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SDCCD Guidelines for Use of Copyrighted Material

The Basics

Determining Who Owns the Copyright

Fair Use Law for Instruction, Library Reserves, and Research

Fair Use Tests:

Spontaneity:

Cumulative Effect:

Examples of Fair Use

Uses of Photocopied Material Requiring Permission Beyond Fair Use

How to Obtain Permission Beyond Fair Use

Use of Copyright-Protected Materials in Online or Web-Enhanced Courses

Institutional Responsibilities
Introduction

The SDCCD Distance Education Handbook has been compiled through a collaborative effort by the District-wide 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 SDCCD Board Policies and Procedures.

The Handbook is posted at: http://www.sdccdonline.net/DistanceEdHandbook.

Kats Gustafson, Ed.D.
Dean, Online & Distributed Learning
SDCCD Online Learning Pathways

SDCCD Online Learning Pathways History

SDCCD Online Learning Pathways (SDLOP) was created in 2001 as part of a district Technology Innovation Grant. The then president of Miramar 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 SDLOP. Today, SDCCD Online Learning Pathways continue to support faculty and the 600+ online courses offered throughout the academic year. The mission of SDLOP 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 District-wide
Distance Education Steering Committee continues to help guide SDLOP and to help promote online learning.

District-wide Distance Education Steering Committee:

Ailene Crakes, Mesa Faculty Mentor  
Alison Steinberg, Mesa Faculty  
Claudia Tornaufer, CE Faculty  
David Fierro, City  
David Giberson, Instructional Designer  
Elizabeth Barrington, Mesa Faculty  
Erika Higginbotham, Mesa Faculty  
Gail Conrad, District DSPS  
Gerald Ramsey, VPSS, Miramar  
Rechelle Mojica, Miramar Faculty Mentor  
Jane Newcomb, CE Faculty  
Jeff Mills, District Systems Analyst

Joseph Safdie, Mesa Faculty Mentor  
Karen Owen, Mesa Faculty  
Katie Palacios, Instructional Designer  
Kent Keyser, District IT  
Mary Kingsley, Administrative Assistant  
Michael Curtis, Dean, Military Education  
Michelle Fischthal, Dean, CE  
Paul Gomez, Mesa, CIL  
Gwyn Enright, City Faculty Mentor  
Robbi Ewell, Dean, City  
Sandra Pesce, City Faculty  
Tobey Tan, Miramar Faculty
### SDCCD Course Modality Definitions

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Definition</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully Online (Class Schedule designator: Web)</td>
<td>No on-campus instruction or exams</td>
<td>Courses require a separate Curriculum Committee approval.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It is highly recommended that instructors take the Online Faculty Certification program prior to teaching their first online class.</td>
</tr>
<tr>
<td>Partially Online (Class Schedule designator: Web)</td>
<td>At least one class meeting or exam on campus, more than 50% of the instruction delivered online</td>
<td>Courses require a separate Curriculum Committee approval.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It is highly recommended that instructors take the Online Faculty Certification program prior to teaching their first online class.</td>
</tr>
<tr>
<td>Hybrid (Class Schedule designator: HY)</td>
<td>More than 50% of the instruction is on campus, less than 50% online</td>
<td>Courses require a separate Curriculum Committee approval.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It is highly recommended that instructors take the Blackboard Faculty Training prior to teaching class to learn how to use the LMS (currently Blackboard)</td>
</tr>
<tr>
<td>Web-Enhanced (no designator in the Class Schedule)</td>
<td>Instruction is delivered 100% on campus using the LMS and/or the Internet to post assignments and resources</td>
<td>Courses are treated the same as on-campus courses—no separate approval is required.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It is highly recommended that instructors take the Blackboard Faculty Training prior to teaching class to learn how to use the LMS (currently Blackboard)</td>
</tr>
</tbody>
</table>
SDCCD Online Learning Pathways Procedures

Web-Enhancement Shells

Upon request (https://www.sdccdonline.net/faculty/newcourserequest.cfm) SDOLP will create web-enhancement shells for any on-campus course. On-campus faculty must file such a request in order to obtain a web-enhancement shell. If you do not yet have a course assignment or wish to start developing a new course before it appears in the Class Schedule, you may request (https://www.sdccdonline.net/faculty/newcourse0request.cfm) a development shell. Use 11111 for the CRN in the request and mention “development shell” in the form Comments.

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 an online or hybrid course, the SIS will automatically create a 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 SIS, 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 Continuing Ed faculty are required to complete the Online Faculty Certification Program prior to teaching online. To request enrollment into the program, contact Katie Palacios at kpalacio@sdccd.edu. 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.

**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 the plagiarism detection tool, currently Safe Assign, inside the Blackboard shell 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;
• For additional strategies provided in Best Practice Strategies to Promote Academic Integrity in Online Education, Version 2.0, June 2009, go to: http://www.sdccdonline.net/handbook/Best_Practice_Strategies_to_Promote_Academic_Integrity_in_Online_Education.pdf.

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: http://www.sdccd.edu/docs/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. Instructors are assigned by their college departments to teach distance education courses in either a fully online or partially online delivery mode (see Appendix A for Recommended Components of a Learning Module).
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:

<table>
<thead>
<tr>
<th>Legal Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Rehabilitation Act of 1973, Section 504</td>
<td>Prohibits discrimination on the basis of disability in educational settings which receive Federal dollars. Requires equal access to telecommunicati</td>
</tr>
<tr>
<td>Federal Rehabilitation Act of 1973, Section 508 (revised)</td>
<td>ons, 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.</td>
</tr>
<tr>
<td>Federal Americans with Disabilities Act (ADA)</td>
<td>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.</td>
</tr>
<tr>
<td>California Title V</td>
<td>Prohibits discrimination on the basis of disability.</td>
</tr>
</tbody>
</table>

CCC Chancellor’s Guidelines:

In 1999, the Office 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

The guidelines are comprehensive and include strategies for addressing access concerns with all distance learning formats, including on-line education. In addition, see Board Policy 3108 on Accessibility Standards for Electronic and Information Technology—Section 508:

http://www.sdccd.edu/docs/policies/Student%20Services/BP%203108.pdf

Examples of Distance Education Access Issues and Possible Solutions
<table>
<thead>
<tr>
<th>Media</th>
<th>On-line</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Access Concern</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Solution(s)</strong></td>
<td>Follow accessibility design guidelines for Section 508. Do not use technologies that have no current accessibility solution. (Example: Java Based Chat.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Media</th>
<th>Print</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Access Concern</strong></td>
<td>Students who are blind or visually impaired will not be able to read standard printed materials.</td>
</tr>
<tr>
<td><strong>Solution(s)</strong></td>
<td>Braille, e-text, large print, audiotape.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Media</th>
<th>Audio Conferencing – Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Access Concern</strong></td>
<td>Students who are deaf or hard of hearing can’t hear it. Students with speech problems can’t respond over the system.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Media</th>
<th>Video Conferencing/ Video Transmission (Live), which may include real-time two-way video and audio or one-way video/two-way audio.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Access Concern</strong></td>
<td>Blind/low vision can’t see it. Deaf/hard of hearing can’t hear it. Those with speech impairment can’t readily participate.</td>
</tr>
<tr>
<td><strong>Solution(s)</strong></td>
<td>Real-time closed or open captioning of broadcasts. (Deaf/HH) Use of Sign Language Interpreter in small window on video screen. (Deaf /HH) 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Media</th>
<th>Video Transmission (Pre-Recorded)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Access Concern</strong></td>
<td>Blind/low vision can’t see it. Deaf/hard of hearing can’t hear it.</td>
</tr>
<tr>
<td>Solution(s)</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>Closed or open captioning of broadcasts. (Deaf/HOH)</td>
<td></td>
</tr>
<tr>
<td>Use of Sign Language Interpreter in small window on video screen. (Deaf /HOH)</td>
<td></td>
</tr>
<tr>
<td>Use of Sign Language Interpreter in location of the student.</td>
<td></td>
</tr>
</tbody>
</table>

**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/procedures/Student%20Services/AP%203100_03.pdf](http://www.sdccd.edu/docs/procedures/Student%20Services/AP%203100_03.pdf) (See Appendix C).

**Copyright**

A guideline for the use of copyrighted materials was developed by a District-wide Copyright Guidelines Committee (See Appendix D). In addition, please refer to: [http://copyright.gov/fair-use/more-info.html](http://copyright.gov/fair-use/more-info.html) and [http://www.teachingcopyright.org/handout/fair-use-faq](http://www.teachingcopyright.org/handout/fair-use-faq) for useful information regarding Fair Use.
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 (the term of choice is “Distance Education” not “online education,” for example), 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 and Appendix C for Board Policy). 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_5thE
d_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 are 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 31st 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/Attndc_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:*
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 Blackboard 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, CRN
Fully Online Course

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

Instructor Information
Name (indicate if you have a preference for how you want students to address you)
College, Office Bldg & room number
District Email Address
Office Phone Number
Email info: (Indicate if you have an email preference for student contact)
(For example: Please use Blackboard Mail to contact me throughout the semester. If you write to me using Blackboard 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

<table>
<thead>
<tr>
<th>Textbooks and Materials</th>
<th>Where to purchase</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Textbook:</td>
<td>(enter title, ISBN)</td>
<td></td>
</tr>
<tr>
<td>Recommended Text(s):</td>
<td>(enter title, ISBN)</td>
<td></td>
</tr>
<tr>
<td>Access Code:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Materials &amp; Software:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 Blackboard 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, 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 Blackboard. Student grades are located in the “My Grades” tool in Blackboard. (Indicate the expected turnaround time for grading and rules for extra credit work or late work.)

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

**Final Grades**

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900 – 1000 pts</td>
</tr>
<tr>
<td>B</td>
<td>800 – 899 pts</td>
</tr>
<tr>
<td>C</td>
<td>700 – 799 pts</td>
</tr>
<tr>
<td>D</td>
<td>600 – 699 pts</td>
</tr>
<tr>
<td>F</td>
<td>below 600 pts</td>
</tr>
</tbody>
</table>

**Accessibility of Course Material**

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/dspss/](http://www.sdcity.edu/dspss/)
- Mesa College DSPS webpage: [http://www.sdmesa.edu/dspss/](http://www.sdmesa.edu/dspss/)
- Miramar College DSPS webpage: [http://www.sdmiramar.edu/students/dspss/services](http://www.sdmiramar.edu/students/dspss/services)

**Technical Requirements**

The suggested hardware and software for online classes can be found at: [http://www.sdccdonline.net/techreq.htm](http://www.sdccdonline.net/techreq.htm)
Blackboard Orientation Material

You are expected to know how to use the Blackboard system. Some orientation material can be found in our Blackboard 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 1-866-271-8794 or visit them online at https://www.sdccdonline.net/help for assistance with any technical issue that you experience with Blackboard.
Checklist of Competencies for Designing and Teaching
Using Blackboard Learn 9.1

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 Blackboard.
- Identify applications that you can use to create graphic, text, and zip files for Blackboard.
- 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 Blackboard where HTML can be created and the pros/cons of using HTML.
- Explain why most designers create files outside of Blackboard and then upload them to the Content Collection.
- Identify principles of quality web page design.
- Explain how to use the Visual Editor in Blackboard.
- 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.
Know when to use a Self and Peer Assessment and:
- 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 Blackboard'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 Blackboard 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.

**Blackboard Collaborate Classroom Tool:**
Skill

- Explain what Blackboard 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

Blackboard 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. Blackboard 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 (See Appendix C).
• 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.
<table>
<thead>
<tr>
<th>Status</th>
<th>Instructional Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1. Is there a sequence or hierarchy to the organization of the course content?</td>
</tr>
<tr>
<td>Yes</td>
<td>2. Does the course content address the stated intended student learning outcomes?</td>
</tr>
<tr>
<td>Yes</td>
<td>3. Is the course content organized into learning modules or other type of unit setup?</td>
</tr>
<tr>
<td>Yes</td>
<td>4. Is there a template or consistent page setup within the learning modules or units?</td>
</tr>
<tr>
<td>Yes</td>
<td>5. Does the entry page for each learning module or unit contain an introduction, overview, and objectives and grading criteria?</td>
</tr>
<tr>
<td>Yes</td>
<td>6. Do the learning modules include pre- and post-assessments that measure the achievement of the learning objectives for the module?</td>
</tr>
<tr>
<td>Yes</td>
<td>7. Do the learning modules include assigned readings that include chapters or page numbers, files, or websites?</td>
</tr>
<tr>
<td>Yes</td>
<td>8. Do the learning modules include writing assignments with instructions about how to submit the assignment?</td>
</tr>
<tr>
<td>Yes</td>
<td>9. Do the learning modules include exercises/activities that are interactive for the entire class or for groups?</td>
</tr>
<tr>
<td>Yes</td>
<td>10. Do the learning modules include resources to engage students in further study?</td>
</tr>
<tr>
<td>Yes</td>
<td>11. Does the course site include an entry page with current announcements?</td>
</tr>
<tr>
<td>Yes</td>
<td>12. Does the course include a current syllabus?</td>
</tr>
<tr>
<td>Yes</td>
<td>13. Does the syllabus include information about the instructor?</td>
</tr>
<tr>
<td>Yes</td>
<td>14. Does the syllabus include a detailed course description?</td>
</tr>
<tr>
<td>Yes</td>
<td>15. Does the syllabus include detailed course objectives and/or expected student learning outcomes?</td>
</tr>
<tr>
<td>Yes</td>
<td>16. Does the syllabus include course policies and procedures?</td>
</tr>
<tr>
<td>Yes</td>
<td>17. Does the syllabus include a detailed grading policy?</td>
</tr>
</tbody>
</table>
1. Does the course encourage students to manage their time and avoid procrastination by setting clear timelines and goals?  
2. Does the course include virtual office hours?  

**Comments about Pedagogical Effectiveness**

**Accessibility and Usability**

1. Are text links available for navigation in addition to graphical links?  
2. Are all icons, buttons, and graphics tagged with text tags (ALT tags)?  
3. Are web pages kept to a minimum of scrolling?  
4. Are file sizes kept to a minimum to enable faster access?  
5. Is the page load time kept to minimum for students with slower Internet connections?  
6. If graphics are turned off by the student, is the content still understandable?  
7. Do the pages print well?  
8. Is there a consistent style for formatting fonts and font colors?  
9. Are the colors web-safe and harmonious?  
10. Do the web pages work well in different browsers and on different screen resolutions?  
11. Are the file formats standard types or do they require special software or plug-ins?  
12. If audio and/or video files are used, are they captioned or are transcripts available?  
13. Is the audio and video clear and audible?  
14. Do the PowerPoint slides have text versions available?  
15. Is the course accessible on both PC and MAC platforms?
<table>
<thead>
<tr>
<th>Comments about Accessibility and Usability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Copyright Compliance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Y  N 1. Does the use of educational materials and multimedia adhere to the institution’s policy on Copyright Compliance?</td>
</tr>
<tr>
<td>Y  N 2. Does the use of educational materials and multimedia adhere to Fair Use Guidelines?</td>
</tr>
<tr>
<td>Y  N 3. Has the permission of the copyright holder been secured in writing?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Comments about Copyright Compliance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Technology</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Y  N 1. Is the structural integrity of the course sound—the content is intact, and is not “broken” in some way?</td>
</tr>
<tr>
<td>Y  N 2. Do all e-Pack or Course Cartridge components work correctly?</td>
</tr>
<tr>
<td>Y  N 3. Is the use of ALL CAPS eliminated?</td>
</tr>
<tr>
<td>Y  N 4. Are all line art, charts, graphs, cartoon art, etc. posted as GIFs?</td>
</tr>
<tr>
<td>Y  N 5. Are photographic images greater than 200 x 200 pixels posted as JPEGs?</td>
</tr>
<tr>
<td>Y  N 6. If animated GIFS are used, do they have a specific educational purpose or meaning that can only be demonstrated through animation?</td>
</tr>
<tr>
<td>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?</td>
</tr>
<tr>
<td>Y  N 8. If streaming audio or video files are used, are they hosted on a streaming media server designed for the purpose?</td>
</tr>
<tr>
<td>Comments about Technology</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>Schedule</td>
</tr>
<tr>
<td>Y N</td>
</tr>
<tr>
<td>1. If using an automated course system, is the opening date of the course for student access set correctly?</td>
</tr>
<tr>
<td>2. Is a Welcome announcement posted?</td>
</tr>
<tr>
<td>3. Are all calendar dates set for the current semester?</td>
</tr>
<tr>
<td>4. Are due dates set for the current semester?</td>
</tr>
<tr>
<td>5. Are time-sensitive course modules and exams set to open and close?</td>
</tr>
<tr>
<td>6. Confirm that all assignments and due dates are clear and consistent.</td>
</tr>
<tr>
<td>7. Check all links to ensure that they are valid and working.</td>
</tr>
</tbody>
</table>

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http://creativecommons.org/licenses/by/3.0/
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](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.
Course Design Rubric for the Online Education Initiative

In order for a course to be offered as a part of the Online Education Initiative (OEI) course exchange, it must meet established standards relating to course design, instruction, and accessibility that are intended to promote a quality learning environment that conforms to existing regulations. Prior to the submission of a course for OEI consideration, it is helpful for the faculty member to review these guidelines and conduct a self-evaluation. The outcome of this self-evaluation is a component of the OEI Course Application process.

The Course Design Rubric for the Online Education Initiative consists of 4 components:

A. Course Design - Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.

B. Interaction and Collaboration - Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment. “Interaction” denotes communication between and among learners and instructors, synchronously or asynchronously. “Collaboration” is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. This differs from group activities that can be completed by students working independently of one another and then combining the results, much as one would when assembling a jigsaw puzzle with parts of the puzzle worked out separately then assembled together. A learning community is defined here as the sense of belonging to a group, rather than each student perceiving himself/herself studying independently.

C. Assessment - Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.

D. Learner Support - Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.
This rubric is designed to inform the work of reviewers for courses being taught in connection with the California Community College Online Education Initiative. It is informed by the National Standards for Quality Online Courses by the International Association for K-12 Online Learning (iNACOL). After an initial round of course reviews, the lead review team met with faculty at the OEI Professional Development summit and discussed the strengths and weakness of the rubric. The lead review team then provided recommendations to the OEI Steering Committee and Executive Team for revising the rubric language and structure to enhance the review process.

Revisions approved by Online Education Initiative Steering Committee for use during the OEI pilot on March 18, 2015.
For each sub-category (within the main categories of Course Design, Interaction and Collaboration, Assessment, and Learner Support), peer online course reviewers will assign a numeric score (from 0-6) for each sub-category within the major categories. The numeric scores align with the levels of mastery as follows:

- Distinguished to Exemplary (5-6)
- Satisfactory to Accomplished (3-4)
- Promising (2)
- Incomplete (1)
- Not Evident (0)

It is common for a course to vary in its level of accomplishment across all items within a single sub-category. For example a course might be very strong in “Content Presentation: Navigation is intuitive” but somewhat less strong in “Content Presentation: Content is presented using a variety of appropriate mechanisms,” both within the same sub-category of “Content Presentation.” In these cases, the higher score (6 for Exemplary and 4 for Accomplished) should be reserved for courses that are strong across all items in the sub-category. The lower scores (5 for Distinguished and 3 for Satisfactory) should be used in cases where most, but not all, of the items in the sub-category are strong.

For a course to be approved for delivery as part of the OEI the following criteria must be met:

- A minimum score of 3 (Satisfactory) in each sub-category, requiring at least some sub-categories to score in the accomplished to distinguished ranges
- A minimum cumulative score of 51, earning at least 70% of all possible points
- Inclusion of a component with content related to the Online Education Initiative

The instructional design team will help a candidate course meet the requirements for accessibility, the OEI component, and other instructional design issues as we can. A course that does not achieve the stated minimum scores will not be offered as part of the OEI.
Rubric Sections

Section A: Course Design

A.1 Objectives

A.2 Content Presentation

A.3 Learner Engagement

Section B: Interaction and Collaboration

B.1 Communication Strategies

B.2 Development of Learning Community

B.3 Interaction Logistics

Section C: Assessment

C.1 Expectations

C.2 Assessment Design

Section D: Learner Support

D.1 Supplemental Software

D.2 Course/Institutional Policies & Support

D.3 Technical Accessibility

D.4 Accommodations for Disabilities
Section A: Course Design

*Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of*

### A.1 Objectives

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectsives are made available in a variety of areas in the course (within the syllabus and each individual learning unit or module)</td>
<td>Objectives are located within the course syllabus or the individual learning units</td>
<td>Objectives are not easily located within the course</td>
<td>Objectives are not easily located within the course</td>
</tr>
<tr>
<td>Objectives are clearly written at the appropriate level and reflect desired outcomes</td>
<td>Objectives are written to reflect desired learning outcomes, although not all are written as measurable outcomes</td>
<td>Objectives are not written at the appropriate level to match the desired outcomes</td>
<td>Some are missing and others poorly written</td>
</tr>
<tr>
<td>Objectives are written in measurable outcomes (students know what they are expected to be able to do)</td>
<td>Students understand of what is expected of them</td>
<td>Objectives are not clearly written in measurable learning outcomes</td>
<td>The level does not match the desired learning outcomes</td>
</tr>
<tr>
<td></td>
<td>Students may be unsure of what they are expected to be able to do</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section A: Course Design

Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of

A.2 Content Presentation

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules)</td>
<td>• Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules)</td>
<td>• Some content segments are overly large (or possibly too small) for the specified objectives</td>
<td>• Content is not “chunked” into manageable segments;</td>
</tr>
<tr>
<td>• Navigation is intuitive and content flows in a logical progression</td>
<td>• Navigation is somewhat intuitive, but some “exploring” is required to determine the flow of content</td>
<td>• Navigation is only occasionally intuitive, thus the flow of content is sometimes not easily determined</td>
<td>• Navigation is not intuitive and the flow of content is unclear</td>
</tr>
<tr>
<td>• Content is presented using a variety of appropriate mechanisms (content modules, single pages, links to external resources, and/or multimedia, etc.)</td>
<td>• Content is presented using a variety of mechanisms (content modules, single pages, links to external resources, RSS Feeds, print material)</td>
<td>• The design does not avail of the content presentation tools (content modules, single pages, links)</td>
<td>• The design does not avail of the content presentation tools (content modules, single pages, links)</td>
</tr>
<tr>
<td>• CMS tools are used to reduce the labor-intensity of learning (e.g., providing links to needed resources where they will be used in the course, integrating publisher resources that are tailored to the course materials, and providing streamlined access to supplementary materials)</td>
<td>• CMS tools are made available to assist students, but could be organized or arranged for even greater usefulness</td>
<td>• Only a few tools (of those available within the CMS) are used in a way that streamlines access to materials and activities for students</td>
<td>• Tools that could reduce the labor-intensity of online instruction are not utilized</td>
</tr>
<tr>
<td>• Clearly labeled tutorial materials that explain how to navigate the CMS and the specific course are included</td>
<td>• Clearly labeled tutorial materials that explain how to navigate the CMS and the specific course are included</td>
<td>• Tutorial materials that explain how to navigate the CMS and/or the specific course may be evident, but not easily found</td>
<td>• Tutorial materials explaining how to navigate the CMS or the specific course may be included but are difficult to find, lack detail, are not well organized, or are incomplete</td>
</tr>
</tbody>
</table>
Section A: Course Design

Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of...
Section B: Interaction and Collaboration

Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration.

### B.1 Communication Strategies

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact information for the instructor is easy to find and includes multiple forms of communication (for example, e-mail, phone, chat, etc.)</td>
<td>Contact information for the instructor is included and contact information includes more than one type of communication tool</td>
<td>Contact information for the instructor is provided but not easy to find and includes only one way to reach the instructor</td>
<td>Contact information for the instructor is sketchy, at best</td>
</tr>
<tr>
<td>Expected response time for email replies (or other communication tool) is included</td>
<td>Expected response time for email replies is included</td>
<td>Information concerning response time for email replies is not included</td>
<td>Information concerning the instructor’s role in the course is not included</td>
</tr>
<tr>
<td>The instructor’s role within the course is explained (for example, instructor participation in discussions and activities, role—if any—in tech support, etc.)</td>
<td>Instructor’s role within the course is clearly spelled out to students</td>
<td>Little or no information is given regarding the instructor’s role in the course</td>
<td>Instructor’s methods of collecting and returning work are confusing or non-existent.</td>
</tr>
<tr>
<td>The instructor’s methods of collecting and returning work are clearly explained</td>
<td>The instructor’s methods of collecting and returning work are clearly explained</td>
<td>The instructor’s methods of collecting and returning work are evident but not clearly explained.</td>
<td>Little to no attention has been devoted to communication strategies</td>
</tr>
<tr>
<td>There are plentiful opportunities for interaction, as appropriate</td>
<td>Several communication are included to reinforce the desired learning outcomes</td>
<td>Communication strategies are included, however, they may not consistently reinforce desired learning outcomes</td>
<td>Interaction activities that are included do not invoke critical thinking, reinforce learning, or take advantage of the specific strengths of the communication tools used</td>
</tr>
<tr>
<td>Communication strategies promote critical thinking or other higher order thinking aligned with learning objectives</td>
<td>Communications sometimes require reflection or other higher order thinking</td>
<td>Communications are focused primarily on lower levels of thinking (e.g., summarizing, describing, interpreting, etc.)</td>
<td></td>
</tr>
<tr>
<td>Communication activities benefit from timely interactions and facilitate “rapid response” communication (i.e., students gain practice discussing course content extemporaneously without looking up basic, declarative information)</td>
<td>Interactions are meaningful but may not take full advantage of the real-time presence of instructor and/or peers</td>
<td>Interactions are used mostly for instructor explanation or clarification of content, or other instructor-focused activities</td>
<td></td>
</tr>
</tbody>
</table>
### Section B: Interaction and Collaboration

Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration.

#### B.2 Development of Learning Community

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Instructors have a plan for initiating contact prior to or at the beginning of class and at regular intervals during the course</td>
<td>• Communication activities may help learners build a sense of community, but do not appear to be designed with this in mind</td>
<td>• Effort has been devoted to fostering a sense of community in the course, but only minimally</td>
<td>• Little to no attention has been devoted to building a sense of community in this course</td>
</tr>
<tr>
<td>• Communication activities are designed to help build a sense of community among learners</td>
<td>• Some student-to-student interaction is built into the course</td>
<td>• More focus is needed on designing activities and a course climate that foster student-to-student interactions as well as student-to-instructor interactions</td>
<td></td>
</tr>
<tr>
<td>• Student-to-student interactions are required as part of the course. Students are encouraged to initiate communication with the instructor</td>
<td>• Students interact with the instructor, although primarily as a result of instructor-initiated contact</td>
<td>• Collaboration activities (if included) support some team-building skills, but may not purposefully integrate these elements</td>
<td></td>
</tr>
<tr>
<td>• Collaboration activities (if included) reinforce course content and learning outcomes, while building workplace-useful skills such as teamwork, cooperation, negotiation, and consensus-building</td>
<td>• Collaboration activities (if included) support some team-building skills, but may not purposefully integrate these elements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section B: Interaction and Collaboration

Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration.

### B.3 Interaction Logistics

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
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<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guidelines explaining required levels of participation (i.e., quantity of interactions) are provided</td>
<td>• Expectations of student participation in communication activities are given, but would benefit from more detail</td>
<td>• Instructor expectations of student interactions are not made clear</td>
<td>• Few or no guidelines are provided to students regarding the desired quantity or quality of communications/interactions within the course</td>
</tr>
<tr>
<td>• Expectations regarding the quality of communications (e.g., what constitutes a “good” answer) are clearly defined</td>
<td>• Expectations regarding the quality of communications are included, but may lack detail or illustrative examples</td>
<td>• Little information is provided regarding what constitutes a “good” response or post</td>
<td>• The instructor does not participate in communications activities with students</td>
</tr>
<tr>
<td>• A rubric or equivalent grading document is included to explain how participation will be evaluated</td>
<td>• Minimal information may be provided regarding grading criteria for communications activities</td>
<td>• Students are not given a clear set of criteria for how communications activities will be graded</td>
<td>• The instructor does not provide announcements, reminders, or other updates</td>
</tr>
<tr>
<td>• The instructor plans to participate actively in communication activities, including providing feedback to students</td>
<td>• The instructor is occasionally involved in communication activities</td>
<td>• Few announcements, reminders, or other updates are provided</td>
<td></td>
</tr>
<tr>
<td>• The instructor plans to use communication tools effectively to provide course updates, reminders, special announcements, etc.</td>
<td>• The instructor sometimes takes advantage of CMS tools to post announcements, reminders, etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Section C: Assessment**

*Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and*

<table>
<thead>
<tr>
<th>C.1</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distinguished to Exemplary (5-6)</td>
</tr>
<tr>
<td>• Assessments match the objectives</td>
<td>• Assessments match the objectives</td>
</tr>
<tr>
<td>• Learners are directed to the appropriate objective(s) for each assessment</td>
<td>• Rubrics or descriptive criteria for desired outcomes are included for some assessment activities</td>
</tr>
<tr>
<td>• Rubrics and/or descriptive criteria for desired outcomes are provided (models of “good work” may be shown, for example)</td>
<td>• Instructions are written clearly, with sufficient detail included</td>
</tr>
<tr>
<td>• Instructions are written clearly and with exemplary detail to ensure understanding</td>
<td></td>
</tr>
</tbody>
</table>
### Section C: Assessment

Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and

#### C.2 Assessment Design

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
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<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assessment activities have &quot;face validity&quot; (i.e., they appear to match the curriculum and are explained using appropriate reading level and vocabulary)</td>
<td>• Assessment activities have &quot;face validity&quot; (i.e., they appear to match the curriculum)</td>
<td>• It is not clear whether the assessment activities actually measure the desired skill</td>
<td>• Assessment activities appear to lack validity due to bias, lack of clarity in questions or tasks, or because students are evaluated on performance unrelated to the stated objectives</td>
</tr>
<tr>
<td>• Higher order thinking is required (e.g., analysis, problem-solving, etc.)</td>
<td>• Some activities involve higher order thinking</td>
<td>• The majority of assessments require only low-level thinking (memorization, for example)</td>
<td>• No higher-order thinking skills are required to complete assessment activities</td>
</tr>
<tr>
<td>• Assessments are designed to mimic authentic environments to facilitate transfer</td>
<td>• Assessment activities may focus on tasks similar to real-world application of skills</td>
<td>• Assessment activities typically do not include tasks that are relevant beyond the scope of this course</td>
<td>• There is little or no evidence of authenticity built into assessments</td>
</tr>
<tr>
<td>• Assessment activities occur frequently throughout the duration of the course, and the instructor provides meaningful feedback in a timely manner</td>
<td>• Multiple types of assessments are used</td>
<td>• Multiple types of assessments are used</td>
<td>• Assessments are too few and far apart for the course content</td>
</tr>
<tr>
<td>• Multiple types of assessments are used (research project, objective test, discussions, etc.)</td>
<td>• Opportunities for student self-assessment are present, and provide feedback that allows students to seek additional help</td>
<td>• Opportunities for student self-assessment are present, but it may not be evident to the student how they should use the results</td>
<td>• Students are not provided activities or resources for self-assessment</td>
</tr>
<tr>
<td>• Opportunities for student self-assessment are plentiful, and provide feedback that allows students to seek additional help when necessary</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Section D: Learner Support

Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.

D.1 Supplemental Software

*If required - it is permissible to award this sub-category a 6 if the course does not require software beyond the CMS and browser.*

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear explanations of optional and/or required software including any additional costs are provided within the course</td>
<td>Clear explanations of optional and/or required software (in addition to the CMS) are provided within the course</td>
<td>Software (in addition to the CMS) required to use course materials is mentioned, but not explained</td>
<td>The need for additional software required to use course materials may be mentioned</td>
</tr>
<tr>
<td>Software required to use course materials is listed with links to where it can be captured and installed</td>
<td>Software required to use course materials is listed but links to where it can be captured and installed are not found near where it will be used</td>
<td>Links to where it can be captured and installed are not found near where it will be used</td>
<td>Links to software may be missing or incomplete</td>
</tr>
<tr>
<td>Links are located within the course where learners will use the software (i.e., near the materials requiring its use)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### D.2 Course/Institutional Policies & Support

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Software used for the course is adequately supported by the institution, including information for students on where they can obtain help.</td>
<td>• Institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are included but may require searching to find; links allow easy navigation from the course to the information and back.</td>
<td>• Some institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are included but are difficult to find.</td>
<td>• Some institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are not included.</td>
</tr>
<tr>
<td>• All activities that might create educational records (as defined by the Family Educational Records Privacy Act) or that involve regular effective contact are conducted within district- or college-supported systems.</td>
<td>• Course/instructor policies regarding decorum, behavior, and netiquette are included and are written clearly to avoid confusion.</td>
<td>• Course/instructor policies regarding decorum, behavior, and netiquette are included but are not clearly written or would benefit from more detail.</td>
<td>• Some course/instructor policies regarding decorum, behavior, and netiquette may be included but are not clearly written or would benefit from more detail.</td>
</tr>
<tr>
<td>• Institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are clearly labeled and easy to find; links (if present) allow easy navigation from the course to the information and back.</td>
<td>• Links to institutional services such as the library, writing center, or financial aid office may be included but require searching to find.</td>
<td>• A few links to institutional services such as the library, writing center, or financial aid office may be included but require searching to find.</td>
<td>• Links to institutional services such as the library, writing center, or financial aid office are not included.</td>
</tr>
<tr>
<td>• Course/instructor policies regarding decorum, behavior, and netiquette are easy to find and written clearly to avoid confusion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Links to institutional services such as the library, or writing center, are clearly labeled and easy to find.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### D.3 Technical Accessibility

*This section will not be reviewed by the POCRs; it will instead be reviewed by accessibility specialists as part of the initial review process.*

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Course materials are compliant with Section 508 and WCAG 2.0 (AA) and can be effectively used with equal ease by all students</td>
<td>• Course materials are compliant with Section 508 and WCAG 2.0 (AA)</td>
<td>• Course materials fail to meet all Section 508 and WCAG 2.0 (AA) criteria completely</td>
<td>• Course materials are significantly non-compliant with Section 508 and WCAG or add cognitive load via inadequate accessibility supports</td>
</tr>
<tr>
<td>• All non-text communications technologies support multiple digital channels with automatic provision of alternate media accommodations in real time</td>
<td>• All non-text communications technologies support multiple digital channels for the provision of alternate media accommodations in real time.</td>
<td>• Some non-text communications technologies support limited means for the provision of alternate media accommodations</td>
<td>• Non-text communications technologies do not support multiple digital channels for the provision of alternate media accommodations</td>
</tr>
<tr>
<td>• Course materials are HTML-based and employ formatting styles to create semantic structure that facilitates consistent meaning and sequencing across all digital media types</td>
<td>• Course materials employ formatting styles to create semantic structure that allows for consistent meaning and sequencing across all digital media types</td>
<td>• Course materials employ some formatting styles to create semantic structure but fail to provide reliable and consistent meaning and sequencing across all digital media types</td>
<td>• Course materials do not employ formatting styles to create semantic structure, nor consistent meaning and sequencing across all digital media types</td>
</tr>
<tr>
<td>• All instructional materials can be opened via free and accessible programs or applications, and links are provided for students to download the application with supporting information on how to use the program or application</td>
<td>• All instructional materials can be opened via free and accessible programs or applications</td>
<td>• Most instructional materials can be opened via free and accessible programs or applications</td>
<td>• Instructional materials use proprietary and inaccessible media formats</td>
</tr>
<tr>
<td>• Quiz and assessment activities can be completed with equal ease via the keyboard and assistive technologies without adding cognitive load, and provide individual student-based parameters for time, number of attempts, feedback, and completion</td>
<td>• Quiz and assessment activities can be completed with equal ease via the keyboard and assistive technologies without adding cognitive load</td>
<td>• Most quiz and assessment activities can be completed with equal ease via the keyboard and assistive technologies without adding cognitive load</td>
<td>• Quiz and assessment activities cannot be completed with the keyboard or assistive technologies, and/or extra cognitive load is introduced through inadequate accessibility supports</td>
</tr>
</tbody>
</table>
### D.4 Accommodations for Disabilities

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There are no pedagogically-essential learning activities or instructional media that are inherently inaccessible, or in the presence of such inaccessible materials, a DSPS approved plan for accommodation is in place and ready to be provided as necessary for each inaccessible learning activity or instructional media.</td>
<td>• There are no pedagogically-essential learning activities or instructional media that are inherently inaccessible, or in the presence of such inaccessible materials, faculty and DSPS have agreed to work with OEI to formulate an acceptable plan of accommodation for each inaccessible learning activity or instructional media.</td>
<td>• There are pedagogically-essential learning activities or instructional media that might be inherently inaccessible, but a deeper assessment of the course and institutional resources is required to determine the ability to support accommodations.</td>
<td>• There may be learning activities or instructional media that are inherently inaccessible, or there is no DSPS approved plan for accommodation.</td>
</tr>
<tr>
<td>• Course CMS settings are configurable by faculty to allow individual student-based accommodations to be provided within the CMS.</td>
<td>• Course CMS settings can be configured in a timely manner (24 hours) by faculty and/or the CMS System Administrator to allow student accommodations to be provided within the CMS, or alternate plans for accommodation have been created and approved by DSPS.</td>
<td>• Some of the CMS settings can be configured by faculty or CMS System Administrator to allow student accommodations to be provided within the CMS.</td>
<td>• CMS settings cannot be configured to allow student accommodations to be provided within the CMS.</td>
</tr>
<tr>
<td>• Links to CMS technical support as well as contact information for DSPS support are consistently provided and easy to find, and accompanied by a module within the CMS explaining how to request services or report a problem.</td>
<td>• Links to CMS technical support and DSPS support are provided, and easy to find.</td>
<td>• CMS technical support is provided, or a link to DSPS department web page, but not always easy to find.</td>
<td>• No link to technical support or DSPS department is provided.</td>
</tr>
<tr>
<td>• An instructional material inventory of any inherently inaccessible learning objects is provided, and referenced to the accompanying course outline with plans for accommodating students with disabilities for each inaccessible learning object or activity.</td>
<td>• An instructional material inventory of any inherently inaccessible learning objects is provided, along with some potential accommodations for each learning object or activity.</td>
<td>• An instructional material inventory of any inherently inaccessible learning objects is provided.</td>
<td>• Inherently inaccessible learning objects have not been identified, and no accommodations have been conceived or approved.</td>
</tr>
</tbody>
</table>
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 (Modules 1 & 2)

- 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 (Modules 3 & 4)

- 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 Blackboard 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 Blackboard
2. Identify the basic navigational areas of Blackboard
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 Blackboard 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 (Module 5)

- 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 Blackboard
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 Blackboard
6. Set up groups in their Blackboard course
7. Summarize and locate the Netiquette Guidelines to share with online students

Part 4: Developing and Presenting Content (Module 6)

- 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 Blackboard
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 (Module 7)

- 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 Blackboard 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 Turnitin inside of Blackboard
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 (Modules 8, 9, & 10)

- 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 Blackboard.
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 Blackboard
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 Blackboard shells are obtained and prepared with content
18. Archive a Blackboard course.

Description of Modules

Module 1: Training Orientation

1. **Overview:** Welcome! All of us here at SDCCD Online Learning Pathways are very excited to have you with us in the Online Faculty Training and Certification Program. This training course is designed for online instructors to achieve proficiency in online pedagogy, course development, and in using the tools and features of Blackboard to meet the requirements for quality online instruction. Since you've already read through the course syllabus, we'll begin by introducing ourselves, and then we'll show you the resources available to you on our SDCCD Online Learning Pathways website.

2. **Module Objectives:** After completing this module, you will be able to
   a. Summarize the core values and priorities of SDCCD Online Learning Pathways
   b. Identify the people and resources available to support your online course development
   c. Distinguish the different course types that utilize Blackboard at SDCCD
   d. Recognize ways to access the 24/7 technical help desk for faculty and student support
   e. Locate future training opportunities available through SDCCD Online Learning Pathways
   f. Create a thread on a Blackboard discussion forum
   g. Submit a Blackboard assignment
   h. Compare your scores on the Module 1 Pre-Assessment with the Post-Assessment Quiz

3. **Methods of Assessment**
   a. Module 1 Pre-Assessment
   b. Module 1 Assignment
   c. Module 1 Discussion Board
   d. Module 1 Quiz
Module 2: Distance Education Guidelines

1. Overview: In this module, we will take a closer look at online instruction – the regulations and guidelines. Module 2 provides the foundation for quality online courses that meet State, Federal, and WASC Accreditation requirements. Modules 3-10 will prepare you for implementing the requirements into your online instruction. The complete training course is required to meet the ACCJC accreditation requirement that all faculty be prepared to teach online.

2. Module Objectives: After completing this module, you will be able to:
   a. Describe WASC’s accreditation quality guidelines
   b. Identify strategies to promote academic integrity in online classes
   c. Identify communication strategies that fulfill the requirement of “regular effective contact” in an online class
   d. Describe the accessibility guidelines of Section 508 of the Rehabilitation Act
   e. Describe the SDCCD Copyright Guidelines
   f. Explain how student participation is accounted for in the online setting
   g. Describe the responsibilities of instructors who choose to use publisher resources
   h. Locate the resources available to online faculty at SDCCD
   i. Create an entry in the Blackboard journal tool

3. Methods of Assessment
   a. Module 2 Pre-Assessment
   b. Module 2 Assignment
   c. Module 2 Journal Entry
   d. Module 2 Quiz

Module 3: The Blackboard Online Learning Environment

1. Overview: Now that you know what your responsibilities are as an online instructor, it's time for us to take a close look at how you can fulfill those duties using the Blackboard course management system. In this module we're going to give you an overview of the course environment on Blackboard.

2. Module Objectives: After completing this module, you will be able to:
   a. Describe how and when your students will access courses on Blackboard
   b. Recognize the basic navigational areas of the My Institutions page on Blackboard
   c. Identify the four main navigational areas inside of a Blackboard course
   d. Edit the course menu of the course
   e. Edit the content, links, and tools inside the course

3. Methods of Assessment
   a. Module 3 Pre-Assessment
   b. Module 3 Assignment
   c. Module 3 Discussion Board
   d. Module 3 Quiz
Module 4: Keeping Students Informed

1. Overview: In this module, we'll take a look at the information that students will be looking for on that first day of class. The information will be critical to their success online.

We'll cover the ways that the syllabus can be added to a Blackboard course, and we'll learn about some of the other tools that can be used to keep your students informed throughout the semester.

2. Module Objectives: After completing this module, you will be able to:
   a. Describe multiple factors that are critical to student success in online courses
   b. Describe how you can inform your students using the following tools: Syllabus, Announcements, Calendar, Contacts, Retention Center, and Module Page
   c. Create and/or add a syllabus to a Blackboard shell
   d. Create an entry in the Calendar tool
   e. Create an announcement
   f. Change the course entry point of your course
   g. Create a Module Page

3. Methods of Assessment
   a. Module 4 Pre-Assessment
   b. Module 4 Assignment
   c. Module 4 Discussion Board
   d. Module 4 Quiz

Module 5: Interacting with Students

1. Overview: In the last module you learned about ways that you can get your information out to students on Blackboard. Giving them the information that they need using announcements, syllabus, and calendar is the best way to start the semester. But as the semester gets underway, you'll need other kinds of tools to interact with your students in order to keep them engaged and motivated in the course and to get them demonstrating that they've achieved the learning outcomes.

2. Module Objectives: After completing this module, you will be able to:
   a. Distinguish between asynchronous and synchronous tools
   b. Identify strategies for deciding when to use asynchronous tools versus synchronous tools
   c. Describe how often you plan to interact with your online students
   d. Send a message using the Messages tool on Blackboard
   e. Describe how you can interact with your students using the following tools: Messages, Mail, Discussion Forums, Blogs, Journals, Wikis, Groups
   f. Identify the synchronous collaboration tools available to you on Blackboard
   g. Setup groups in your Blackboard course
h. Summarize and locate the Netiquette Guidelines for you to share with your online students
i. Contribute to a course wiki

3. Methods of Assessment
a. Module 5 Pre-Assessment
b. Module 5 Assignment
c. Module 5 Wiki Contribution
d. Module 5 Quiz

Module 6: Adding Content to Your Course

1. Overview: We've covered some of the nuts and bolts of how communication with your students will play out in Blackboard. Now it's time to get content - the materials that you want students to access - into your course. You'll find that there are many kinds of content that you can add to your course, and there are several ways to organize that content in Blackboard.

2. Module Objectives: After completing this module, you will be able to:
   a. Give examples of how course content can be structured to support student learning
   b. Begin the design of your course content around learning outcomes and an audience analysis of your learners
   c. Name online support resources to share with your students
   d. Identify the kinds of content that can be added to your course
   e. Describe techniques for making sure files are available to students
   f. Add content to a content area in Blackboard
   g. Locate and describe the purpose of the Content Collection tool
   h. Explain what learning modules are and how they can be used to organize your content
   i. Explain how adaptive release can be used to control the availability of content
   j. Summarize the options for adding video to your course
   k. Search through and share Open Educational Resources (OER) relevant to your discipline

3. Methods of Assessment
a. Module 6 Pre-Assessment
b. Module 6 Assignment
c. Module 6 Discussion Board
d. Module 6 Quiz

Module 7: All About Assignments and Evaluation

1. Overview: As you design your online class it's important to determine how the assignments in the class can be best delivered in the online environment. In this module we'll cover the design of assignments for the online environment and we'll look at other tools available in Blackboard.
2. Module Objectives: After completing this module, you will be able to:
   a. Identify various learner-centered activities for assessing online learners
   b. Give examples of how course assignments can be structured to support student learning
   c. Create a Blackboard assignment
   d. Explain the importance of sending feedback to online students
   e. Identify multiple ways that student feedback can be sent to students
   f. Create an audio or video sample to establish social presence with online students
   g. Locate and describe the purpose of Turnitin inside of Blackboard
   h. Explain what portfolios are and how they can be used in your online course
   i. Explain how the Retention Center can be used to monitor student progress
   j. Locate and explain the importance of the Course Reports tool and the Performance Dashboard

3. Methods of Assessment
   a. Module 7 Pre-Assessment
   b. Module 7 Assignment
   c. Module 7 Discussion Board
   d. Module 7 Quiz

Module 8: Creating and Managing Tests

1. Overview: After deciding which assignments to use in your course, it's time to consider how and if you'll utilize online tests to assess students' learning. In this module we'll look at the nuts and bolts of creating questions and tests in Blackboard as well as the design implications for their delivery online.

2. Module Objectives: After completing this module, you will be able to:
   a. Describe strategies for designing and setting up tests that accurately assess student learning
   b. Identify resources to share with students that assist students with the technical aspects of online test-taking
   c. Create and organize tests and questions
   d. Make a test available to students
   e. Organize questions into pools
   f. Import and export questions to and from tests, surveys, and pools
   g. Grade tests on Blackboard
   h. Describe how to access survey results

3. Methods of Assessment
   a. Module 8 Pre-Assessment
   b. Module 8 Assignment
   c. Module 8 Discussion Board
   d. Module 8 Quiz
Module 9: Grade Center

1. Overview: The Grade Center stores all the grade information for students in Blackboard. This module will cover the Grade Center tool, an essential tool in the online course.

2. Module Objectives: After completing this module, you will be able to:
   a. Recognize the features and functions of the Grade Center
   b. Create new columns and change the display of columns
   c. Grade tests and assignments in the Grade Center
   d. Create categories for Grade Center columns
   e. Initiate contact with students through the Grade Center tool
   f. Locate more tutorials and resources available for learning the Grade Center
   g. Contribute to a course blog

3. Methods of Assessment
   a. Module 9 Pre-Assessment
   b. Module 9 Assignment
   c. Module 9 Blog Contribution
   d. Module 9 Quiz

Module 10: Getting Your Course Ready

1. Overview: We've covered a great amount of material in the previous 9 modules of this training course. Hopefully all along the way you've been thinking about how this will come together as you get your own online course ready to teach. There are a few things that we want to remind you about in this module regarding the logistics of getting your own online course ready at the San Diego Community College District.

2. Module Objectives: After completing this module, you will be able to:
   a. Describe how you can find ways to improve your online course from semester to semester
   b. Explain how online instructors obtain Blackboard shells
   c. Copy content from one shell to another on Blackboard
   d. Create an archive of your course
   e. Locate and bookmark the pages for faculty resources and training at SDCCD Online Learning Pathways
   f. Identify the help resources available to you and your students
   g. Evaluate your experience in this training course and share your feedback with us

3. Methods of Assessment
   a. Module 10 Pre-Assessment
   b. Module 10 Assignment
   c. Module 10 Journal Entry
How to Achieve SDCCD Online Faculty Certification

Certification requires participants to complete and submit all activities in sequence in the course and earn at least 450 total points (90%). After completing all the coursework in Modules 1-10, the Certification Statement will display; and the final step is to fill out and submit the Certification Statement. Once participants have satisfied the criteria for certification, they will receive a confirmation email and a Certificate of Completion.
Blackboard Training for On-Campus Faculty

This is a fully online, self-paced training course for on-campus instructors who wish to use Blackboard to supplement their face-to-face courses. If you are scheduled to teach an online course, please enroll in the Online Faculty Certification Program.

In this course, you'll be introduced to the technical skills required to enhance your on-campus course with Blackboard, including Copyright and Accessibility requirements. Through interactive tutorials, hands-on assignments, quizzes, and discussions, you'll learn how to navigate the system, add content to your course, allow students to submit assignments online, and post grades to your course. Instructors receive an e-Certificate upon course completion. This course is conducted fully online. There are five modules with an expected completion time of 10 hours.

**Course Outline:** On-campus Faculty Training Course

Training Course Learning Outcomes:

1. Learn accessibility and copyright guidelines for all courses at the SDCCD
2. Identify and locate the resources and support available through SDCCD Online Learning Pathways website
3. Navigate the areas of a Blackboard Learn 9.1 course
4. Describe the Blackboard tools that are available to web-enhanced courses
5. Describe how to get a Blackboard shell and how to copy content from semester to semester

**Module 1: Training Orientation**

1. **Overview:** We'll begin by introducing ourselves, and then we'll show you the resources available to you on our SDCCD Online Learning Pathways website.

2. **Module Objectives:** After completing this module, you will be able to
   a. Identify the people & resources available to support your course development
   b. Distinguish the different course types that utilize Blackboard at SDCCD
   c. Recognize two ways to access the 24/7 help desk for faculty and student support
   d. Locate future training opportunities available through SDCCD Online Learning Pathways
3. **Methods of Assessment**

a. Module 1 Pre-Assessment (not graded)

b. Module 1 Assignment

c. Module 1 Quiz

**Module 2: Introducing Blackboard Learn 9.1**

1. **Overview:** Review the basic navigational areas and features of the course environment on Blackboard Learn 9.1.

2. **Module Objectives:** After completing this module, you will be able to:

   a. Describe how and when your students will access courses on Blackboard Learn 9.1

   b. Recognize the basic navigational areas of the My Institutions page on Blackboard Learn 9.1

   c. Identify the four main navigational areas inside of a Blackboard Learn 9.1 course

   d. Edit the course menu of the course

3. **Methods of Assessment**

a. Module 2 Pre-Assessment (not graded)

b. Module 2 Discussion Board

c. Module 2 Quiz

**Module 3: Adding Content to Your Course**

1. **Overview:** Let’s get content uploaded to your course. You’ll find that there are many ways to organize your content in Blackboard. You'll want to get familiar with content folders and with learning modules to find out which option is best for your course.

2. **Module Objectives:** After completing this module, you will be able to:

   a. Describe the accessibility guidelines for all courses at SDCCD

   b. Describe the copyright guidelines for all courses at SDCCD

   c. Identify the kinds of content that can be added to your course

   d. Describe techniques for making sure files are available to students

   e. Create a content area in Blackboard Learn 9.1
f. Add content using the Build Content button

3. Methods of Assessment
   a. Module 3 Pre-Assessment (not graded)
   b. Module 3 Discussion Board
   c. Module 3 Quiz

Module 4: Tour the Blackboard Tools

1. Overview: This module will briefly review the tools available on Blackboard
   Learn 9.1 including discussions, announcements, assignments, and tests.

2. Module Objectives: After completing this module, you will be able to:
   a. Describe how the Announcements and Calendar tools can be used to inform
      your students through Blackboard
   b. Communicate with your students using the Mail and Messages tools
   c. Locate where to you and your students can change Notification Settings on the
      system
   d. Describe how class interactions can take place in Blackboard Discussion forums
      and Journals
   e. Assign and accept assignments submitted through Blackboard
   f. Locate and describe the purpose of Turnitin inside Blackboard
   g. Create and manage tests on Blackboard
   h. Navigate, create columns, and change column displays in the Blackboard Grade
      Center

3. Methods of Assessment
   a. Module 4 Pre-Assessment (not graded)
   b. Module 4 Journal Entry
   c. Module 4 Quiz

Module 5: Getting Your Course Ready

1. Overview: Now that you’ve been introduced to a few of the tools available in
   Blackboard, we’ll cover some of the logistics of getting your own web-enhanced
   course ready at the San Diego Community College District.
2. Module Objectives: After completing this module, you will be able to:
   a. Explain how on-campus instructors obtain Blackboard shells
   b. Copy content from one shell to another on Blackboard Learn 9.1
   c. Change the course entry point of your course
   d. Create an archive of your course
   e. Explain how to restore access to your course for your honors students
   f. Locate and bookmark the pages for faculty resources and training at SDCCD Online Learning Pathways
   g. Identify the help resources available to you and your students

3. Methods of Assessment
   a. Module 5 Pre-Assessment (not graded)
   b. Module 5 Assignment
   c. Module 5 Quiz
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. The following is a list of states and U.S. Territories that are not authorized:

- Alabama
- American Samoa
- Alaska
- Guam
- Arkansas
- Marshall Island
- Maryland
- Micronesia
- Missouri
- Northern Mariana Islands
- Minnesota
- Palau
- North Dakota
- Puerto Rico
- South Carolina
- Virgin Islands
- Utah
- Washington, D.C.
- 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 consists 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 a measurable outcome. 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 PowerPoints 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

AGREEMENT

WITH

SAN DIEGO COMMUNITY COLLEGE DISTRICT

FOR THE PERIOD

JULY 1, 2008 THROUGH JUNE 30, 2011

PUBLISHED
DECEMBER 2011
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 or other duties as a faculty member (works not made for hire), such as: novels, even if written 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.
Appendix C

Policy 3100, Student Rights, Responsibilities and Administrative Due Process

Student Code of Conduct Guidelines for Online Classes

In accordance with Policy 3100, Student Rights, Responsibilities and Administrative Due Process, Section 3.0, Code of Conduct, all students shall have the right to a 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.

1) 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 Procedure 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.

2) 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.

3) 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.

4) 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.

   • The faculty should also notify the Dean of Online and Distributed Learning that the student’s access has been denied using the attached template. Note that in accordance with FERPA, no other information should be placed in the e-mail. (Use Template B).
To access a copy of Policy 3100, go to http://hr/hr/Policies/3100.htm.
To access a copy of the “Student Code of Conduct Guidelines for Online Classes,” go to https://faculty.sdccd.edu. The form for reporting disruptive students is available for downloading at https://faculty.sdccd.edu.
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 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].

Please contact the Dean of Student Affairs immediately to discuss conditions for returning to class. Instructor’s Name:

Date:

[To be used to notify student of removal from class for up to one week]
The faculty should also notify the Dean of Online and Distributed Learning that the student’s access has been denied by providing the student’s CSID and course CRN, using this template:

E-mail to:

Kats Gustafson  kgustafs@sdccd.edu

Subject: Removal of Student Access

Access for the following student should be removed immediately for the course listed: CSID: XXXXXXXX

Course CRN: XXXXX

Access Removed From: [m/d/year] to [m/d/year] only.

Instructor’s Name:

Date:
Appendix D

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.

SDCCD Copyright Resources posted to http://isp.sdccd.edu/copyright

2010-2011 Districtwide Copyright Guidelines Committee

Alison Steinberg, Mesa College, Online Services Librarian
Andrea Henne, Dean, Online and Distributed Learning, District Instructional Services and Planning
Carol Reagan, Miramar College, Media Technician
Carol Withers, City College, LRC Chair/ Instructional Librarian
Eric Mosier, Miramar College, Professor/Technical Services Librarian
Gretchen Bitterlin, Continuing Education, Chair of Chairs, Academic Senate
Ray Ramirez, Continuing Education, Dean, Institutional Effectiveness
Sandra Pesce, City College, Professor/Electronic Resource Librarian

The Basics

All persons, including SDCCD employees and students, are responsible for compliance with U.S. Copyright Law. Copyright infringement occurs when one makes an unauthorized copy or reproduction of a copyright protected work without permission of the author/creator.

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, photographs as well as text, video, and images on the Internet are among the works covered under copyright law.
An original source published prior to 1923 and most materials produced by the Federal Government are in the Public Domain and permission to copy is not required. Unless the work is in the Public Domain, permission must be obtained to:

- Reproduce all or part of the work
- Distribute copies (including digitally through the Internet)
- Prepare new versions or change formats based on the original work
- Perform or display the work publicly

Content that is copyrighted in non-digital form is also protected in digital form, even though it may be publicly available on the Internet. A copyright notice is not required for works to be protected.

Determining Who Owns the Copyright

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.

Contact the Copyright Clearance Center: http://www.copyright.com/. The U.S. Copyright Office maintains records of registered works: http://www.copyright.gov/records

Fair Use Law for Instruction, Library Reserves, and Research

Section 107 of the Copyright Act lists four factors that determine whether copyrighted material can be used for teaching, scholarship, research, criticism, comment, or news reporting:

1. The purpose and character of the use, including whether such use of is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work (For example, there is a stronger case of fair use if the material copied is from a published work than an unpublished work.);
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole;
4. The effect of the use upon the potential market for or value of the copyrighted work.

The Copyright Act allows anyone to photocopy works without securing permission from the copyright owner when the photocopying meets all of the five tests of Fair Use resulting in compliance with the four factors above:
Fair Use Tests:

1. Brevity
2. Spontaneity
3. Cumulative Effects
4. Notice of Copyright
5. No Charge Beyond Cost of Copying

Brevity:

- Poetry:
  1. A complete poem if less than 250 words and if printed on no more than two pages; and
  2. From a longer poem, an excerpt of no more than 250 words.

- Text Material:
  1. Either a complete article, story, or essay of less than 2,500 words; and
  2. An excerpt from any work of no more than 1,000 words or 10% of the work, whichever is less.

- Illustration:
  1. One chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.

Additional Brevity Tests for Materials in Online and Web-Enhanced Courses

- Films/Motion Video: up to 10% or three (3) minutes total. No modification such as captions without permission of the copyright holder. Guidelines for obtaining permission to caption posted to [http://isp.sdccd.edu/copyright](http://isp.sdccd.edu/copyright).

- Music, Lyrics and Music Video: up to 10%, but no more than 30 seconds. No change to the basic melody or the fundamental character.

- Illustrations and Photographs: May be used in their entirety, but no more than five (5) images from one artist or photographer or website. Not more than 10% or 15 images from a published collective work.

- Text Material: up to 10% or 1,000 words total. Entire poem of less than 250 words. No more than three poems by one poet or five (5) poems from any anthology.
**Spontaneity:**

- The copying is done at the instance and inspiration of the individual teacher; and
- The inspiration and decision to use the work are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

**Cumulative Effect:**

- The copying of the material is for only one course in the school in which the copies are made;
- Not more than one short poem, article, story, essay, or two excerpts may be copied from the same author, and no more than three from the same collective work or periodical volume during one class term; and
- There shall not be more than nine instances of such multiple copying for one course during one class term.

**Notice of Copyright:** The material includes a copyright notice on the first portion of material photocopied (for example," © 2012 by Mary Brown").

**No Charge Beyond Cost of Copying:** Students are not assessed any fee beyond the actual cost of photocopying.

Before submitting items to Reprographics or to the Library reserves, faculty and staff are responsible for ensuring copyright compliance. Any complex questions concerning whether a particular photocopying constitutes fair use should be directed to District counsel.

**Examples of Fair Use**

Before exceeding the following examples, consider the four factors in Section 107 of the Copyright Act listed above to make sure that any additional photocopying is justified within the boundaries of fair use¹.

---

A. Fair Use for Instruction

Educators have, with publishers, developed the following guidelines, which allow faculty to distribute photocopied material to students in a class without the publisher's prior permission, under the following conditions:

<table>
<thead>
<tr>
<th>Distribution of the same photocopied material does not occur every semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only one copy is distributed for each student and it must become the student's property</td>
</tr>
<tr>
<td>Material includes a copyright notice on the first page of the portion of material photocopied (for example, &quot;© 2012 by Mary Brown.&quot;)</td>
</tr>
<tr>
<td>Students are not assessed a fee beyond the actual cost of the photocopying</td>
</tr>
</tbody>
</table>

The photocopying practices of an instructor should not have a significant detrimental impact on the market for the copyrighted work. 17 U.S.C. SS107(4). To guard against this effect, restrict use of an item of photocopied material to one course and do not repeatedly photocopy excerpts from one periodical or author without the permission of the copyright owner.

B. Fair Use for Library Reserves

The District applies copyright guidelines to the library reserve collection to the extent it functions as an extension of the classroom and reflects an individual student's right to photocopy for his/her personal scholastic use under the doctrine of fair use.

In addition to placing the original of a book on reserve, an instructor may place on reserve photocopies of excerpts from copyrighted works in accordance with guidelines similar to those governing formal classroom distribution for face-to-face teaching.

An instructor may place a single photocopy of the following on reserve:

| An entire chapter from a book |
| An entire article |
| An entire short story, short essay, or short poem |
| A chart, graph, diagram, drawing, cartoon, or picture in any format including a paper or electronic source |

An instructor may place multiple photocopies on reserve if the copies meet the following guidelines:
The amount of material should be reasonable in relation to the total amount of material assigned for one term of a course taking into account the nature of the course, its subject matter and level, 17 U.S.C. SS107(1) and (3)

The number of copies should be reasonable in light of the number of students enrolled, the difficulty and timing of assignments, and the number of other courses which may assign the same material, 17 U.S.C. SS107(1) and SS107(3)

The material should contain a notice of copyright, 17 U.S.C. SS401 (for example," © 2012 by Mary Brown.")

The effect of photocopying the material should not be detrimental to the market for the work, 17 U.S.C. SS107(4)

Examples:

- An instructor may place on reserve as a supplement to the course textbook a reasonable number of copies of articles from academic journals or chapters from trade books. **A reasonable number of copies will be in most instances no more than five**, but factors such as the length or difficulty of the assignment, the number of enrolled students and the length of time allowed for completion of the assignment may permit more in unusual circumstances.

- An instructor may request that multiple copies of photocopied, copyrighted material be placed in the reserve collection if there is insufficient time to obtain permission from the copyright owner (see Spontaneity Fair Use Test).

- An instructor may place on reserve several photocopies of an entire article from a magazine or newspaper in lieu of distributing a copy to each member of the class.

**C. Fair Use for Research**

Individuals may make a single copy for scholarly research, for teaching or preparing to teach a class, or for making a presentation. Most single-copy photocopying for personal use in research—even when it involves a substantial portion of a work— may well constitute fair use. Examples include:

<table>
<thead>
<tr>
<th>A chapter from a book</th>
</tr>
</thead>
<tbody>
<tr>
<td>An article</td>
</tr>
<tr>
<td>A short story, short essay, or short poem, whether or not from a collective work</td>
</tr>
<tr>
<td>A chart, diagram, graph, drawing, cartoon, or picture in any format including a paper or electronic source</td>
</tr>
</tbody>
</table>
The following are examples of situations where increased levels of photocopying would continue to remain within the boundary of fair use:

<table>
<thead>
<tr>
<th>Inability to obtain another copy of the work because it is not available from another library or source cannot be obtained within the time constraints</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intention to photocopy the material only once and not to distribute the material to others</td>
</tr>
<tr>
<td>Ability to keep the amount of material photocopied within a reasonable proportion to the entire work (the larger the work, the greater amount of material which may be photocopied)</td>
</tr>
</tbody>
</table>

### Uses of Photocopied Material Requiring Permission Beyond Fair Use

<table>
<thead>
<tr>
<th>Repetitive copying: The classroom or reserve use of photocopied materials in multiple courses or successive years will normally require advance permission from the owner of the copyright, 17 U.S.C. SS107(3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copying for profit: Students charged more than the actual cost to photocopy the material will normally require permission from the copyright owner, 17 U.S.C. SS107(1)</td>
</tr>
<tr>
<td>Consumable works: The duplication of works that are consumed in the classroom, such as standardized tests, exercises, and workbooks, normally requires permission from the copyright owner, 17 U.S.C. SS107(4)</td>
</tr>
<tr>
<td>Creation of anthologies or coursepacks: Creation of a collective of work by photocopying a number of copyrighted articles and excerpts will in most instances require the permission of the copyrighted owners, 17 U.S.C. SS107(4)</td>
</tr>
</tbody>
</table>

### How to Obtain Permission Beyond Fair Use

The process of granting permission requires time to check the status of the copyright and to evaluate the nature of the request. It is advisable, therefore, to allow enough lead time to obtain permission before the materials are needed. In instances when there is a fee for the permission, it is not inappropriate to pass this fee on to the students who receive the photocopied material.

*Copyright Clearance Center (CCC)*

The Copyright Clearance Center has the right to grant permission and collect fees for photocopying rights for certain publications. Individuals may copy from any journal which is registered with the CCC and report the copying beyond fair
use to CCC and pay the set fee. A list of publications for which the CCC handles fees and permissions is available from:

http://www.copyright.com or Copyright Clearance Center, 310 Madison Avenue, New York, NY, 10017.

Obtaining Direct Permission from Copyright Owner

In cases where the CCC does not have the legal rights to obtain copyright clearance, permission must be obtained directly from the copyright owner. The request should be sent, together with a self-addressed return envelope, to the permissions department of the publisher in question. If the address of the publisher does not appear at the front of the material, it may be readily obtained in a publication entitled *Literary Market Place (LMP)*, published by the R. R. Bowker Company and available in most libraries. If an email address is available, the request for permission may be sent electronically and the permission response kept on file. See http://isp.sdccd.edu/copyright for Sample of Permission Correspondence.

Use of Copyright-Protected Materials in Online or Web-Enhanced Courses

Instructors using web-based components for classroom instruction and/or instructors who are teaching online courses at the SDCCD may use copyright-protected materials (also called “works”) without permission from the copyright owner and without payment of royalties, with the following limitations:\(^2\):

**Instructors must reasonably:**

- limit access to copyrighted works to students currently enrolled in the class;

- ensure that the materials used are relevant to the course;

\(^2\) Distance Education and the **TEACH Act** (Technology in Education & Copyright Harmonization Act of 2002)

http://www.copyright.com/Services/copyrightoncampus/basics/teach.html
• use provide direct supervision of performances or displays of the work;

• nondramatic literary and musical works (works that are not performed by actors on stage or musicians in concert) in their entirety; for example, novels, poems, song lyrics, musical compositions;

• use limited portions of dramatic works such as videos, plays, concert performances (See section on Brevity for Online and Web-Enhanced Courses); and

• ensure that there is no digital copy of the work available before digitizing an analog original (such as a VCR or cassette tape), copy only an authorized amount of the original for transmission.

See TEACH Act Checklist for Instructors\(^3\) at [http://isp.sdccd.edu/copyright](http://isp.sdccd.edu/copyright).

Institutional Responsibilities

• Establish policies on the use of copyrighted materials, provide information about copyright, and give notice that certain materials may be protected by copyright;

• Educate the institutional community about copyright;

• Apply technological measures that reasonably prevent retention of the works beyond the class session and further distributing them;

• Ensure that institutional systems will not interfere with technological measures taken by copyright owners to prevent illegal retention and distribution;

• Provide a secure server for storage of materials and their permitted transmission;

\(^3\) Harper, Georgia, University of Texas System (2002), Copyright Crash Course, [http://copyright.lib.utexas.edu/teachact.html](http://copyright.lib.utexas.edu/teachact.html)
• Ensure that there is no digital copy of the work available before digitizing an analog original (such as a VHS tape or cassette tape), copy only an authorized amount of the original for transmission; and

• Ensure compliance with the above policies through technological means beyond merely assigning a password; this may include user and location authentication, content timeouts, print-disabling, cut and paste disabling, etc.