Assignment: Module 2</p> <p>Using the Distance Education Guidelines and their focus on regular, effective communication, reflect on your online or web-enhanced teaching practices.</p> <p><i>20 points</i></p> <p>2.12 Quiz: Module 2</p> <p>This quiz is meant to be a learning activity covering the learning objectives of Module 2.</p> <p><i>15 points</i></p>
Module 3 Let's Start By Humanizing	<p>3.3 Discussion: Welcoming Your Students</p> <p>In this activity, reflect on how you welcome your students to your online course, sharing ideas with colleagues on the discussions forum.</p> <p><i>15 points</i></p>
Module 4 Effective Online Course Design	<p>4.3 Self-Assess & Discuss: Interaction</p> <p>After completing a self-assessment using the OEI Course Design Rubric Section B, participants will share with colleagues how they are achieving interaction in their online course.</p> <p><i>15 points</i></p> <p>4.5 Self-Assess & Discuss: Assessment</p> <p>After completing a self-assessment using the OEI Course Design Rubric Section C, participants will share with colleagues how they are assessing their online students.</p> <p><i>15 points</i></p> <p>4.7 Self-Assess & Discuss: Content</p> <p>After completing a self-assessment using the OEI Course Design Rubric Section A, participants will share with colleagues how they have curated engaging content for students.</p> <p><i>15 points</i></p>

	<p>4.8 Assignment: Create a Course Outline</p> <p>Create a course outline for one module using Microsoft Word. You will be using this outline for reference when you get to 6.3 “Create a Module” assignment in Module 6.</p> <p><i>5 points</i></p> <p>Quiz: <i>No quiz.</i></p>
<p>Module 5 Introduction to Canvas</p>	<p>5.6 Assignment: Navigation Made Easy</p> <p>You will learn how to create a simple yet effective course navigation that will be intuitive for your students to use.</p> <p><i>5 points</i></p> <p>5.7 Assignment: Add An Announcement</p> <p>For this assignment, you will learn how to add an announcement to your Canvas course using the Announcement tool. You will also learn how you can have your announcements display on the homepage of your course.</p> <p><i>5 points</i></p> <p>5.8 Discussion: First Impressions</p> <p>Take a moment to share your impressions of Canvas as a tool for teaching and learning.</p> <p><i>10 points</i></p> <p>5.9 Quiz: Module 5</p> <p>This quiz is meant to be a learning activity covering the learning objectives of Module 5.</p> <p><i>5 points</i></p>
<p>Module 6 Canvas Tools</p>	<p>6.3 Assignment: Create a Module</p> <p>Using the outline that you completed for the “4.8 Create a Course Outline” assignment, you will learn how to create one well-organized module in your Canvas practice shell.</p> <p><i>10 points</i></p> <p>6.4 Assignment: Create a Content Page</p> <p>Using the module that you just created for the “6.3 Create a Module” assignment as a foundation, you will learn how to create a Content Page in your Canvas practice shell.</p> <p><i>10 points</i></p>

6.5 Assignment: Choose a Homepage

Create a homepage that will help students get started on the right path for your course.

10 points

6.6 Assignment: Post your Syllabus

You will learn the best practice in how to post your syllabus using the Canvas Syllabus Tool in your Canvas practice shell.

10 points

6.8 Assignment: Create a Discussion

Using the module that you just created for the “6.3 Create a Module” assignment as a foundation, you will learn how to create a Discussion in your Canvas practice shell.

10 points

6.9 Assignment: Create a Calendar Item

For this assignment, you will learn how to use the Calendar tool by creating a calendar item for your course.

10 points

6.11 Assignment: Create an Assessment

Using the module that you created for the “6.3 Create a Module” assignment as a foundation, you will learn how to create a Canvas Assignment in your Canvas practice shell.

You also have the opportunity of earning up to 6 extra credit points by creating a Quiz in your Canvas practice shell.

10 points

6.12 Assignment: Use the SpeedGrader

For this assignment you will learn how to grade the assignment that you created for the “6.11 Create an Assessment” assignment by using the Canvas SpeedGrader.

10 points

6.14 Assignment: Your Support Needs

Participants will report on how the Canvas migration process is going for them if they are coming from Blackboard. Or, how learning Canvas in general is going for them individually.

Participants will also provide feedback on their preference for continued training/support from SDCCD.

5 points

Module 7 Certification Statement Final Step	Quiz: Final Step - Certification Statement
Where to Now and Canvas Support and Resources	Templates Sample Courses Other Resources

Availability of Material in Learning Modules

This training course utilizes prerequisites (formerly titled adaptive release), which means that conditions must be met in order for content to be released to participants. Please take note of the following:

- At the bottom of each page of Module 2, participants will see an Electronic Certification Statement. Participants must agree to that statement by clicking the "Mark as done" button at the top of each page in order to continue on with the next page.
- If an item must be marked as done by a participant, a button labeled "Mark as done" will be displayed under the item. Once selected, the button will display "Done" and you can continue to the next page of the module.
- Each subsequent module will only become available once participants submit the work required in the previous module. For example, Module 2 doesn't become available until participants have submitted the Module 1 Assignment, the Module 1 Discussion, and the Module 1 Quiz.

Your Score and How Grading Works

Module	Activity	Points	Module	Activity	Points
1	Discussion	10	5	Assignment	5
1	Assignment	10	5	Assignment	5
1	Quiz	5	5	Discussion	10
			5	Quiz	5
2	Discussion	15			
2	Assignment	20	6	Assignment	10
2	Quiz	15	6	Assignment	10
			6	Assignment	10
3	Discussion	15	6	Assignment	10
			6	Assignment	10
4	Discussion	15	6	Assignment	10
4	Discussion	15	6	Assignment	10
4	Discussion	15	6	Assignment	10
4	Assignment	5	6	Assignment	5

Total Points: 250 (90% = 225 points)

How to Get Flex Credit

For Flex credit please register on [District Flex](#).

How to Achieve SDCCD Online Faculty Certification

Certification is separate from receiving Flex Credit. Certification requires participants to complete and submit all course activities and earn at least 90% (225) of the 250 total points.

After completing all the coursework, and receiving at least 90% (225) of total points, participants must submit and pass the Certification Statement assessment. Once participants have satisfied the criteria for certification, they receive a confirmation email from SDCCD Online Learning Pathways.

The deadline for certification in this course is the end of the academic year (usually June 30). You have completed this course once you have achieved the learning outcomes!

Course Schedule

This training course will be open throughout the academic year. Unlike most online courses, participants in this training course can move through the modules at their own pace. Individual assignments, discussions, and quizzes must be completed by the end of the academic year. If the faculty member is completing the course for a College or Continuing Education requirement or for Flex credit, then those deadlines must be met by the individual faculty member. At the end of the academic year, the course will close for assignment submissions, but it will remain available for you to access as a resource.

Plagiarism/Academic Integrity

As students in this course, you must adhere to the policies and procedures of the San Diego Community College District, as well as all Federal, State, and local laws. Students are subject to charges of misconduct concerning, but not limited to, the following acts as described in Policy 3100: The taking of and passing off as one's own work or ideas of another; plagiarism and academic cheating. Please refer to the District Student Code of Conduct on the District

Website: <https://www.sdccd.edu/docs/District/policies/Student%20Services/BP%203100.pdf>

Netiquette Guidelines

Respectful behavior is expected of you in our online learning environment. Please read the Netiquette Guidelines <https://www.sdccdonline.net/students/resources/NetiquetteGuidelines.pdf>

Accessibility of Course Material

Every effort has been made to make this course accessible to all our participants, including participants with disabilities. If you encounter a problem accessing anything in this course, please contact a course instructor immediately.

Canvas Training for On-Campus Faculty

@ONE Introduction to Teaching with Canvas (Self-Paced)



Description

This self-paced course will introduce you to the beauties of using Canvas in online, hybrid, and face-to-face classes. These simple, hands-on lessons give you the chance to master Canvas in your own practice course to build a home page, content page, discussion, and quiz, while also exploring how to use Canvas communication tools.

If you're new to Canvas, or just want a powerful refresher on the basics, this course is a great starting point, and you get to keep your sandbox to play in, experiment, and build your online material!

Outcomes

By the end of this course, you will be able to:

- Customize your Canvas profile and notification preferences to fit your needs
- Create and archive announcements to keep your students engaged and updated
- Develop modules to organize your content most effectively
- Design a welcoming, impactful home page
- Set up a discussion, quiz, and/or assignment exactly the way you want
- Use a variety of communication tools to streamline contact with students
- Use the Speed Grader tool to make grading fast and easy

Fulfills

This is a self-paced course that is not part of our certificate programs. If you are taking this course to fulfill a requirement on your campus, please check with your campus to ensure they will honor a self-paced course.

State Authorization

In 2010, the U.S. Department of Education issued new regulations whereby a student enrolled in an institution's distance education program cannot use Title IV Higher Education Act funds (Financial Aid) if the institution does not have authorization in the student's state of residence:

The State Authorization Regulation Chapter 34, § 600.9(c)

"If an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, the institution must meet any State requirements for it to be legally offering distance or correspondence education in that State. An institution must be able to document to the Secretary the State's approval upon request."

In July, 2011, the U.S. District Court of the District of Columbia vacated the regulation on procedural grounds. While the USDOE is appealing the decision, institutions are still required to follow State regulations. At the SDCCD, we have obtained authorization to teach students from 38 states. T

Alabama	American Samoa
Alaska	Guam
Arkansas	Marshall Island
Georgia	Micronesia
Maryland	Northern Mariana Islands
Missouri	Palau
Minnesota	Puerto Rico
North Dakota	Washington, D.C.
South Carolina	
Utah	
Wyoming	

Students from the above states and U.S. Territories may not enroll in a distance education course at SDCCD.

Appendix A

Recommended Components of a Learning Module

The online course content is presented in learning modules with each module taught on a time-scheduled basis, such as one module per week. Depending upon the learning objectives, all the modules may be available throughout the course or the modules may be time-released week by week. If the courseware tools permit release of new material based on the results of the end-of-module assessment, this type of customization creates a learning path that meets the needs of individual learners.

Each module can consist of 7 components:

1. Pre-Assessment- Prior to beginning the module, students are assessed to determine their entry-level knowledge of the topic. Assessments may take a variety of forms including: objective questions (scored automatically by the courseware), short answer or essay questions. Results of the module assessment will be compared with the Pre-Assessment to measure students' learning outcomes.
2. Learning Objectives - Include a lead-in statement such as, "Upon successful completion of this module, students will be able to..." Module objectives must include the actions, performance criteria, and conditions of what the student will be able to do. List verbs which demonstrate outcomes. Place the verb at the beginning of the objective. Some examples are: define, repeat, list, record, recall, relate, underline, translate, discuss, describe, identify, locate, report, interpret, dramatize, illustrate, schedule, sketch, apply, operate, evaluate, solve, calculate, etc. Stress critical thinking activities. Explain briefly "how" the knowledge will be shown: ex., "define, in writing, the influence of the Bauhaus movement on the design of contemporary buildings." The objectives must relate in concept and language to both the Course Description and the concepts listed in the Outline of Topics on the syllabus. Be concise and complete: ten is probably too many; one is not enough.
3. Assigned Reading - Reading assignments are required. Specify chapters, pages, documents, slides. Provide guided reading suggestions or points to look out for in the reading.
4. Assigned Writing - Writing assignments are required. Specifically identify the type of writing, outlining, etc. Explain the process for submitting the writing assignment and the evaluation criteria. Some suggested techniques are:
 - a. Posting to the discussion board
 - b. Transmitting a Word document (to instructor or shared with class)

-
5. Exercise/Activities - Provide an interactive exercise for the entire class or for groups. Suggested interactive exercises:
 - a. Discussion Forum with specific guidelines for quality/quantity of postings
 - b. Creation of individual or group PowerPoint presentation via discussion board for student review and comment.
 - c. Student submission of web resources on the module topic.
 - d. Post a self-assessment quiz using the online assessment tools
 6. For Further Study - Provide links to Web resources to engage students in further study.
 7. Assessment - The purpose of the assessment is to measure the achievement of the Learning Objectives for this module. Suggested formats for the assessment:
 - a. Short essay questions.
 - b. Quiz items submitted via the Assessment Manager. The format of the assessment should match the format of the pre-assessment so that progress can be measured.

Specify the instructor feedback concerning the assessment (how will feedback be provided, and when?) Specify what the remediation process would be for students who miss meeting the learning objectives.

Appendix B
Faculty Agreement

**AFT GUILD, LOCAL 1931
AMERICAN FEDERATION OF TEACHERS
AFL-CIO**

FACULTY BARGAINING UNIT

AGREEMENT

WITH

SAN DIEGO COMMUNITY COLLEGE DISTRICT

FOR THE PERIOD

JANUARY 1, 2016 THROUGH JUNE 30, 2018

ARTICLE XXVI – INTELLECTUAL PROPERTY RIGHTS

26.1 Purpose

The District and the AFT have a mutual interest in establishing an environment that fosters and encourages the creativity of individual faculty members. In accordance with that mutual goal, the purpose of this Article is to identify the owners of the copyrights to certain works that may be created by faculty members, and to identify the uses that may be made of those works by faculty members and the District. None of the language in this Article applies to works wholly created by faculty members on their own time, outside of their assigned work schedule, without any use of District equipment and/or resources and intended for non-District use.

26.2 Definitions as Used in this Article

- 26.2.1 "Works" means any material that is eligible for copyright protection including (but not limited to) books, articles, dramatic and musical compositions, poetry, instructional materials (e.g., class notes recorded by students, syllabi, lectures, student exercises, multimedia programs, and tests), fictional and non-fictional narratives, analyses (e.g., scientific, logical, opinion or criticism), works of art and design, photographs, films, video and audio recordings, computer software, architectural and engineering drawings, and choreography.
- 26.2.2 "License" means permission to use a work. A "non-exclusive license" is one that gives permission to use a work while that same work may also be used by the party who gave the permission and by others to whom permission is also given. For any course offered by the SDCCD, the official outline of record, as defined and approved by the Board of Trustees in accordance with Title 5, Sections 55000, 55001, 55002, and 55100, constitutes the Course and is owned by the District.

26.3 Works Covered

- 26.3.1 *Types of works whose ownership and use are covered by this Article.* This Article identifies the copyright ownership of works created by faculty members in connection with the courses they teach, or other duties they perform as faculty members, while they are employed by the District and in connection with their employment; and it addresses the use of those works by faculty members and the District.
- 26.3.2 *Types of works not covered by this Article, and consequences of not being covered.* This Article does not cover all works created by faculty members, even if those works are in some sense related to their duties. For example, it does not cover works created primarily for purposes that are separate from a faculty member's teaching duties as a faculty member (works not made for hire), such as: novels, AFTG 169, duties as a faculty member (works not made by faculty members who teach

literature; business books, even if written by faculty members who teach business; art works, even if created by faculty members who teach art; or music, even if composed by faculty members who teach music.

Also, this Article does not cover works created by faculty members for their own personal use that are not intended to be distributed to others, even if created in connection with their duties, such as a faculty member's personal lecture notes.

The copyrights to works that are not covered by this Article shall not be owned by the District under paragraph 26.4.2.1 below, and the District is not authorized to use such works under paragraph 26.5.1.2 below.

26.4 Copyright Ownership

26.4.1 Ownership by Faculty Members

26.4.1.1 The copyrights to works created by faculty members will be owned by them, even if those works (e.g., class notes recorded by students, syllabi, lectures, student exercises, multimedia programs, and tests) are created in connection with courses they teach, or other duties they perform as faculty members, while they are employed by the District and in connection with their employment, *unless* the work is created under the circumstances described in paragraph 26.4.2.1 below.

26.4.1.2 In cases where RFP's and grants from outside agencies stipulate in the proposal or formal agreements with the district or college that materials developed as part of the project either remain the property of the outside agency or are to be shared or accessible outside of the district in some way, faculty who receive significant financial support to develop materials as part of the project will be advised before any materials development on their part takes place of this potential loss of ownership and/or future control of any materials developed under the auspices of said grant.

26.4.2 Ownership by District. The District will own the copyright to works under the following circumstances:

26.4.2.1 *Circumstances relating to substantial support by the District.* The District will own the copyright to any work created with substantial support from the District. As used in this Article, "substantial support" means financial support over and above the cost of the faculty member's normal compensation, office space, office computer, local telephone use, library use, laboratory use, minimal office supplies and copy services. Substantial support would include

extra compensation or the provision of reassigned time to create a work, the cost of providing secretarial, technical, legal or creative services specifically for the creation of a work, as well as the cost or value of the use of expensive District equipment or facilities (such as professional film or recording studios). Grant funds obtained by faculty members for the creation of works shall not be considered substantial support provided by the District. Payment for the development of a course ends after the initial offering of the course unless mutually agreed between the District and faculty. Additional work beyond the scope and time frame of a grant which enhanced a course developed under work for hire would not be considered to be part of the original work for hire and would remain the work of the faculty member.

- 26.4.2.2 *Circumstances relating to the nature of the work.* The District will also own the copyright to any work, such as a course outline, administrative policy, or information brochure, that is formally reviewed by the District and becomes part of its curriculum, policies, or administrative or promotional literature. Ownership of a copyright does not preclude updating and/or revising the course. It is understood by the parties that courses are naturally dynamic.

26.4.3 *Faculty Member's Option to Acquire Copyright*

If the District is to be the owner of the copyright to a work because it provided substantial support for its creation, the faculty member who created the work shall have an option to acquire the work's copyright by paying the District an amount of money that shall be agreed upon in writing by the faculty member and the District at the time the District provides (or agrees to provide) that support. To exercise this option, the faculty member shall pay the District the agreed-upon amount; and the District shall immediately assign the work's copyright to the faculty member.

26.4.4 *Process for Documenting District Ownership and Faculty Member's Option*

- 26.4.4.1 If the District is to be the owner of the copyright to a work, the faculty member and the District should sign an agreement that contains the following clauses:

"Faculty member and District agree that the work identified below shall be a work made for hire whose copyright shall be owned by the District. If the work is not a 'work made for hire' as a matter of copyright law, then faculty member hereby assigns his or her copyright in the work to the District.

“The work to which this agreement pertains is one that will be created by faculty member with substantial support from the District, or is a work that will be formally reviewed by the District and will become part of its curriculum, policies, or administrative or promotional literature. The work is titled or described as follows: _____.”

- 26.4.4.2 If such an agreement has not been signed, the absence of a signed agreement means the faculty member is the copyright owner rather than the District, *unless* the District proves in arbitration (as provided in 26.8 below) that it did provide substantial support for the work or that the work became part of its curriculum, policies, or administrative or promotional literature.
- 26.4.4.3 If the District is to be the owner of the copyright to a work because it contributed substantial support, the agreement signed by the faculty member and District also should contain the following clause:
- “To exercise his or her option to acquire the copyright to the work identified above, the faculty member shall pay the District the sum of \$ _____.”
- 26.4.4.4 The amount to be paid by the faculty member to exercise his or her option to acquire a work's copyright may be adjusted from time to time, if for example the amount of the District's support increases (or decreases), *but only if* the faculty member and District both sign a new clause containing the agreed-upon adjusted amount.
- 26.4.4.5 AFT shall receive a copy of any such agreements reached as described above.

26.5 Permitted Uses

26.5.1 Use of Work when Copyright is Owned by Faculty Member

- 26.5.1.1 *Uses by faculty member.* The District acknowledges that faculty members may use works whose copyrights they own in any and all ways they may wish, including, for example, authorizing the for-profit publication of such works in return for royalties paid solely to faculty members, subject only to the District's non-exclusive license to use those works (set forth in paragraph 26.5.1.2 below), without any further authorization from the District.
- 26.5.1.2 *Uses by District.* It is the policy of the District to protect and not to infringe on the copyrights of others within or without the District community. Use of copyrighted works without permission of the

owner may subject the user and the District to liability from an infringement action or other possible causes of action. Accordingly, administration, faculty, staff, and students are required to restrict their use of copyrighted materials within the confines of District policies, District guidelines, applicable statutes, and relevant court decisions.

The rights of copyright owners are not exclusive; permission is not necessary for every use. Exceptions to the exclusive rights of copyright owners are numerous and, among others, include: "Fair Use" of copyrighted works; limited copying of computer programs; certain "Library Exemptions"; application of the "First Sale Doctrine" which allows one who buys a copyrighted work to display and resell it. This doctrine does not apply to sound recordings, computer programs, or distribution through a computer network.

The District recognizes the importance of the use of copyrighted materials in fulfilling its educational mission. It is therefore the policy of the District to encourage proper use of copyrighted materials either through acquiring the permission of the copyright owner or under one of the legitimate exceptions outlined in the preceding paragraph.

The District may do these things, but the District may not authorize others to do them, unless the District first obtains the written consent of the faculty member who owns the work's copyright.

26.5.2 *Use of Work when Copyright is Owned by District*

26.5.2.1 *Uses by District.* Faculty members acknowledge that the District may use works whose copyrights the District owns in any and all ways it may wish, including, for example, authorizing the for-profit publication of such works in return for royalties paid solely to the District, subject only to the non-exclusive license of the faculty member who created the work to use it (in the manner set forth in paragraph 26.5.2.2 below), without any further authorization from the faculty members who created those works.

26.5.2.2 *Uses by faculty member.* Faculty members shall have a non-exclusive license to use works they created, whose copyrights are owned by the District, only within their scope of employment with the District in the following ways: (1) to reproduce such works (for example, by photocopying them, by duplicating computer disks on which they have been saved, or by installing them on computer networks); (2) to distribute such works (for example, to students in classes); (3) to perform such works (for example, in classroom

teaching, by webcasting, or by broadcasting); (4) to display such works (for example, over the web); and (5) to create derivative works (for example, companion materials or updated versions).

Faculty members may do these things themselves, but may not authorize them to be done by others, unless they first obtain the written consent of the District.

26.5.3 *Use of Names of Faculty Members, District and Colleges*

- 26.5.3.1 *District's use of faculty member's name.* The District agrees that when it uses a work created by a faculty member (regardless of who owns the work's copyright), the District will identify the faculty member who created the work, for as long as the work continues to be used by the District.

If for any reason the District does not wish to identify the faculty member, the District may ask the faculty member for authorization not to do so; and the faculty member has the option but not the obligation to release the District from this obligation.

If for any reason the faculty member does not wish his or her name to be used in this manner, the faculty member has the right to require the District not to identify him or her; and in such a case, the District agrees not to do so, or to stop doing so as soon as reasonably possible.

If the District fails to identify a faculty member under circumstances when it should have, or identifies a faculty member under circumstances when it should not have, the faculty member shall be entitled only to a reasonable remedy that takes into account the seriousness of the violation, and will not automatically be entitled in all cases to a remedy that requires the District to recall and destroy all existing copies of works that fail to include or omit the faculty member's identification.

- 26.5.3.2 *Faculty member's use of name of District or College.* Faculty members agree that when they use works they have created (regardless of who owns the works' copyrights), those works will identify their creators' relationships with the District or College, for as long as they continue to be employed by the District. (For example, if a faculty member creates an online course that identifies the faculty member as its author, the faculty member's name shall be followed by the name of the College at which the faculty member teaches.)

If for any reason a faculty member does not wish to identify his or her relationship with the District or College, the faculty member may ask the District for authorization not to do so; and the District has the option but not the obligation to release the faculty member from this obligation.

If for any reason the District does not wish its name or the College's name to be used in this manner, the District has the right to require the faculty member not to identify his or her relationship with the District; and in such a case, the faculty member agrees not to do so, or to stop doing so as soon as reasonably possible.

If the faculty member fails to identify the District or College under circumstances when he or she should have, or identifies the District or College under circumstances when he or she should not have, the District shall be entitled only to a reasonable remedy that takes into account the seriousness of the violation, and will not automatically be entitled in all cases to a remedy that requires the faculty member to recall and destroy all existing copies of works that fail to include or omit the District's or College's identification.

26.6 Responsibilities

- 26.6.1 *Registration of copyright.* It shall be the responsibility of the party who owns the copyright to each work to register that copyright with the United States Copyright Office, if the owner so chooses.
- 26.6.2 *Acquiring and paying for necessary rights from third parties.* If the creation or use of a work requires rights to be acquired from third parties, such rights shall be acquired and paid for by the party (i.e., the faculty member or the District) who owns the copyright to that work. Faculty members acknowledge that in some cases, the cost of acquiring necessary rights from third parties, if paid by the District, may itself constitute "substantial support" from the District, so the District would become the owner of the copyright to such works simply because it paid to acquire those rights.
- 26.6.3 *Determining and documenting copyright ownership when two or more faculty members create and own the copyright to a work.* If a work whose copyright would be owned by a faculty member (rather than by the District) is created by two or more faculty members, it is the responsibility of those faculty members to determine the manner in which they share ownership of the copyright to that work, and it is their responsibility to prepare (or have prepared at their own expense) a written agreement between them documenting their determination. No grievance against the District may be asserted by faculty members arising out of any consequences of their failure to make or document an agreement

concerning the manner in which they share ownership of the copyright to such a work.

- 26.7 Authorization of individual agreements the terms of which differ from those described above. Faculty members and the District may, if they wish, enter into individual agreements with one another concerning copyright ownership and usage rights to specific works, the terms of which differ from those set forth above. The terms of any such individual agreement will supersede the terms of this Article, once such an agreement is signed by the faculty member and an authorized representative of the District. Any such agreement will be provided to the AFT.
- 26.8 Dispute resolution. Disputes between faculty members and the District concerning this Article shall be resolved pursuant to the grievance procedures contained in Article IV, except that an arbitrator who is expert in copyright law shall be chosen by the parties, or, if the parties are unable to agree on an arbitrator, chosen in accordance with the commercial arbitration rules of the American Arbitration Association.



Board of Trustees Policy, BP 3100 *Student Rights, Responsibilities, Campus Safety and Administrative Due Process*

Student Code of Conduct Guidelines for Online Classes

In accordance with Board of Trustees Policy, *BP 3100, Student Rights, Responsibilities, Campus Safety and Administrative Due Process, Section 3, Student Code of Conduct*, all students shall have the right to a safe campus learning environment free from interference or disruption. As such, all students are expected to follow the Student Code of Conduct at all times to ensure an orderly educational environment, conducive to teaching and learning. This expectation includes students taking online courses.

6. In the event that an online student becomes “disruptive,” such that it is interfering with the learning environment, the instructor may “remove” the student for that class session and the next (in accordance with Administrative Procedure *AP 3100.2, Student Disciplinary Procedures*).

For online courses, this is defined as up to one week (5 instructional days)

Learning environment means all components of the online course.

7. If a student is “removed” for disruptive behavior, the incident should be reported by the faculty to the Dean of Student Affairs. In addition, the student should be notified in writing immediately by the faculty. **Use Template A.**

This step is critical to ensure that the college tracks disruptive students across the campuses and follows-up on the incident, as necessary.

8. In the event a student’s behavior persists, the situation should be reported immediately to the Dean of Student Affairs.

Note: In accordance with regulations, faculty may not remove the student for longer than 2 class meetings (defined as up to one week for online courses). Therefore, reporting the persistent behavior to the Dean is important for further disciplinary action to occur.

9. In the event a student is threatening in any way, the faculty should contact the Student Affairs Dean immediately to report the incident. The Student Affairs/Discipline Dean will follow-up with the appropriate administrator and College Police at the College/Campus.

To access a copy of BP 3100, go to <https://www.sdccd.edu/about/leadership/board-of-trustees/board-policies/index.aspx> and click on “Student Services.”

To access a copy of the “Student Code of Conduct Guidelines for Online Classes,” go to Faculty Web Services at <https://faculty.sdccd.edu>, click on “Class Management,” then “Forms.”

To obtain a copy of the “Faculty Removal of Disruptive Student from Class” form, go to Faculty Web Services at <https://faculty.sdccd.edu>, click on “Class Management,” then “Forms.”



Template A

Student Code of Conduct Guidelines for Online Classes

[To be used to notify student of removal from class for up to one week]

If a student is “removed” for disruptive behavior, the student should be **notified immediately** by the faculty using this template:

E-mail to: Student e-mail address

Subject: Important Notice

In accordance with *AP Procedure 3100.2, Student Disciplinary Procedures*, you are removed from **[course name]** for disruptive behavior. Specifically on **[date]**, you **[describe disruptive behavior]**. The removal is effective **[m/d/year]** to **[m/d/year]**.

Instructor's Name:

Date:

Appendix C

SDCCD Guidelines for Use of Copyrighted Material

These guidelines are to help faculty, staff and students comply with U S Copyright law and to make informed decisions about copyright.

2010-2011 Districtwide Copyright Guidelines Committee

Gretchen Bitterlin, Continuing Education, Chair of Chairs, Academic Senate

Andrea Henne, Dean, Online & Distributed Learning, District Instructional Services & Planning

Eric Mosier, Miramar College, Librarian

Sandra Pesce, City College, Librarian

Ray Ramirez, Continuing Education, Dean, Institutional Effectiveness

Carol Reagan, Miramar College, Media Technician

Alison Steinberg, Mesa College, Librarian

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Lisa Burgert, Mesa College, Librarian

Sean Flores, Mesa College, Librarian

Kats Gustafson, Dean, Online & Distributed Learning, District Instructional Services

Roger Olson, Miramar College, Librarian

Sandra Pesce, City College, Librarian

SDCCD Copyright Resources are posted to: <https://www.sdccd.edu/about/departments-and-offices/instructional-services-division/copyright.aspx>

I. Introduction

A. Purpose and Scope

These guidelines are meant to assist all San Diego Community College District (SDCCD) employees and students in making informed decisions regarding copyright as it applies to scholarly and educational activities. They fulfill the implementation requirement of SDCCD Board Policy 5750, are intended for general information only, and should not be considered a substitute for legal advice. It is the responsibility of all faculty, staff, students, and anyone using the facilities or resources of the SDCCD to read, to understand, and to follow these guidelines.

Copyright protects the authors, creators, and publishers of both published and unpublished original works, including literary, dramatic, musical, and artistic works. Books, newspapers, magazines, software, multimedia, audio recordings, dissertations, research papers, technology, scientific or technological developments, research data, photographs, as well as text, video, and images on the Internet are among the works covered under copyright law.

Since its passage in 1976, the Copyright Law has been amended numerous times by, for example, the Digital Millennium Copyright Act in 1998 and the Technology, Education, and Copyright Harmonization Act (“TEACH Act”) in 2002. These amendments outline the copyright requirements for digital content and online distance education addressed in these guidelines.

Copyright infringement occurs when a copyrighted work is reproduced, distributed, performed, publically displayed, or made into a derivative work without the permission of the copyright holder. A copyright notice is not required for works to be protected. These guidelines will address when it is or is not necessary to obtain authorization to use intellectual property.

B. District Compliance Responsibility

Per Board Policy 5750, SDCCD acknowledges and abides by all applicable intellectual property laws, including but not limited federal copyright law, Title 17 of the U.S. Code as amended at <http://www.copyright.gov/title17>. SDCCD expects that all individuals employed at the district, enrolled in the district or colleges, and/or using the facilities or resources of the district or colleges shall do the same.

In addition to issuing and educating the SDCCD community regarding this policy and guidelines, the SDCCD will, among other things, ensure that every photocopy machine, printer, and other equipment capable of creating copies shall include effective signage incorporating the following text:

Notice: The copyright law of the U.S. (Title 17 of the U.S. Code) governs the making of photocopies or other reproductions of copyrighted material. The person using this equipment is liable for any infringement.

C. Consequences for Copyright Infringement

The Copyright Act provides for the copyright owner to recover damages for unauthorized use of the owner's works. These damages may include the profits resulting from the infringement, or statutory damages ranging from \$750 to \$30,000 per willful infringement, as well as legal fees. <https://www.copyright.gov/title17/92chap5.html>.

II. Using Copyrighted Material

“Copyright is a form of protection provided by the laws of the United States to the authors of ‘original works of authorship’ that are fixed in a tangible form of expression. ... Copyright protection in the United States exists automatically from the moment the original work of authorship is fixed.” (Circular 1, U.S. Copyright Office)

Copyrighted materials may or may not have markings to indicate their status. Use of copyrighted materials may or may not require permission. See below for guidelines on obtaining permission when it is required, and for an overview of the exemptions that do not require permission.

A. When Permission is Required: How to Get Permission

The law does not recognize a “best efforts to obtain copyright” exception, even if it is difficult, time-consuming, or expensive to locate the copyright owner. The process of granting permission requires time to check the status of the copyright and evaluate the nature of the request. It is advisable, therefore, to allow enough lead time to obtain permission before the materials are needed.

One of the simplest ways to obtain permission is through the Copyright Clearance Center (CCC), which has the right to grant permission and collect fees for rights for certain publications. CCC’s Pay-Per-Use Services provide a quick and-easy way for faculty, students, and staff at colleges to secure permissions to use and share content. Search by title or ISBN at www.copyright.com.

In cases where the CCC does not have the legal rights to obtain copyright clearance, permission must be obtained directly from the copyright holder (see sample draft letter in section VI Appendix B of this document).

B. When Permission is Not Required: Three Exemptions

There are three exemptions from the permission requirement: fair use exemption, library exemption, and instruction exemption. This will offer a brief explanation of each, as well as some examples by materials format and by intended use.

1. Fair Use Exemption

Some copyrighted works may be used without permission under circumstances deemed “fair use.” s107 of the United States Copyright Act lists four factors to help judges determine when content usage may be considered “fair use.”

The **purpose and character** of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes. However, not all educational uses are fair use.

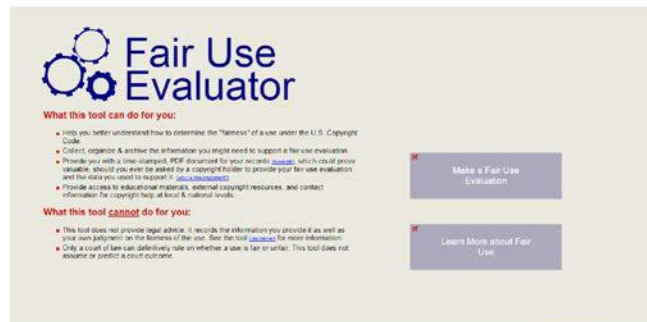
The **nature** of the copyrighted work. Use of a purely factual work is more likely to be considered fair use than use of someone's creative work.

The **amount and substantiality** of the portion used in relation to the copyright protected work as a whole. There are no set page counts or percentages that define the boundaries of fair use. Courts exercise common sense judgment about whether what is being used is too much of — or so important to — the original overall work as to be beyond the scope of fair use.

The **effect** of the use on the potential market for or value of the copyright protected work. This factor looks at whether the nature of the use competes with or diminishes the potential market for the form of use that the copyright holder is already employing, or can reasonably be expected soon to employ, in order to make money for itself through licensing.

If it is unclear whether a particular use is permitted under the fair use doctrine, consider obtaining permission from the copyright owner to use the work.

The fair use provision is intentionally broad and flexible. It requires an analysis that weighs and balances the four factors based on the particular facts of an individual situation. SDCCD employees and students are encouraged to use a fair use evaluator tool to determine fair use. One such interactive online tool is: <http://librarycopyright.net/resources/fairuse/index.php>. Although a fair use evaluator tool does not guarantee legal protection from copyright infringement claims, it will help determine whether fair use applies to the material under the U.S. Copyright Code. Furthermore, it will provide a time-stamped, PDF document that could prove valuable, if ever a copyright holder claimed infringement.



2. Library Exemption

Copyright law grants exceptions to libraries for archiving lost, stolen, damaged, or deteriorating works; and for making copies for library patrons, or for other libraries' patrons (interlibrary loan).

3. Instruction Exemption

Educators have, with publishers, developed the following guidelines, which allow faculty to distribute copyrighted materials (i.e. workbook sections, textbook chapters; does not apply to journal articles) to students in a class without the publisher's prior permission.

The distribution of materials practices of a faculty member should not have a significant detrimental impact on the market for the copyrighted

work (17 U.S.C. §107(4)). Materials may be distributed to students under the following conditions:

Distribution of the same material does not occur every semester
Only one copy is distributed for each student and it must become the student's property

Material must include a copyright notice on the first page of the portion of the material (i.e., © 2017 by Mary Brown). See section IV Attribution in this document.

If a print copy is provided, students may not be assessed a fee beyond the actual cost of printing.

• Typical Examples of Educational Uses of Copyrighted Works

1. Examples By Format (Physical and Electronic)

It is advisable to consult with a librarian on the work to be used and how it will be used. The table below is a sample of educational uses and is not intended to be exhaustive. (Table reproduced and adapted from "Copyright and Fair Use Guidelines for Teachers," by Hall

Davidson, <http://www.halldavidson.net/copyrightTEACH.pdf>). For more comprehensive information, see Circular 21 – "Reproduction of Copyrighted Works by Educators and Librarians" (U.S. Copyright Office).

Sample of Educational Uses of Copyrighted Works by Format

Format	Specifics	What you can do	Fine print (not exhaustive)
Short Text	Poem less than 250 words; 250 word excerpt of poem greater than 250 words; Articles, stories, or essays less than 2,500 words; 2 pages (max) from an illustrated work less than 2,500 words	Faculty may make multiple copies for classroom use and incorporate into multimedia for teaching classes; Students may incorporate text into multimedia projects; [See Instruction Exemption in this document]	Copies may be made only from legally acquired originals; Only one copy allowed per student; Spontaneity "at the instance and inspiration of the teacher"; Do not create anthologies; Consumables such as workbooks may not be copied. [See Circular 21, pp. &7]
Longer Text	1 article per journal; 1 chapter per book; 10% to 20 % of a book	Faculty may make multiple copies for classroom use [See Instruction Exemption in this document]	Same as for Short Text
Music	Vinyl; Cassette tapes; CDs; Digital files; Audio clips on the web	Faculty may copy music for academic purposes other than performances. In Learning Management Systems up to 10%, but no more than 30 seconds with no change to basic melody or fundamental character. [See University of Rhode Island "Fair Use and Copyright" LibGuide for extensive details]	Performances limited as follows: excerpts of sheet music may be copied only if out of print; student performances may be recorded only for faculty or institutional evaluation or student's portfolio; sound recordings may be copied once for

			classroom or reserve use. Sheet music may be copied in its entirety for an emergency when purchased copies are not available for an imminent performance provided that purchased replacements are substituted in due course.
Images	Photograph; Illustration; Collections of photographs; Collections of illustrations	Single works may be used in their entirety, but not more than 5 images by a single artist or photographer; From a collection, not more than 15 images or 10% (whichever is less).	Although older illustrations may be in the public domain and don't need permission to be used, sometimes they're part of a copyrighted collection.
Video (Instructional Use)	Videos or DVDs; Video clips from the Internet (YouTube, TED Talks); Streaming Videos (library subscription)	Show and play (perform) in a face to face classroom; Transmit over the internet as part of a class sessions; Transmit over the internet as part of a class session or class enhancement	The material must be legitimately acquired. Use should be instructional, not for entertainment or reward. Archival copy can be made provided a suitable replacement is unavailable in a viable format; for Learning Management Systems technological measures must be in place to prevent unauthorized access or copying.
Video (for integration into multi-media or video projects)	Videos or DVDs; Video clips from the Internet (You Tube, TED Talks); Streaming Videos (library subscription)	Students "may use portions of lawfully acquired copyright works in their academic multimedia," defined as 10% or 3 minutes (whichever is less) of "motion media."	The material must be legitimately acquired. Copyright works included in multimedia projects must give proper attribution to copyright holder.

2. Examples By Use

a. Classroom (including Learning Management System)

The classroom, including the Learning Management System, offers the capability to provide controlled access to class material.

i. Electronic Library Resources for Classroom Use

The District's libraries provide access to a number of databases by subscription agreement with vendors. In many cases the license agreements with the vendors or publishers of these materials specifically address whether or not content may be downloaded and reposted. Since the answer to this question is

uneven and there are many licenses to consider, best practice is to link to the database or the electronic journal content, rather than downloading the document and uploading it for online access to a LMS.

ii. Single Copy for Classroom Use

Because of the uncertainties inherent in the general fair use analysis, there have been a number of efforts over the years to develop more concrete guidelines for specific common situations. Under one such set of guidelines negotiated by representatives from higher education and the publishing industry, it is generally accepted that faculty may make single copies of the following for use in their scholarly research, teaching, or preparation for teaching:

- A chapter from a book
- An article from a periodical or newspaper
- A short story, short essay, or short poem
- A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper

These guidelines represent the minimum of what is permissible, not the outer limits of fair use. Copying in excess of these guidelines may be a fair use if it meets the fair use test. Also keep in mind that while these guidelines do not specifically discuss copying by students, it generally has been assumed that they have comparable rights under fair use.

iii. Multiple Copies for Classroom Use

Under a similar set of negotiated guidelines, it also is generally considered to be fair use for faculty to make copies of copyrighted material and distribute them to their students for classroom use and discussion under the following conditions:

- The number of copies made of any given work may not exceed the number of students in the course.
- The copies must be made "at the instance and inspiration of the individual teacher."
- The inspiration to use the work and "the moment of maximum teaching effectiveness" with respect to that work must be "so close in time that it
 - would be unreasonable to expect a timely reply to a request for permission."
- Each copy must include a notice of copyright.
- Any charge to the students may not exceed the actual cost of copying.
- The amount copied from any given work may not exceed the following:

Poetry: (a) a complete poem if less than 250 words and if printed on not more than two pages or (b) an excerpt of not more than 250 words from a longer poem (though either limit may be expanded to permit the completion of an unfinished line).

Prose: (a) a complete article, story, or essay consisting of less than 2,500 words or (b) an excerpt of not more than 1,000 words or 10% of any other prose work, whichever is less, but in any event a minimum of 500 words (though either limit may be expanded to permit the completion of an unfinished paragraph).

Illustration: a single chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.

Special works combining words and illustration, and consisting of fewer than 2,500 words in their entirety: an excerpt of up to two pages, but no more than 10% of the words.

- The copying of any given item must be for only a single course and may not be repeated by the faculty from term to term.
- The copying must be limited to one short poem, article, story, or essay, or two excerpts from the same author and three from the same collective work or periodical volume (other than current news periodicals and newspapers) during one class term.
- No more than nine items in total may be copied for one course during one class term.
- "Consumables" such as workbooks, exercises, and tests may not be copied.
- Copying may not be used to create or substitute for anthologies, compilations, or other such collective works.

As with the single copy guidelines, these guidelines represent the minimum of what is permissible, not the outer limits of fair use. Copying in excess of these guidelines should be based on the fair use factors (see section II.B.1 in this document).

b. Library Reserves

Faculty intending to place items (books or media) on library reserve are responsible for ensuring copyright compliance for materials. A fair use evaluation tool (<http://librarycopyright.net/resources/fairuse/index.php>) should be used and documentation of the results should accompany the reserve request. Photocopies of entire copyrighted textbooks are not permitted on reserve. Any complex questions concerning whether a particular use constitutes fair use should be directed to a librarian, who may forward it to legal counsel. Course reserve materials should be removed at the end of the academic term. Items cannot be placed on permanent reserve, in order to comply with federal copyright law Title 17 of the U.S. Code.

c. Recording of Events

Permission to record presentations by registered students, faculty, and staff is assumed if the recording is to be used for archival or classroom use only. Written permission of the presenter or sponsor is required for presentations made by any other individual or group regardless of the recording's purpose. One archival copy of non-classroom events using copyrighted materials may be produced if the presenter has obtained clearance from the copyright holder. Non-archival copies of presentations may only be produced if written permission allowing the duplication of the material has been obtained in advance from all.

d. Public Performance

Public performance licenses must be obtained for non-classroom performances. This legal requirement applies regardless of whether an admission fee is charged, whether the institution or organization is commercial or non-profit, or whether a federal or state agency is involved.

e. First Sale

The owner of lawfully obtained copyrighted content may dispose (lend, rent, sell, give-away, or throw away) that copy without permission of the copyright owner. This exception does not apply to recorded music, and software licenses typically prohibit the use of the first-sale doctrine.

III. Using Works in the Public Domain and Creative Commons

For those works not covered by U.S. copyright law, use and sharing rules may vary widely. Works may fall within the completely free public domain or be covered by Creative Commons licenses that reserve some rights.

A. Public Domain

All U.S. government publications and all works published prior to 1923 are considered public domain and are no longer subject to copyright protection. These works may be used freely by anyone, in any way, and for any purpose, educational or otherwise (at least insofar as copyright is concerned).

Works published after 1923 are subject to variations of copyright expiration based on registration dates, so use this simple online interactive tool to determine if an item is still protected by copyright: <https://www.slideshare.net/wfryer/copyright-for-educators/6-http://librarycopyrightnetdigitalslider> In general, works published in 1923 will fall into the public domain starting in 2019, then in 2020 works published in 1924 will expire, and so on. For works published by a single author after 1977, the copyright will not expire until 70 years after the author's death. If a work was written by several authors and published after 1977, it will not expire until 70 years after the last surviving author dies.

Directions:

- Set arrow at correct date
- Read information in windows
- Mouse-over any [notes] or asterisks [*] for clarifying information

Is it Protected by Copyright?

For works first published in the U.S.A.*

No

Permission Needed?

Copyright Status/Term

In Public Domain*

Unpublished Works
(date of creation)

Created by Individual or Joint Authors
Created under Corporate Authorship

2012 Michael Brewer & ALA Office for Information Technology Policy*

Date of First Publication

Before 1923

After 1922 & Before 1978
If published without © notice

After 1922 & Before 1964
If published with © notice, but not renewed after 28 years

After 1922 & Before 1964
If published with © notice & renewed after 28 years

After 1963 & Before 1978
If published with © notice

After 1977 & Before 2003
Created (unpublished) before 1978 & first published before January 1, 2003

After 1977 & Before March 1, 1989
If published without © notice & without subsequent registration

After 1977 & Before March 1, 1989
If published without © notice but registered within 5 years; or published with © notice

On or after March 1, 1989
Published with or without © notice







Published after 2002
Created before 1978 and author died more than 70 years ago

This is an interactive slider tool. Moving the red triangle will change answers in red text.

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B. Creative Commons Licenses

Creative Commons is a global non-profit organization that provides copyright licenses with sharing restrictions ranging from “most free” to “least free.” It is important to understand the differences – some allow free sharing while others do not – see the table below for a breakdown. Consider sharing your own materials with a Creative Commons license.

License	Attribution	What you can do
	Attribution CC BY	This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials.
	Attribution – ShareAlike CC BY-SA	This license lets others remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and license their new creations under the identical terms. This license is often compared to “copyleft” free and open source software licenses. All new works based on yours will carry the same license, so any derivatives will also allow commercial use. This is the license used by Wikipedia, and is recommended for materials that would benefit from incorporating content from Wikipedia and similarly licensed projects.
	Attribution – NoDerivs CC BY-ND	This license allows for redistribution, commercial and non-commercial, as long as it is passed along unchanged and in whole, with credit to you.
	Attribution – NonCommercial CC BY-NC	This license lets others remix, tweak, and build upon your work non-commercially, and although their new works must also acknowledge you and be non-commercial, they don’t have to license their derivative works on the same terms.
	Attribution – NonCommercial- ShareAlike CC BY-NC-SA	This license lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms.
	Attribution- NonCommercial- NoDerivs CC BY-NC-ND	This license is the most restrictive of our six main licenses, only allowing others to download your works and share them with others as long as they credit you, but they can’t change them in any way or use them commercially.

IV. Providing Attribution – How to Give Credit to the Author

There are many ways to give credit to an author. Below are examples for copyrighted works and for those that fall into the public domain or are covered by a Creative Commons license.

A. For Copyrighted Works

Per the U.S. copyright law, Title 17 of the U.S. Code, the material must include a notice of copyright on the first page of material (for example, "© 2012 by Ysabelle Garcia"). It is recommended that a complete citation of the work be provided for full attribution. Citation builders for style guides like MLA and APA will work for this purpose: i.e. Noodle Bib, BibMe, EndNote, RefMe, etc.

B. For Works in the Public Domain and for Creative Commons Licensed Works

Numerous online interactive tools will format an attribution notice using descriptive information that you provide about an item licensed under Creative Commons or in the public domain. These tools are similar to citation builders for style guides like MLA and APA, and are helpful for creating consistent citations in open educational resources (OER). An example of one such tool is: <http://www.openwa.org/open-attrib-builder/>, shown below.

The screenshot shows the 'Open Attribution Builder' web tool. The interface has a teal header with the 'OPEN Attribution Builder' logo and an 'about' link. The main form is divided into several sections: 'Title' with a 'Content Item Title' input field; 'URL' with a 'URL of the content item' input field; 'Author' with an 'Author name' input field and a 'URL of the author page' input field; '+ Organization' and '+ Project' sections, both currently collapsed; and a 'License' dropdown menu. The license menu is open, showing options: 'Choose a license...', 'Attribution (CC BY)', 'Attribution-ShareAlike (CC BY-SA)', 'Attribution-NoDerivs (CC BY-ND)', 'Attribution-NonCommercial (CC BY-NC)', 'Attribution-NonCommercial-ShareAlike (CC BY-NC-SA)', 'Attribution-NonCommercial-NoDerivs (CC BY-NC-ND)', 'Public Domain (General)', and 'Public Domain (CC0)'. Below the license menu is a 'Version' dropdown set to '4.0' and a checkbox for 'This work is a derivative' which is unchecked. There is also a 'URL of original work' input field. At the bottom right of the form is a 'clear and start over' link. A large white box for the attribution notice is at the bottom. Below the form, a footer states: 'Open Attribution Builder is licensed under CC BY 4.0. Managed by WA SBCTC. (cc) BY'. It also includes a link to 'Check out the Open Washington website for more open educational resources'.

V. Making Your Own Materials: Ownership of Intellectual Property

A. Author/Creator as Owner

The author or creator of intellectual property is typically the owner of the intellectual property unless the intellectual property is a work “made for hire” (see section V.B. below). Copyright on works wholly created by SDCCD faculty members on their own time, outside of their assigned work schedule, without any use of District equipment and/or resources and intended for non-District use, would be held by the author/creator.

B. Works Made for Hire (SDCCD faculty)

In general, a work made for hire is one created by an employee within the scope of his/her employment, or as directed for inclusion in a larger work as part of a written agreement to do so (U.S. Code Title 17, Section 101). Works made by SDCCD faculty: Article XXVI of the San Diego Community College District AFT Guild’s Faculty Collective Bargaining Agreement identifies the owners of the copyrights to certain works that may be created by faculty members, and identifies the uses that may be made of those works by faculty members and the District. See also “Work for Hire” definition in the Appendix of this document.

VI. Appendix

A. Definitions

Attribution -- An acknowledgement crediting the author of a work.

Classroom – A physical or virtual environment where instruction takes place.

Copyright – The set of exclusive legal rights that authors have over their works for a limited period of time. Copyright protection is based upon Article I, Section 8 of the United States Constitution which provides in pertinent part: "The Congress shall have the Power To ... promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries ..." The Copyright Act of 1976 and its amendments implement this provision of the Constitution and extend protection to eight categories of "works of authorship":

- A literary works (including not only books, articles and similar works, but also software programs and their accompanying documentation)
- B musical works, including any accompanying words
- C dramatic works, including any accompanying music
- D pantomimes and choreographic works
- E pictorial, graphic and sculptural works
- F motion pictures and other audiovisual works
- G sound recordings
- H architectural works

Copyright Infringement – A violation that occurs when a copyrighted work is reproduced, distributed, performed, publicly displayed, or made into a derivative work without the permission of the copyright owner.

Creative Commons (CC) Licensing - "CC licenses are copyright licenses, and depend on the existence of copyright to work. CC licenses are legal tools that creators and other rights holders can use to offer certain usage rights to the public, while reserving other rights." [<https://creativecommons.org/faq>]

Fair Use – The fair use doctrine provides for limited use of copyrighted materials for educational and research purposes without permission from the copyright owner.

Intellectual Property – Includes, but is not limited to, any works of authorship, computer software, invention, discovery, creation, know-how, trade secret, technology, scientific or technological development, research data, regardless of whether subject to legal protection such as copyright.

Public Domain - The status of publications, products, and processes that are not protected by copyright; for example, materials on which the copyright has expired and works created by the federal government or a state government. All original sources published prior to 1923 are in the public domain. Refer to <http://librarycopyright.net/resources/digitalslider/index.html>

Public Performance – A public performance occurs when there is a performance “at a place open to the public or at any place where a substantial number of persons outside of a normal circle of a family and its social acquaintances is gathered,” or when one “transmit[s] or otherwise communicate[s] a performance” to such a place, 17 U.S.C. § 101. This legal requirement applies regardless of whether an admission fee is charged, whether the institution or organization is commercial or non-profit, or whether a federal or state agency is involved.

Work Made for Hire – Pursuant to Section 101 of Title 17 of the U.S. Code, work for hire is defined as “(1) a work prepared by an employee within the scope of his or her employment; or (2) a work specially ordered or commissioned for use as a contribution to a collective work, as a part of a motion picture or other audiovisual work, as a translation, as a supplementary work*, as a compilation, as an instructional text**, as a test, as answer material for a test, or as an atlas, if the parties expressly agree in a written instrument that the work shall be considered a work made for hire.”

*Supplementary work is “a work prepared for publication as a secondary adjunct to a work by another author for the purpose of introducing, concluding, illustrating, explaining, revising, commenting upon, or assisting in the use of the other work, such as forewords, afterwords, charts, tables, editorial notes, musical arrangements, answer material for tests, bibliographies, appendixes, and indexes.”

**Instructional Text is a “literary, pictorial, or graphic work prepared for publication and with the purpose of use in systematic instructional activities.”

B. Sample Permission Letter

The following sample, a “Letter for Requesting Copyright Permission” was obtained from Duke University <https://blogs.library.duke.edu/scholcomm/files/2007/02/sample-letter-requesting-copyright-permission.doc>

[Date]

[Rights holder name and address]

Dear Permissions Editor [Insert name, if known]:

I am in the process of creating [Describe project]. I would like your permission to include the following material in this project:

[Citation of material for which permission is sought, specifying exactly what material would be used]

The [Name of Project] will be used [Describe how the project and material will be used]. It will be available to [Specify who the users will be and how they will gain access, including any charges or fees involved].

If you do not control the copyright on all of the above mentioned material, I would appreciate any contact information you can give me regarding the proper rights holder(s), including current address(es). Otherwise, your permission confirms that you hold the right to grant the permission requested here.

Permission includes non-exclusive world rights in all languages to use the material and will not limit any future publications-including future editions and revisions-by you or others authorized by you.

I would greatly appreciate your consent to my request. If you require any additional information, please do not hesitate to contact me. I can be reached at:

[Your contact information]

A duplicate copy of this request has been provided for your records. If you agree with the terms as described above, please sign the release form below and send one copy with the self-addressed return envelope I have provided.

Sincerely,

[Signature]

[Printed Name]

Permission granted for the use of the material as described above:

Agreed to: _____ Name & Title: _____

Company/Affiliation: _____ Date: _____

C. Additional Resources

Attribution Builder (Open Washington) -- <http://www.openwa.org/open-attrib-builder/>

Copyright and Intellectual Property Policy 2009 (Cape Cod Community College)
– <https://www.capecod.edu/files/policies/copyright-policy.pdf>

Copyright and Fair Use: The Lawsuits (California State University Long Beach)
<https://csulb.libguides.com/c.php?g=39326&p=250444>

Circular 1: Copyright Basics (U.S. Copyright Office) -- <https://www.copyright.gov/circs/circ01.pdf>

Circular 21: Reproduction of Copyrighted Works by Educators and Librarians (U.S. Copyright Office) -- <https://www.copyright.gov/circs/circ21.pdf>

Copyright and Fair Use Guidelines for Teachers (Hall Davidson)
– <http://www.halldavidson.net/copyrightTEACH.pdf>

Copyright Clearance Center -- <http://www.copyright.com/>

Copyright Protection Slider -- <http://librarycopyright.net/resources/digitalslider/index.html>

Creative Commons Licensing -- <https://creativecommons.org/licenses/>

Digital Millennium Copyright Act -- <https://www.copyright.gov/legislation/dmca.pdf>

Fair Use Evaluator Tool -- <http://librarycopyright.net/resources/fairuse/index.php>

Fair Use and Copyright for Online Education (University of Rhode Island)
– <https://uri.libguides.com/fairuse/copyright>

Permission Letter (Duke University) --
<https://blogs.library.duke.edu/scholcomm/files/2007/02/sample-letter-requesting-copyright-permission.doc>

SDCCD Board Policy 5750 –
<https://www.sdccd.edu/docs/District/policies/Instructional%20Services/BP%205750.pdf>

SDCCD Faculty Collective Bargaining Agreement (AFT) --
<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Faculty.pdf>

TEACH Act explanation (American Library Association) –
<http://www.ala.org/advocacy/copyright/teachact>

United States Copyright Law -- <https://www.copyright.gov/title17/>

Appendix D

COURSE EVALUATION CHECKLIST

The Course Evaluation Checklist is a collaborative creation from members of the Education Services department at Instructure. By combining our expertise in Canvas, sharing our knowledge of Universal Design for Learning principles, and applying our deep understanding of pedagogical best practices, we've created a tool that will elevate the quality of Canvas courses.

How To Use The legend within each header references what type of criterion is demonstrated. A ★ rating indicates an **Essential** and standard design component to online learning; a ★★ rating is considered **Best Practice** and adds value to a course; and ★★★ is **Exemplary** and elevates learning.

We know each institution has unique requirements for their courses and we hope this document will serve as a great resource or starting point. *We'd love to hear how you're using this checklist. Please leave comments in the [Canvas Community - Course Evaluation Checklist blog post](#).*

Please Note: Visit the [Mobile App Design Course Evaluation Checklist](#) blog post to access an additional resource!

Course Information		★ Essential	★★ Best Practice	★★★ Exemplary
Yes ✓	Criteria			
<input type="checkbox"/> ★	Home Page provides visual representation of course; a brief course description or introduction; clear instructions for students (e.g., where to begin) and navigation to current content in less than three clicks » <i>UDL 2.5 Illustrate through multiple media</i>			
<input type="checkbox"/> ★★★	Home Page utilizes a course banner with imagery that is relevant to subject/course materials » <i>UDL 2.5 Illustrate through multiple media</i>			
<input type="checkbox"/> ★	Course card provides visual representation of subject by adding an image in Course Settings Canvas Guide - Add Image to Course Card » <i>UDL 2.5 Illustrate through multiple media</i>			
<input type="checkbox"/> ★	Items not used are hidden from Course Navigation Canvas Guide - Navigation Links » <i>Mobile Design Consideration</i> » <i>UDL 7.3 Minimize threats and distractions</i>			
<input type="checkbox"/> ★	Instructor has provided learning objectives; policies for grading, late work and make-up work; communication instructions, guidelines and contact information » <i>UDL 8.1 Heighten salience of goals and objectives</i>			
<input type="checkbox"/> ★	Student is made aware of participation expectations; technology requirements; and supplemental textbooks, reading lists, and course materials			
Course Content		★ Essential	★★ Best Practice	★★★ Exemplary
Yes ✓	Criteria			
<input type="checkbox"/> ★	Copyright law is followed. Course breaks no copyright considerations Canvas Guide - Copyright Resources			

<input type="checkbox"/> ★	All links, files, videos and external URLs are active and working Canvas Guide - Link Validation
<input type="checkbox"/> ★	Content is "chunked" into manageable pieces by leveraging modules (e.g. organized by units, chapters, topic, or weeks) Canvas Guide - Modules ➤ <i>Mobile Design Consideration</i> ➤ <i>UDL 3.3 Guide information processing, visualization, and manipulation</i>
<input type="checkbox"/> ★★	Text Headers and indentation are included within modules to help guide student navigation Canvas Guide - Add Text Header ➤ <i>Mobile Design Consideration</i> ➤ <i>UDL 2.2 Clarify syntax and structure</i>
<input type="checkbox"/> ★★	Modules and items within modules have a thoughtful naming convention (e.g. name the module "Chapter 1: Pandas in the News," not just "Chapter 1") ➤ <i>UDL 2.2 Clarify syntax and structure</i>
<input type="checkbox"/> ★★★	Modules begin with an Introduction/Overview page and end with a Conclusion/Summary page to "bookend" each module ➤ <i>UDL 3.1 Activate or supply background knowledge</i>
<input type="checkbox"/> ★★★	External tools (e.g., Quizlet, Khan Academy, Padlet, Nearpod, CK-12) are embedded within modules or in a page, assignment, discussion, or quiz using the Rich Content Editor ➤ <i>UDL 5.2 Use multiple tools for construction and composition</i>
<input type="checkbox"/> ★	Lessons include at least one of three forms: ▶ <i>Student-Student Interaction (e.g. discussions and/or collaborative projects)</i> ▶ <i>Student-Teacher Interaction (e.g. quality feedback)</i> ▶ <i>Student-Content Interaction (e.g. engaging content and resources with which students must interact and not just read or watch)</i> ➤ <i>UDL 8.3 Foster collaboration and community</i>
<input type="checkbox"/> ★★	There is a "Welcome" or "Let's Get Acquainted" discussion ➤ <i>UDL 8.3 Foster collaboration and community</i>
<input type="checkbox"/> ★★★	Auto-open Inline Preview used thoughtfully Canvas Guide - Auto-open for Inline Preview
<input type="checkbox"/> ★★★	Personalized learning is evident (e.g., utilized module completion requirements and/or prerequisites Canvas Guide - Adding Prerequisites ➤ <i>UDL 6.4 Enhance capacity for monitoring progress</i>
<input type="checkbox"/> ★★★	Differentiation is evident (e.g. utilized different due dates) Canvas Guide- Differentiation
<input type="checkbox"/> ★★★	MasteryPaths are included Canvas Guide - MasteryPaths ➤ <i>UDL 7.2 Optimize relevance, value, and authenticity</i>
Assessment of Student Learning ★ Essential ★★ Best Practice ★★★ Exemplary	
Yes ✓	Criteria
<input type="checkbox"/> ★	Multiple methods of assessments are used (e.g. discussion, assignments (individual or group) and quizzes) ➤ <i>UDL 4.1 Vary the methods for response and navigation</i>

<input type="checkbox"/> ★	Detailed instructions and guidelines for completing assignments and discussions are provided → <i>UDL 4.2 Optimize access to tools and assistive technologies</i>
<input type="checkbox"/> ★★	Sample assignments are provided to illustrate instructor expectations → <i>UDL 5.3 Build fluencies with graduated levels of support for practice and performance</i>
<input type="checkbox"/> ★	SpeedGrader used to score and provide feedback Canvas Guide - SpeedGrader → <i>UDL 8.4 Increase mastery-oriented feedback</i>
<input type="checkbox"/> ★	Rubrics used to evaluate assignments and/or discussions Canvas Guide - Rubrics
<input type="checkbox"/> ★★	Outcomes tied to assessments Canvas Guide - Outcomes → <i>UDL 8.1 Heighten salience of goals and objectives</i>
<input type="checkbox"/> ★★★	Learning Mastery Gradebook enabled for visual representation of Outcome mastery Canvas Guide - Learning Mastery Gradebook
<div>Course Accessibility</div> <div>★ Essential ★★ Best Practice ★★★ Exemplary</div>	
Yes ✓	Criteria
<input type="checkbox"/> ★	Accommodation Statement is present and easily located (e.g., on Home Page or Course Overview) → <i>UDL 4.2 Optimize access to tools and assistive technologies</i>
<input type="checkbox"/> ★	Color does not overpower the course information; sufficient contrast between text and background makes information easy to read; and color is not used in isolation to convey meaning (e.g., color and bold are used to indicate importance) Canvas Guide - Accessibility Checker → <i>UDL 7.3 Minimize threats and distractions</i>
<input type="checkbox"/> ★	Images are used to support course content (e.g., banners, headings and icons) and accompanied by text descriptions (Alt text) or captions for more complex descriptions Canvas Guide - General Accessibility Design Guidelines → <i>UDL 1.3 Offer alternatives for visual information</i>
<input type="checkbox"/> ★	Styles (e.g. Paragraph, Heading 2, etc.) are used to format text Canvas Guide - General Accessibility Design Guidelines → <i>UDL 4.2 Optimize access to tools and assistive technologies</i>
<input type="checkbox"/> ★	Hyperlink text incorporates the hyperlink destination/purpose (avoid raw URLs, e.g., https://www.canvaslms.com) and includes words and phrases to provide context for screen-readers (e.g., use “Canvas Guide - Hyperlink” rather than “Canvas Guide”) WebAim - Introduction to Links and Hypertext → <i>UDL 4.2 Optimize access to tools and assistive technologies</i>
<input type="checkbox"/> ★	Audio materials (mp3, wav, etc.) are accompanied by a transcript and videos / screencasts are closed-captioned Canvas Guide - Create Caption Files → <i>UDL 1.2 Offer alternatives for auditory information</i>
<input type="checkbox"/> ★★	Tables are only used for tabular data → <i>Mobile Design Consideration</i>

The Content Services department is always ready to help your organization create a cycle of success with Canvas through Training, Instructional Design, and Adoption Consulting! Our Instructional Design team offers full Course Evaluations. Course evaluation services provide insight into best practices. Recommendations will focus on aligning course objectives, accessibility, and overall creation of an enhanced user experience. If you would like to learn more about our services, please contact your CSM or Shauna Vorkink at svorkink@instructure.com.

RESOURCES

Universal Design for Learning: External Resources

- [National Center on Universal Design for Learning](#)
- [Best Practices for Building Universal Design Principles into your Canvas Courses](#)

Universal Design for Learning: Canvas Community Resources

- [Commons Course: Universal Design of an Online Course](#)
- [Share UDL Course Design Tips, Tricks, and Techniques](#), Kelley L. Meeusen, Clover Park Technical College
- [Universal Design for Learning Principles in Canvas](#), John Martin, UW-Madison
- [Implementing Universal Design for Learning on Canvas](#), Eric Moore, University of Tennessee

CITATIONS

1. CAST (2011). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA: Author.
2. Noblesville Schools Quality Course Checklist [Google Doc]. Noblesville Schools. <https://docs.google.com/document/d/1OWrUISUYVIsD78K4w-nldfpnNrzcqKIaGuo5oRxnMw>
3. Online Course Best Practices Checklist [PDF]. (2012). Palomar College Academic Technology Department. <http://www2.palomar.edu/poet/BestPracticesChecklistSP12.pdf>

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COURSE EVALUATION CHECKLIST:

MOBILE APP DESIGN CONSIDERATIONS

Please Note: This resource is designed to act as an addendum to the [Canvas Community - Course Evaluation Checklist](#).

How To Use The legend in each header references what type of criterion is demonstrated. A ★ rating indicates an **Essential** and standard design component to online learning; a ★★ rating is considered **Best Practice** and adds value to a course; and ★★★ is **Exemplary** and elevates learning.

We know each institution has unique requirements for their courses and we hope this document will serve as a great resource or starting point. *We'd love to hear how you're using this checklist. Please leave comments in the [Canvas Community - Mobile App Design Course Evaluation Checklist](#) blog post.*

It's always best practice to review your course(s) in the app. Search "Instructure" to find free teacher and student apps available for iOS and Android.

Mobile Design			★ Essential	★★ Best Practice	★★★ Exemplary
Yes ✓	Criteria	Example			
<input type="checkbox"/> ★	Text Headers are included within modules to help guide student navigation Canvas Guide - Add Text Header → UDL 2.2 Clarify syntax and structure	Text Headers in Module			
<input type="checkbox"/> ★	Chunk content into smaller parts and use the module tool to organize Canvas Pages into a table of contents → UDL 2.2 Clarify syntax and structure	Chunking Content			
<input type="checkbox"/> ★	When possible, Canvas Pages are used to present content, instead of linking to external URLs or files in the flow of the module → UDL 7.3 Minimize threats and distractions	Text Readability - Comparisons			
<input type="checkbox"/> ★★	Instructions and prompts are platform neutral to minimize student confusion → UDL 7.1 7.1 Optimize individual choice and autonomy	Multiple Device Guidelines			
<input type="checkbox"/> ★★★	Students are alerted and given alternatives when an unsupported file type is used → UDL 7.3: Minimize threats and distractions	Access Alternative			
<input type="checkbox"/> ★★★ ★	Use Requirements within Modules to give users a visual bookmark of their progress Canvas Guide - Add Requirements → UDL 2.2 Clarify syntax and structure	Module Requirements			

Course Enhancements			★ Essential	★★ Best Practice	★★★ Exemplary
Yes ✓	Criteria	Resource			
<input type="checkbox"/> ★★★	Assessment design takes into account the additional tools students have when working on a mobile device - camera, video, audio, file upload, GPS	Mobile Series Video: Tips to Designing Mobile-Friendly Assignments			
<input type="checkbox"/> ★★★ ★	Assessment design takes into account the ability for students to use the Mobile Annotations tool on an assignment that uses an uploaded PDF Canvas Guide - Submit a PDF assignment with annotations in the Canvas app - iOS and Canvas Guide - Submit a PDF assignment with annotations in the Canvas app - Android	Canvas Live Video: Canvas Mobile Annotations Quick Demo			

RESOURCES

Mobile Design Resources

- [Canvas Live Presentation: Canvas Mobile Design](#), Ryan Seilhamer, UCF
- [Canvas Blog: Are Courses Really Mobile First?](#) Ryan Seilhamer, UCF
- [Design a Mobile Ready Course with Universal Design](#), Kate Miller, CU Online
- [Canvas Teacher Mobile Features](#) and [Mobile Guides - Canvas Teacher](#)
- [Canvas Student Mobile Features](#) and [Mobile Guides - Canvas Student](#)

CITATIONS

1. CAST (2011). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA: Author.
2. Going Mobile with Webcourses@UCF. <https://vimeo.com/134745175>

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