

## **Index of Evidence for Recommendation 6: Learning Support for Distance Education**

### **Item 7: Course Shell Review & Approval**

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## ACADEMIC SENATE

### Adopted Minutes

April 29, 2013

Board Room 626

3:00 pm – 5:00 pm

**1. Call to Order**

Acting President Jaimez called the meeting to order at 3:07 pm.

**2. Roll Call:**

LaNae Jaimez, Acting President

Nick Cittadino, Kevin Brewer, Dale Crandall-Bear *ex-officio*, Joe Conrad – *ex officio*, Erin Duane, Tracy Fields, Katherine Luce, Teri Pearson-Bloom, Melissa Reeve, Ken Williams

Connie Adams, Admin Assistant

Absent/Excused: Abla Christiansen, Amy Obegi, Scott Parrish

Guests: Jowel Laguerre, Annette Dambrosio, Tom Warren, Diane White; Lue Cobene

**3. Approval of Agenda – April 29, 2013**

Motion to approve – Senator Cittadino; Seconded – Senator Pearson-Bloom;

Discussion: Acting President Jaimez asked to have 8.3 follow 8.1 to accommodate both Accreditation items in succession. Passed as amended - unanimous

**4. Approval of Minutes – March 18 and April 15, 2013**

Motion to group both sets for approval – Senator Cittadino; Seconded – Senator Brewer

Discussion: The inaccurate “middle college” phrase under 8.1 in the April 15 minutes was removed.

Passed as amended – unanimous

**5. Comments from the Public**

**6. President’s Report**

*Middle College Update:* The Vacaville Unified School District will begin their middle college this fall. Fairfield is in process of developing a planning agreement that may be presented to the Senate on August 8 or shortly thereafter.

*Priority Registration:* Barbara Fountain, Director of Admissions, will address the priority registration issue with the Senate on May 6. It involves state mandates to allow priority to new high school graduates. Acting President Jaimez asked for data to show how that will impact students.

*Task Force on Committees:* Director Fountain will also discuss the Task Force on Committees as related to removal of the Academic Senate President as a member, as well as others, from the President’s Cabinet. The rationale for the change, not officially made, is a move for more efficiency with meetings. It is a voting member position on the President’s Cabinet.

*Commencement Faculty Marshalls:* Acting President Jaimez thanked Dr. Conrad, Senator Parrish, Senator Reeve, and Vice President Cittadino for volunteering to serve as Faculty Marshalls at graduation.

*SLOs:* Last Friday Acting President Jaimez met Interim VP White to clarify the expectations for student outcomes, including what is meant by a sampling of faculty to assess their courses and policing of the quality of SLOs. Extensive discussion ensued and questions on what the process would be to decide who will be doing the sampling and where information will be kept. Senator Reeve raised concern about the possible punitive intention, partly due to the fact that notices were sent out that some faculty hadn’t done the work, even though she had submitted assessments for their courses. More specific criteria are needed and Acting President Jaimez opined it should be up to the departments to decide. Interim VP White stated there was no punitive intention, noting the district has the responsibility, as Accreditation Liaison Officer, she has responsibility to report out what she has and hasn’t found and there should be more than a sampling or it becomes subjective evidence. She also stated: it needs to be broader and deeper; many campuses have SLO senate subcommittees that would make these decisions collectively; the senate, administration, and school coordinators play a role; if other questions come up, research and recommendations can be had; for due diligence

Dean Peter Cammish was asked for a report; if there are ever questions of what is coming out of Interim VP White's office, she would appreciate the professional courtesy of addressing those questions herself.

Comments/Questions: The question was raised if everyone has to use the same method of assessment in the same class. Dr. Conrad pointed out courses have criteria for success, whatever tool is used should address that criteria, and individual instructors can choose their own tool. Clarification of expectations was requested including if a subset of faculty can assess a course. The report that Dean Cammish generated was about the lack of faculty assessing, not the courses assessed. Interim VP White responded that the ACCJC is interested in breadth and depth and those issues have to be taken up going forward. Last fall deans and coordinators discussed this but it fell behind. The ACCJC is looking for more robust assessment. Most Senators agreed that: it needs to be decided by faculty: it doesn't have to be done in every course; shared assessments aren't needed; clarity is needed going forward but work shouldn't be needed retroactively. Conversation last fall did not mention that the methods of assessing courses needed to be changed and the recent notification caused panic in Senator Reeve's department that the work done was not acceptable. Interim VP White replied that, if ACCJC just wanted to see a sampling, they wouldn't care about faculty evaluations in the sampling but they do. SLO was specifically cited in the College's "show cause". Given the simplified form, she doesn't see it as a huge hardship and asked everyone to be mindful of those things on the horizon. Administration needs to legitimately address issues as the College moves forward. Senator Reeve stated SLOs were cited after "show cause".

*Program Review:* Acting President Jaimez is waiting to hear from administration regarding plans and expectations on bringing Program Review up to par before the fall ACCJC visit and she will bring clarification to the May 6 Senate meeting.

*Spring Plenary:* Acting President Jaimez and VP Cittadino attended Spring Plenary. There were interesting DE and ECE items as well as a lot of debate and discussions on many topics to consume and think critically about before voting on resolutions. From a leadership perspective and to understand what the state Academic Senate is about, it is very worthwhile for interested senators to attend.

## 7. **Superintendent/President's Report**

*SLOs:* The Accreditation expectation is that every faculty will do SLO assessments based on Recommendation 7 and ACCJC expects, especially in self-evaluation of faculty members, reporting about what they have done. S/P Laguerre just returned from chairing an accreditation team at another institution and he reminded senators that being asked two and three times to improve the same items is a big concern. He reviewed many assessment reports and noted that it's all about making learning more relevant for the students. Learning improves for students in classes where assessments are done and the educational playing field needs to be made even for all students.

*President's Cabinet – removal of Academic Senate President:* S/P Laguerre explained: when he arrived here, Academic Affairs and Student Services were merged under an executive vice president; Professor Marc Pandone argued that the change necessitated having the Senate President on the Cabinet to present the interests of Academic Affairs, which was agreed to; the current vice president position is only for Academic Affairs and major discussions are now taking place with Student Services to decide if a chief officer position should be in place; something will change by fall 2014; the process is sometimes questioned by Accreditation visitors who were finding the same people on many committees which raised the concern of who is making decisions; the Task Force on Committees, working to make things easier by having less meetings and more efficiency, suggested the President's Cabinet revert back to having just a few members; the 10+1 Committee was created to give the Senate and its President direct input into decision making and, with the new process, items with changed formats will flow back through the Academic Senate prior to approval

S/P Laguerre noted that his experience has been similar here and at other colleges in the spring when there seems to be more challenges with discussions and arguments that can take people away from what needs to be done by losing sight of important things. He asked that Senators, as elected officials with more importance than they may think they have, ask him questions directly when they hear something to dispel rumors and get the facts. It is important to pay attention to things that may upset people and he is obligated and willing to respond by text, phone call or face-to-face. He asked everyone to not let emotions get in the way, especially leaders. Contact the deans, the Vice President, and the Superintendent/President as needed to ensure a better end of semester and to keep things in check.

## 8. **Information/Discussion Items**

8.1 Accreditation Subcommittee – Annette Dambrosio, Accreditation Coordinator

Coordinator Dambrosio worked as Coordinator last year and is recently back this year as Coordinator through 2016. She reported that College recommendations were reduced from nine to four, which was good, except for reissued warnings. The current recommendations are Equity, Distance Education, SLOs, and Code of Ethics (COE). COE will

be reported as completed. The Accreditation Team will start checking to see that the College has done what was needed. Student Services have worked hard to get equity at the centers and ACCJC will follow up on that as well as things that were to be done from the 2010 report. Everything needs to document evidence and it is an ongoing process to stay on top of it as things change. The College needs to get off warning and Coordinator Dambrosio eventually hopes to establish standing committees for all standards to keep moving forward even after the current Follow-Up Report. She requested input on how the Senate wants to be part of this process. She has looked at what is in place and is in the process of meeting with staff, faculty, and administration regarding who has been working on recommendations. Requests for others to join in the work, including over the summer, will be sent out. It would be helpful to have the Academic Senate President to serve on a steering committee, as was done in the past, and maybe include all signers of the report at a minimum, without having too many or redundant committees.

Comments/Questions: Acting President Jaimez expressed openness on how to make this work; other colleges often have an accreditation subcommittee; the Senate can consider adding a subcommittee and then decide, or let the committee decide, how it would operate. Coordinator Dambrosio suggested that all signers, to include the Senate President, serve on a Steering Committee. Dr. Conrad pointed out that Senate subcommittees don't require senators as members and other faculty help write the report. Senator Reeve suggested the Senate first look at each standard to see which committees already exist and maybe include reporting to the Accreditation Committee as part of their duties. That could refocus energy of some groups already working on those items and recorded activities could be fed into the self-study process.

### 8.2 Peer Review – Tom Warren

Acting President Jaimez introduced Professor Warren as the topic presenter and proponent and noted she has been seeking faculty to cover the other side for a balanced perspective. No one has responded to her request. Professor Warren distributed a handout of the AB1725 legislation and SCFA Contract language pertaining to peer review. AB1725, which became part of the Ed Code, mandates faculty peer review. That legislation established faculty in an extremely valuable and important role in evaluations. Professor Warren pointed out that this is a requirement, not a choice, and the SCC contract doesn't match the state mandate or the CTA contracts he obtained from 40+ other community colleges. He opined this would be the most significant reform in his 36 years here and the benefits would be numerous, offering opportunity for collaboration with peers. Professor Warren suggested the Academic Senate review contracts for ideas on how to design a policy.

Comments/Questions: Senator Pearson-Bloom suggested it might be most productive for Professor Warren to take his research to Sandra Rosenberg, chief negotiator for the union, since a contract change would involve union negotiation. Acting President Jaimez will look into the possibility of the Senate making a recommendation or resolution. Professor Warren noted that the Napa College Senate President stated she and their CTA representative were willing to come here and share their peer review experience. Peer Review is especially important for faculty working toward tenure. Although tenure is not part of senate business, the topic came up at Plenary, and Acting President Jaimez noted the Senate could have a position on that. Senator Pearson-Bloom opined it would be very timely for the Senate to have a position now and she volunteered to write a resolution to support peer review and bring it to the May 6 meeting.

### 8.3 Proposed Accreditation Timeline

An Accreditation Timeline document was distributed and noted as "draft only". Due to the September 2 holiday, the Senate agreed to schedule a regular meeting on September 9 at which time the draft will be discussed. The final draft will either be voted on at the September 19 meeting or a special meeting will be scheduled on September 23 for that vote, if needed.

Coordinator Dambrosio noted that something close to the published version would be voted on but approval would be somewhat conditional if changes are needed. The main task for Senate review is to ensure content truth.

In summary, the agreed Accreditation draft timeline involving the Senate includes: September 9 discussion; September 16 action; a special approval meeting on September 23 or 30, only if more discussion is needed.

### 8.4 Senate Reps – School Reorg and By-Law revision

This topic was discussed extensively at the last meeting and following another brief discussion, Senators agreed to: keep in place two representatives from each school, including the new School of Behavioral & Social Sciences, with the exception of one representative from the new small School of Health Sciences; the two centers would not have their own representatives at this time, although that could change if/when they become independent; ensure Fire Science and Aeronautics are represented by the School of CTE/Business. The Reorganization with the required Bylaws revision will be voted on at the May 6 meeting.

8.5 Fall Senate Flex meetings

On Thursday, August 8, the Senate meeting will be held from 9 am – 12 pm and the joint Senate/Ed Admin meeting will be held from 1 pm – 4 pm. The latter will include discussion on hiring priorities.

**9. Action Items**

9.1 DE Course Review Proposal

Motion to approve – Senator Reeve; Seconded – Senator Cittadino; passed – unanimous.

9.2 K-12 Admissions Policy

Acting President Jaimez requested a breakdown from Dean Cammish on how K-12 admission students are doing. She is waiting on a response but from information she could access, which does not include GPA data, it appears that they tend to do better overall than regular students. Some Senators expressed a need for more clarity and more specific information in areas of the written document. Suggestions were also made for applicants: to explain why they want to attend classes here; to be interviewed, take the English assessment and take advisory courses, if they have a 2.0 GPA. Acting President Jaimez will forward the request for revisions. Tabled for revisions.

**10. Reports**

10.1 Subcommittees

- 10.1.1 Basic Skills – Melissa Reeve
- 10.1.2 Curriculum – Joseph Conrad
- 10.1.3 Distance Ed – Dale Crandall-Bear
- 10.1.4 Program Review – Amy Obegi
- 10.1.5 10+1 Committee – Kevin Brewer

10.2 Treasurer

Reports were all deferred due to time constraints.

**11. Action Reminders**

**12. Announcements**

The final meeting of the semester will be held next Monday, May 6.

**13. Adjournment**

Motion to adjourn – Senator Pearson-Bloom; Seconded – Senator Reeve; passed – unanimous

The meeting adjourned at 5:02 pm.

**Distance Education Committee**

Approved by the Academic Senate on April 29, 2013

**Course Shell Review Process  
for Online & Hybrid Courses Taught in Canvas LMS**Overview & Rationale:

*The Distance Education Committee is developing this course shell review process to insure that our Distance Education Courses met the guidelines established by the Chancellor's Office and the Accreditation Commission. This course review will be done as a part of the transition to the new LMS, Canvas. This course review is only for full Online & Hybrid courses; eCompanion shells do not need to be reviewed.*

*It is important to note that this is a review of the course shell, not the instructor teaching the course. It is completely separate from, and has no bearing on, the instructor evaluation procedures outlined in the official bargaining agreement. Only faculty will be involved in this course design review.*

*This Course Shell Review process is distinct from a New Course Proposal process. If a course has never been offered at SCC in the online modality, it will need to go through the New Course Proposal process established by the Curriculum Committee.*

Components of the Process:

1. All full Online and Hybrid course shells to be offered in Canvas beginning in Fall 2013 must be reviewed prior to being taught. (Current Online/Hybrid courses will continue to be taught in eCollege until their review for Canvas is completed. All Online & Hybrid courses will be transitioned into Canvas by Spring 2015.)
2. The review of Online/Hybrid course shells going into Canvas will be coordinated by the Distance Education Committee. The DE Committee will prepare and maintain timely documentation on which course shells have been reviewed and approved.
3. The review of the Canvas course shells will be conducted by faculty chosen by the authoring instructor (minimum of 2 reviewers). The DE Committee representative for each School will coordinate the review of courses in their School and transmit the information to the DE Committee. Deans and Administrators will not be involved in the course shell review process in any way.
4. A Course Shell Review Checklist Form will be developed by the DE Committee to assist course authors and reviewers.
5. If a course shell is not approved after its initial review, the DE Committee representative will coordinate with the authoring faculty and reviewers to correct the problems and re-submit the course for review and approval.

Canvas Course Shell Review Checklist

COURSE INFORMATION

Instructor:

Course Number & Title:

Reviewed by:

Date of Review:

1. WELCOME & ORIENTATION

- Instructor welcomes the students to the course in some way.
- The course provides an orientation (online or face-to-face) for students to familiarize themselves with the learning environment.
- There is an early online activity requiring a student response prior to the No Show drop deadline.
  
- Response time for replying to messages is stated.

Instructor Notes:

Reviewer Comments:

2. SYLLABUS

- A current, updated syllabus is posted, containing the following:
  - Instructor name, telephone, e-mail, other contact information
  - Office Hours (on-campus and/or virtual office hours)
  - Complete list of course materials
  - Course description
  - Student Learning Outcomes
  - Drop Deadlines (in syllabus or calendar)
  - Course policies, including participation, late work
  - Plagiarism and academic integrity policies (here or elsewhere)

Instructor Notes:

Reviewer Comments:

### 3. COURSE NAVIGATION & ORGANIZATION

- Course is organized in logical manner with easy to follow navigation.
- Due dates updated for current semester
- All links are currently functioning.
- Material has been checked for spelling and grammar.

Instructor Notes:

Reviewer Comments:

### 4. SLOs & ASSESSMENTS

- Learning activities are varied and target multiple learning styles (textual, visual, auditory learners).
- Assessments correspond with the stated student learning outcomes for the course.
- Clear explanations of grading criteria (e.g. rubrics and examples recommended).
- Amount of student work is comparable with a traditional face-to-face course.

Instructor Notes:

Reviewer Comments:

### 5. INSTRUCTOR-INITIATED REGULAR EFFECTIVE CONTACT

- Frequency of instructor-initiated contact in this online course is comparable to a corresponding face-to-face class (minimum 1-2 times per week).
- Identify the tools used in this course for instructor-initiated contact: (should be 5-6 minimum)
  - Regular Announcements (text)
  - Regular Announcements (audio/video)
  - Discussion Boards (with appropriate instructor participation)
  - Web Conferencing (synchronous)

- Live Chat (synchronous)
- Email
- Blogs/Wikis
- Student Groups (with appropriate instructor participation)
- Student Collaborations (with appropriate instructor participation)

Other:

Electronic versions of class lectures (or other classroom presentations) (written, audio recorded or video recorded) authored by the instructor.

Timely, frequent and substantive feedback on student work provided by the instructor.

Expectations of students for regular logging onto class are clear.

A "Questions for the Instructor" discussion forum (or equivalent) is provided.

Instructor Notes: (If above items are not yet visible, please describe what you intend to do.)

Reviewer Comments:

## 6. ADA COMPLIANCE / STUDENT SUPPORT

Accessibility is built in to the course using:

- Simple, clean, uncluttered course design
- Font formatting, rather than color, for emphasis in text.
- Transcripts of audio clips
- Captions for video clips
- Alt tags on graphics (check html page)
- Descriptive URL links
- Tables accessible to screen readers
- Other:

Directions for accessing support services available for students are clearly posted.

A mechanism is in place for instructor to contact students who are falling behind.

Instructor Notes:

Reviewer Comments:

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COURSE SHELL APPROVAL

[Note: a course shell may be approved for a one-semester pilot offering even if not all of the components are present in the shell. For example, student groups, instructor feedback on assignments, and other instructor contact may not be visible in the development shell. Final approval can be done after the course has been taught once.]

Approved for Pilot (one semester)

Final approval

Not approved for Pilot

If not approved, please list below the items that need to be addressed before this online course can be offered as a pilot:

Canvas Course Shell Review Checklist

COURSE INFORMATION

Instructor: Jeanette McCarthy

Course Number & Title: CIS 001

Reviewed by: Dale Crandall-Bear

Date of Review: July 17, 2013

1. WELCOME & ORIENTATION

Instructor welcomes the students to the course in some way.

The course provides an orientation (online or face-to-face) for students to familiarize themselves with the learning environment.

There is an early online activity requiring a student response prior to the No Show drop deadline.

Response time for replying to messages is stated.

Instructor Notes:

Reviewer Comments:

face-to-face orientations (points given)  
PDF forms - early response

2. SYLLABUS

A current, updated syllabus is posted, containing the following:

Instructor name, telephone, e-mail, other contact information

Office Hours (on-campus and/or virtual office hours)

Complete list of course materials

Course description

Student Learning Outcomes

Drop Deadlines (in syllabus or calendar)

Course policies, including participation, late work

Plagiarism and academic integrity policies (here or elsewhere)

Instructor Notes:

Reviewer Comments:

full Syllabus forthcoming  
SLOs linked to each units, and linked to assignments

### 3. COURSE NAVIGATION & ORGANIZATION

- Course is organized in logical manner with easy to follow navigation.
- Due dates updated for current semester
- All links are currently functioning.
- Material has been checked for spelling and grammar.

Instructor Notes:

Reviewer Comments:

### 4. SLOs & ASSESSMENTS

- Learning activities are varied and target multiple learning styles (textual, visual, auditory learners).
- Assessments correspond with the stated student learning outcomes for the course.
- Clear explanations of grading criteria (e.g. rubrics and examples recommended).
- Amount of student work is comparable with a traditional face-to-face course.

Instructor Notes:

Reviewer Comments:

SLOs linked to each units, and linked to assignments

### 5. INSTRUCTOR-INITIATED REGULAR EFFECTIVE CONTACT

Frequency of instructor-initiated contact in this online course is comparable to a corresponding face-to-face class (minimum 1-2 times per week).

Identify the tools used in this course for instructor-initiated contact:  
(should be 5-6 minimum)

- Regular Announcements (text)
- Regular Announcements (audio/video)
- Discussion Boards (with appropriate instructor participation)
- Web Conferencing (synchronous)
- Live Chat (synchronous)
- Email
- Blogs/Wikis
- Student Groups (with appropriate instructor participation)

Student Collaborations (with appropriate instructor participation)

Other: videos with Camtasia; use of CCC Confer; archived and embedded into pages in Canvas

Electronic versions of class lectures (or other classroom presentations)  
(written, audio recorded or video recorded) authored by the instructor.

Timely, frequent and substantive feedback on student work  
provided by the instructor.

Expectations of students for regular logging onto class are clear.

A "Questions for the Instructor" discussion forum (or equivalent) is provided.

Instructor Notes: (If above items are not yet visible, please describe what you intend to do.)

Reviewer Comments:

Live virtual office hours archived using Camtasia and You Tube

## 6. ADA COMPLIANCE / STUDENT SUPPORT

Accessibility is built in to the course using:

Simple, clean, uncluttered course design

Font formatting, rather than color, for emphasis in text.

Transcripts of audio clips

Captions for video clips

Alt tags on graphics (check html page) forthcoming from Canvas

Descriptive URL links

Tables accessible to screen readers

Other:

Directions for accessing support services available for students are clearly posted.

A mechanism is in place for instructor to contact students who are falling behind.

Instructor Notes:

Reviewer Comments:

uses captioning tools in Camtasia and in You Tube

=====  
COURSE SHELL APPROVAL

[Note: a course shell may be approved for a one-semester pilot offering even if not all of the components are present in the shell. For example, student groups, instructor feedback on assignments, and other instructor contact may not be visible in the development shell. Final approval can be done after the course

has been taught once.]

\_x\_ Approved for Pilot (one semester)

\_Final approval

\_Not approved for Pilot

If not approved, please list below the items that need to be addressed before this online course can be offered as a pilot:

Canvas Course Shell Review Checklist

COURSE INFORMATION

Instructor: Rebecca Butler

Course Number & Title: ACCT 001, Principles of Accounting - Financial

Reviewed by: Dale Crandall-Bear

Date of Review: August 10, 2013

1. WELCOME & ORIENTATION

Instructor welcomes the students to the course in some way.

The course provides an orientation (online or face-to-face) for students to familiarize themselves with the learning environment.

There is an early online activity requiring a student response prior to the No Show drop deadline.

Response time for replying to messages is stated.

Instructor Notes:

Reviewer Comments:

Great opening section; well-organized and makes the students feel welcome.

2. SYLLABUS

A current, updated syllabus is posted, containing the following:

Instructor name, telephone, e-mail, other contact information

Office Hours (on-campus and/or virtual office hours)

Complete list of course materials

Course description

Student Learning Outcomes

Drop Deadlines (in syllabus or calendar)

Course policies, including participation, late work

Plagiarism and academic integrity policies (here or elsewhere)

Instructor Notes:

Reviewer Comments:

3. COURSE NAVIGATION & ORGANIZATION

Course is organized in logical manner with easy to follow navigation.

Due dates updated for current semester

All links are currently functioning.

Material has been checked for spelling and grammar.

Instructor Notes:

Reviewer Comments:

Very clear, well-organized course navigation.

#### 4. SLOs & ASSESSMENTS

Learning activities are varied and target multiple learning styles (textual, visual, auditory learners).

Assessments correspond with the stated student learning outcomes for the course.

Clear explanations of grading criteria (e.g. rubrics and examples recommended).

Amount of student work is comparable with a traditional face-to-face course.

Instructor Notes:

Reviewer Comments:

I assume that the SLO in your syllabus is the "official" SLO for ACCT that is in our college SLO database (it needs to be). Have you linked the assignments to the SLO? Rubrics (in the Outcomes Tool) is a fast and easy way to do this.

#### 5. INSTRUCTOR-INITIATED REGULAR EFFECTIVE CONTACT

Frequency of instructor-initiated contact in this online course is comparable to a corresponding face-to-face class (minimum 1-2 times per week).

Identify the tools used in this course for instructor-initiated contact: (should be 5-6 minimum)

Regular Announcements (text)

Regular Announcements (audio/video)

Discussion Boards (with appropriate instructor participation)

Web Conferencing (synchronous)

Live Chat (synchronous)

Email

Blogs/Wikis

Student Groups (with appropriate instructor participation)

Student Collaborations (with appropriate instructor participation)

\_\_\_ Other:

(Spr14) Electronic versions of class lectures (or other classroom presentations) (written, audio recorded or video recorded) authored by the instructor.

\_\_\_(TBD) Timely, frequent and substantive feedback on student work provided by the instructor.

\_\_\_ Expectations of students for regular logging onto class are clear.

\_\_\_ A "Questions for the Instructor" discussion forum (or equivalent) is provided.

Instructor Notes: (If above items are not yet visible, please describe what you intend to do.)

Instructor contact

- Regular Announcements: text
- Regular audio announcements will be tried out! *I am planning to use them as feedback on the essay questions.*
- Discussion Boards with appropriate instructor participation
- Email
- Student Collaborations with appropriate instructor participation
- Using Conferences as virtual office – one hour per a week. (Will see how it works)

I am working on instructor authored video ‘mini-lectures’ for spring. Examples will primarily be the solving of exercises. Many of the text exercises are demonstrated in the ebook, so I will try to create examples that are different. Mini-lectures will be captioned and solutions will be available for students in class.

Reviewer Comments:

Good set of instructor-initiated contacts.

We hope to acquire software that will record and archive live conferences for later student access. This will help with your virtual office hours.

The instructor-authored video "mini-lectures" sound great. Let me know how this goes. We want to help more faculty do this.

## 6. ADA COMPLIANCE / STUDENT SUPPORT

\_\_\_ Accessibility is built in to the course using:

Simple, clean, uncluttered course design

Font formatting, rather than color, for emphasis in text.

\_\_\_ Transcripts of audio clips

Captions for video clips

Alt tags on graphics (check html page)

Descriptive URL links

\_\_\_ Tables accessible to screen readers

Other:

Directions for accessing support services available for students are clearly posted.

A mechanism is in place for instructor to contact students who are falling behind.

Instructor Notes:

Reviewer Comments:

Instructor General Notes:

For this semester I need to complete the 'Chapter Notes' for Chapters 03-12. All assignments in Canvas and Connect have been created and set up. The class is ready for release. September 6, four weeks from now, is the first release date that has incomplete notes.

Question: About Collaborations - can anyone access a collab? or only invited persons?

Your can determine who is invited to a Conference when you set it up - the whole class, or individual students.

=====

COURSE SHELL APPROVAL

[Note: a course shell may be approved for a one-semester pilot offering even if not all of the components are present in the shell. For example, student groups, instructor feedback on assignments, and other instructor contact may not be visible in the development shell. Final approval can be done after the course has been taught once.]

Approved for Pilot (one semester)

Final approval

Not approved for Pilot

If not approved, please list below the items that need to be addressed before this online course can be offered as a pilot:

Great work; this is a well-constructed course.

Canvas Course Shell Review Checklist

COURSE INFORMATION

Instructor: Rebecca Butler

Course Number & Title: Accounting 1 – Principles of Accounting - Financial

Reviewed by: Les Hubbard

Date of Review: August 12, 2013

1. WELCOME & ORIENTATION

- Instructor welcomes the students to the course in some way.
- The course provides an orientation (online or face-to-face) for students to familiarize themselves with the learning environment.
- There is an early online activity requiring a student response prior to the No Show drop deadline.
  
- Response time for replying to messages is stated.

Instructor Notes:

Reviewer Comments:

2. SYLLABUS

- A current, updated syllabus is posted, containing the following:
  - Instructor name, telephone, e-mail, other contact information
  - Office Hours (on-campus and/or virtual office hours)
  - Complete list of course materials
  - Course description
  - Student Learning Outcomes
  - Drop Deadlines (in syllabus or calendar)
  - Course policies, including participation, late work
  - Plagiarism and academic integrity policies (here or elsewhere)

Instructor Notes:

Reviewer Comments:

### 3. COURSE NAVIGATION & ORGANIZATION

Course is organized in logical manner with easy to follow navigation.

Due dates updated for current semester

All links are currently functioning.

Material has been checked for spelling and grammar.

Instructor Notes:

Reviewer Comments:

### 4. SLOs & ASSESSMENTS

Learning activities are varied and target multiple learning styles (textual, visual, auditory learners).

Assessments correspond with the stated student learning outcomes for the course.

Clear explanations of grading criteria (e.g. rubrics and examples recommended).

Amount of student work is comparable with a traditional face-to-face course.

Instructor Notes:

Reviewer Comments:

In answer to Dale's question, this is the SLO in the data base. I also agree with Dale that an attached rubric is a fast easy way to grade the Term Problem. The rubric also defines how the Problem fulfills the assessment of the SLO.

### 5. INSTRUCTOR-INITIATED REGULAR EFFECTIVE CONTACT

Frequency of instructor-initiated contact in this online course is comparable to a corresponding face-to-face class (minimum 1-2 times per week).

Identify the tools used in this course for instructor-initiated contact: (should be 5-6 minimum)

Regular Announcements (text)

Regular Announcements (audio/video)

- Discussion Boards (with appropriate instructor participation)
- Web Conferencing (synchronous)
- Live Chat (synchronous)
- Email
- Blogs/Wikis
- Student Groups (with appropriate instructor participation)
- Student Collaborations (with appropriate instructor participation)
- Other:

Electronic versions of class lectures (or other classroom presentations) (written, audio recorded or video recorded) authored by the instructor.

Timely, frequent and substantive feedback on student work provided by the instructor.

Expectations of students for regular logging onto class are clear.

A "Questions for the Instructor" discussion forum (or equivalent) is provided.

Instructor Notes: (If above items are not yet visible, please describe what you intend to do.)

Reviewer Comments:

## 6. ADA COMPLIANCE / STUDENT SUPPORT

Accessibility is built in to the course using:

- Simple, clean, uncluttered course design
- Font formatting, rather than color, for emphasis in text.
- Transcripts of audio clips
- Captions for video clips
- Alt tags on graphics (check html page)
- Descriptive URL links
- Tables accessible to screen readers
- Other:

Directions for accessing support services available for students are clearly posted.

A mechanism is in place for instructor to contact students who are falling behind.

Instructor Notes:

Reviewer Comments:

=====  
COURSE SHELL APPROVAL

[Note: a course shell may be approved for a one-semester pilot offering even if not all of the components are present in the shell. For example, student groups, instructor feedback on assignments, and other instructor contact may not be visible in the development shell. Final approval can be done after the course has been taught once.]

Approved for Pilot (one semester)

Final approval

Not approved for Pilot

If not approved, please list below the items that need to be addressed before this online course can be offered as a pilot:

This is great and a tough act to follow. I sure am glad to see yours prior to completing my own.

Canvas Course Shell Review Checklist

COURSE INFORMATION

Instructor: Dale Crandall-Bear

Course Number & Title: Hist 002 - World History to 1600

Reviewed by: Salvador Codina Michelle Arce

Date of Review: 5-24-13

1. WELCOME & ORIENTATION

Instructor welcomes the students to the course in some way.

The course provides an orientation (online or face-to-face) for students to familiarize themselves with the learning environment.

There is an early online activity requiring a student response prior to the No Show drop deadline.

Response time on returning grades stated.

Response time on responding to messages stated.

Statement of regularly scheduled instructor-initiated contact. (by phone, audio conference, web-conference, IM, etc.)

Address for course (here or elsewhere)

A current, updated syllabus is posted, containing the following:

Instructor name, office hours, telephone, e-mail

Complete list of course materials

Course description

Student learning outcomes

Drop Deadlines (in syllabus or calendar)

Course policies, including participation, late work

Plagiarism and academic integrity policies (here or elsewhere)

Comments:

The above information is clearly stated in the course orientation and syllabus.

2. COURSE NAVIGATION & ORGANIZATION

Course is organized in logical manner with easy to follow navigation.

Course Modules are structured so students can complete required tasks without unnecessary searching.

All links are currently functioning.

Material has been checked for spelling and grammar.

Comments:

### 3. SLOs & ASSESSMENTS

Learning activities are varied and target multiple learning styles (textual, visual, auditory learners).

Assessments correspond with the stated student learning outcomes for the course.

Clear explanations of grading criteria (e.g. rubrics and examples recommended).

Amount of work is comparable with a traditional face-to-face course.

Comments:

### 4. INTERACTION / ENGAGEMENT

Multiple opportunities for regular, effective, instructor-initiated student contact are built in to the course.

Identify the Communication/Collaboration/Interaction tools used in this course:  
(should be 4-5 minimum)

Discussion Boards

Announcements (text)

Announcements (audio/video)

Web Conferencing (synchronous)

Live Chat (synchronous)

Email

Student Presentations

Blogs/Wikis

Student Groups

Student Collaborations

Other:

Student expectations for regular logging onto class are clear.

A non-graded Discussion/ Communication area is provided for students.

Comments:

I will be using the "Groups" feature throughout the course. The Groups do not show in this shell because there are no students in the course yet.

### 5. ADA COMPLIANCE / STUDENT SUPPORT

Accessibility is built in to the course using:

Simple, clean, uncluttered course design

Font formatting, rather than color, for emphasis in text.

- Transcripts of audio clips
- Captions for video clips
- Alt tags on graphics (check html page)
- Descriptive URL links
- Tables accessible to screen readers
- Other:

Directions for accessing support services available for students are clearly posted.

A mechanism is in place for instructor to contact students who are falling behind.

Comments: Instructor needs to put in a few more ADA compliant descriptors for the course.

=====  
This Course Shell is

Approved

Not approved

If not approved, please list below the items that need to be addressed before the shell can be approved:

=====  
Chat:

May 11, 2013  
16:14 *unnamed*: Here is the first version....  
16:14 Dale Crandall-Bear: Here is the second version  
July 1, 2013

Canvas Course Shell Review Checklist

COURSE INFORMATION

Instructor: Walt Mikolajcik

Course Number & Title: MUSC 013

Reviewed by: Dale Crandall-Bear

Date of Review: July 1, 2013; July 22, 2013

1. WELCOME & ORIENTATION

Instructor welcomes the students to the course in some way.

The course provides an orientation (online or face-to-face) for students to familiarize themselves with the learning environment.

There is an early online activity requiring a student response prior to the No Show drop deadline.

Response time for replying to messages is stated.

Instructor Notes:

Reviewer Comments:

2. SYLLABUS

A current, updated syllabus is posted, containing the following:

Instructor name, telephone, e-mail, other contact information

Office Hours (on-campus and/or virtual office hours)

Complete list of course materials

Course description

Student Learning Outcomes

Drop Deadlines (in syllabus or calendar)

Course policies, including participation, late work

Plagiarism and academic integrity policies (here or elsewhere)

Instructor Notes:

Reviewer Comments:

3. COURSE NAVIGATION & ORGANIZATION

Course is organized in logical manner with easy to follow navigation.

Due dates updated for current semester

All links are currently functioning.

Material has been checked for spelling and grammar.

Instructor Notes:

Reviewer Comments:

#### 4. SLOs & ASSESSMENTS

Learning activities are varied and target multiple learning styles (textual, visual, auditory learners).

Assessments correspond with the stated student learning outcomes for the course.

Clear explanations of grading criteria (e.g. rubrics and examples recommended).

Amount of student work is comparable with a traditional face-to-face course.

Instructor Notes:

Reviewer Comments:

rubrics are being developed for the different assignments

#### 5. INSTRUCTOR-INITIATED REGULAR EFFECTIVE CONTACT

Frequency of instructor-initiated contact in this online course is comparable to a corresponding face-to-face class (minimum 1-2 times per week).

Identify the tools used in this course for instructor-initiated contact: (should be 5-6 minimum)

Regular Announcements (text)

Regular Announcements (audio/video)

Discussion Boards (with appropriate instructor participation)

Web Conferencing (synchronous)

Live Chat (synchronous)

Email

Blogs/Wikis

Student Groups (with appropriate instructor participation)

Student Collaborations (with appropriate instructor participation)

Other:

Electronic versions of class lectures (or other classroom presentations) (written, audio recorded or video recorded) authored by the instructor.

Timely, frequent and substantive feedback on student work provided by the instructor.

Expectations of students for regular logging onto class are clear.

A "Questions for the Instructor" discussion forum (or equivalent) is provided.

Instructor Notes: (If above items are not yet visible, please describe what you intend to do.)

Reviewer Comments:

regular announcements (weekly)

instructor comments on assignments

discussion boards

## 6. ADA COMPLIANCE / STUDENT SUPPORT

Accessibility is built in to the course using:

Simple, clean, uncluttered course design

Font formatting, rather than color, for emphasis in text.

Transcripts of audio clips

Captions for video clips

Alt tags on graphics (check html page)

Descriptive URL links

Tables accessible to screen readers

Other:

Directions for accessing support services available for students are clearly posted.

A mechanism is in place for instructor to contact students who are falling behind.

Instructor Notes:

Reviewer Comments:

=====  
COURSE SHELL APPROVAL

[Note: a course shell may be approved for a one-semester pilot offering even if not all of the components are present in the shell. For example, student groups, instructor feedback on assignments, and other instructor contact may not be visible in the development shell. Final approval can be done after the course has been taught once.]

Approved for Pilot (one semester)

Final approval

Not approved for Pilot

If not approved, please list below the items that need to be addressed before this online course can be offered as a pilot:

=====

Chat Window:

July 1, 2013

9:29 Dale Crandall-Bear: Walt, It might be better to put the "Welcome" paragraph that you have in the syllabus on a separate Welcome page, which could be the first page of the course. Students would see it better.

9:38 Dale Crandall-Bear: Why is every content item created as an assignment? This creates a massive assignment list and a massive gradebook that might be intimidating to students. Also, since all of the assignments are locked, students can't really see the course components.

9:39 Dale Crandall-Bear: I don't see your SLOs listed in your syllabus. And you need to indicate which assignment goes with which SLO.

10:16 Dale Crandall-Bear: I don't see any kind of instructor-initiated regular effective contact, other than email. What are your plans?

July 19, 2013

7:44 Walt Mikolajcik: The class will have regular announcements, it has 8 discussions, and as soon as we talk it will have others too.

7:47 Walt Mikolajcik: I like the assignment method, it also is a way to keep in touch with the students, everything they do is graded so, you don't just say read this there is question on the same page. I took several Spanish and French classes and it is the type of format for foreign language, you are doing assignments all the time.

7:52 Walt Mikolajcik: The SLO is right in the syllabus, at least it is the one listed for the class : SLO: (Outcome) Demonstrate by comparison and contrast the contributions made by various cultural groups' in the development of a uniquely "American" musical style. (Success Criteria) The student will participate in group threaded discussions, complete Module assignments and exams for each unit of the class. Method of evaluation: Written assignments, tests & discussion. SLO: (Outcome) Demonstrate by comparison and contrast the contributions made by various cultural groups' in the development of a uniquely "American" musical style. (Success Criteria) The student will participate in group threaded discussions, complete Module assignments and exams for each unit of the class. Method of evaluation: Written assignments, tests & discussion. each unit and each question is related to the SLO.

7:55 Walt Mikolajcik: You will have to explain the whole locked thing to me, I saw a lot of discussion about this where the other faculty were saying the students could change the material in the class etc. because it was not locked...so we just need to talk about what this is and where it is, as the class is not published yet I don't know if this has something to do with it.

7:56 Walt Mikolajcik: It is interesting working on something where each and "every" concept and part is totally foreign to a platform that you have been using for years.

8:01 Walt Mikolajcik: I also had a question about student contact...I did not list all the other things like facebook etc. that students can connect with me, it is like having to check 6 e-mail accounts everyday, it

is much easier to just look in one place as way better time management. For ex. at the College of Marin I have 2 e-mail accounts, which is nuts, so you have to look at both everyday??? I will gladly include anything in the course that needs to be there.

8:12 Walt Mikolajcik: It is an odd concept in the process for the class adoption, it is as if the actual class material and student work have very little bearing on the process and if you don't have "live chat or blogs". In the 100 of responses to my class questions, like the ones I sent to you, the majority of students seem to say, they "just want to take the class and not have to deal with all the other "stuff", which is probably because with 5 classes or more there are not enough hours in the day to do all the interaction and the work.

8:14 Walt Mikolajcik: I doo need to figure out how to make a few of the things work like the rubric, I still can't get the concept of how to make it happen??