



**BAKERSFIELD
COLLEGE**

Distance Education Handbook

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Finally, the DE Handbook Task Force would like to take a moment to acknowledge and celebrate our BC instructors' expertise as educators and subject matter experts. They are the heart of our academic community, and their deep knowledge, unique experiences, and dedication to students are what make Bakersfield College a place of meaningful, life-long learning.

As BC continues to evolve in its development of DE, this handbook should serve as a practical resource that supports each instructor's work. This handbook has been created to help DE instructors align their courses with ACCJC's accreditation standards, commitment to accessibility, and dedication to student success.

We look forward to sharing this resource with you. Thank you for the passion and dedication you bring to our students.

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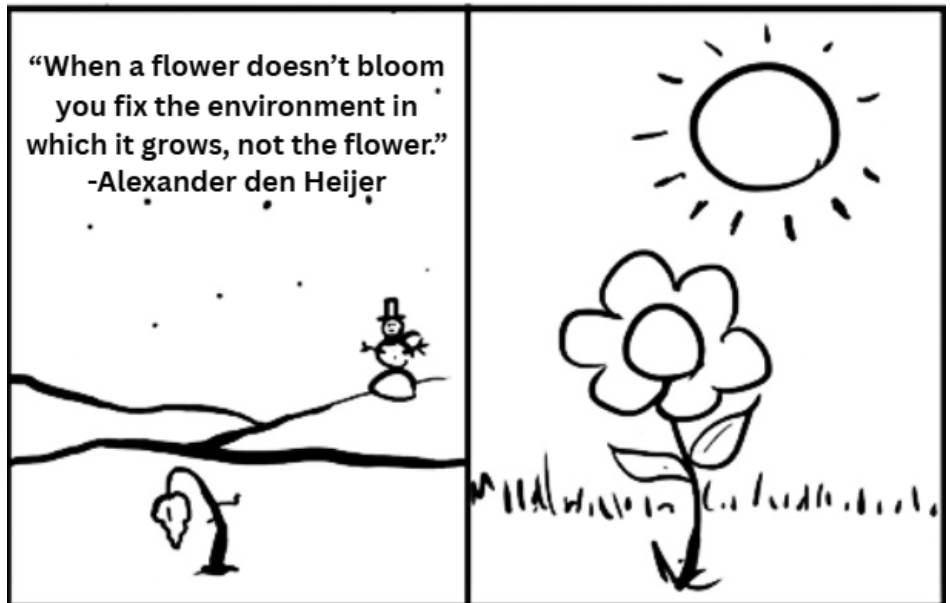
Introduction

This handbook provides guidance on the policies, procedures, and best practices for teaching Distance Education classes for Bakersfield College (BC). Distance Education (DE) is defined by the Accrediting Commission for Community and Junior Colleges (ACCJC) as “a formal interaction designed for learning in which the interaction principally occurs when the student is separated by location from the instructor, resources used to support learning, or other students.”

At BC, DE refers to classes where interaction between instructors and students happens online through a Learning Management System (LMS). The required LMS for DE classes at BC is Canvas. To comply with California Title 5 regulations, DE classes must maintain the same academic rigor and curricular standards as their face-to-face counterparts. This handbook explains the Federal Title II, California Title 5, and ACCJC requirements for Regular and Substantive Interaction (RSI) and accessibility, framed around the principles of Organization, Preparation, and Implementation (OPI) of Canvas classes.

The guidelines set forth in this handbook were created in accordance with federal and state regulations (Appendix A), [district policies and procedures](#), and [collective bargaining agreements](#).

In alignment with Title II, Title 5, the ADA, and ACCJD standards, this handbook supports instructors in designing and delivering high-quality, student-centered online classes. It includes an easy-to-use DE OPI Checklist to streamline class development, an overview of laws governing DE, and helpful resources and examples.



This handbook and the policies within ensure alignment with BC’s mission to provide opportunities for students from diverse economic, cultural, and educational backgrounds in rigorous and supportive learning environments whether the learning environment is a physical classroom or an online space.

(Matthew Riecken, 2017)

Regular and Substantive Interaction (RSI)

As defined by California Title 5, section 55204, DE classes must include Regular and Substantive Contact between instructors and students. Regular and Substantive Contact requirements are functionally the same as the Regular and Substantive Interaction (RSI) requirements set by ACCJC. This handbook uses the term RSI when referring to communication and contact policies required for DE classes.

By ACCJC standards, Regular Interaction is communication that is predictable and consistent across the entirety of the class. Substantive Interaction is communication that is specifically related to the content integration of the class. The following are considered substantive interactions: direct instruction, substantive feedback, substantive information and prompt responses, and facilitation of and participation in Discussions.

Failure to meet RSI standards can result in serious consequences, including the loss of eligibility for federal financial aid, the inability to offer DE programs, or the denial of new class approvals. Beyond compliance, RSI supports student-centered, high-quality instruction. Frequent and timely interactions with students lead to better retention and success.

RSI is measured by the instructors' level of engagement with students in three areas:

1. Interacting with students on a predictable and regular basis
2. Monitoring students' academic engagement and success frequently and regularly
3. Proactively engaging in substantive interactions with students throughout the class

While adhering to the expectations on the OPI Checklist in this handbook will meet the minimum requirements for RSI, the list is not exhaustive. Given the nature of specific subjects, additional areas related to RSI may be important.

Additionally, the ACCJC rubric consistently requires actions and communications that are comprehensive, and that language is reflected in the checklist. For the purposes of RSI, comprehensive is defined as: specific, thorough, and establishing a clear direction for improvement or action.

Accessibility

When creating DE classes and content, it is essential to consider the needs of students with disabilities. The Americans with Disabilities Act (ADA) requires programs and services, including educational programs, to be accessible to qualified persons with disabilities. This means that all class communications and multimedia used in DE must be equal, effective, and usable by all students when the class is published.

The proactive application of accessible design principles in DE class creation, as well as using assistive technology, ensures that DE classes are usable by all students, with or without disabilities. In Canvas, using PopeTech, UDOIT, and TidyUp resources can help identify and address accessibility issues in DE classes. In addition, all contracted, licensed, and third-party applications—including publisher-created content—must also meet accessibility standards.

The standards set by the ADA and the Rehabilitation Act of 1973 have been updated to include the Web Content Accessibility Guidelines (WCAG), an internationally recognized set of guidelines and standards for accessibility. WCAG guidelines are based on principles that ensure content is Perceivable, Operable, Understandable, and Robust. While Canvas has embedded capabilities that ensure some of these guidelines are met automatically, many are still the responsibility of each instructor to know and adhere to when creating their classes and materials.

In alignment with [the Community College Association \(CCA\) contract](#), Article 4 (Professional Expectations), instructors are expected to “...utilize alternative instructional delivery approaches to enhance student access.” As such, DE instructors at BC will be expected to adhere to the proposed adopted KCCD standard, which is currently [WCAG 2.2](#). As technology and accessibility research evolve, future standards, including WCAG 3, will likely be adopted by KCCD and instructors will be expected to adjust accordingly.

Accessibility Resources

The [Web Accessibility Initiative](#) offers the most up-to-date information and explanation of WCAG guidelines.

Additionally, the [California Community Colleges \(CCC\) Accessibility Center](#) provides extensive resources to help instructors create accessible content and classes. Its [Digital Content](#) section contains multiple trainings and resources (See Appendix E for more information).

The [Academic Technology](#) Department at BC also offers tutorials and webinars throughout the year to support instructors with Canvas accessibility and other accessibility-related questions.

Assistive Technology

Assistive technology includes any device, software, or equipment that supports individuals with disabilities in accessing and engaging with class content. Examples include, but are not limited to:

- **Audio Descriptions:** Converting the visuals portrayed in a video to auditory narration
- **Captioning:** Converting audio information in a video (narration, dialogue, music, sound effects, etc.) into text displayed on the screen
 - **Open:** Captions that remain on a video and cannot be turned off
 - **Closed:** Captions that can be turned on or off by the user
 - **Real-Time Captioning:** Captions that are simultaneously prepared and transmitted
- **Transcripts:** A text version of the video or audio recordings which contains all spoken words and audio descriptions

Using these tools ensures that all students, regardless of disability, have equitable access to learning materials.

DE Class Design - OPI

The Organization, Preparation, and Implementation (OPI) framework in DE classes is crucial for student success. Many factors contribute to students dropping or failing DE classes, such as poor time management, lack of motivation, computer illiteracy, technological challenges, and insufficient instructor support. Applying high-quality instructional practices through each phase of OPI can mitigate these factors and support student retention and success. Throughout the OPI approach to DE mastery, two central requirements remain constant: RSI and accessibility. RSI and accessibility should guide class design from start to finish, not just during initial setup or after the class is published.

Canvas Class Organization

Class Structure

A logical, clearly organized flow of content aligned with the Course Outline of Record (COR) Student Learning Outcomes (SLO) is vital for online learning. ACCJC recommends using Modules in Canvas to organize class content. Modules provide a clear, structured path for student navigation and simplify tracking progress for both students and instructors and make it easy to develop a detailed and structured class.

Welcome Letter

A Welcome Letter or video sent to students via email, in advance of publishing the class, helps establish a positive connection and set expectations. Recommended elements include:

- Class name, dates, CRN, instructor name, and contact information
- Notification of when the Canvas shell will be available
- A comprehensive orientation of how students will navigate the Canvas class
- Where to locate the syllabus on Canvas. Attaching the syllabus to the welcome letter is strongly recommended
- Directions to first steps and week one expectations (e.g., watch syllabus video, Introduce Yourself assignment)
- Use of Modules especially improves navigation on mobile devices

Communication Plan

A Communication Plan informs students how and when they can expect to hear from their instructors as part of regular and effective communication. Recommended elements of a Communication Plan include:

- Preferred communication methods (e.g., Canvas Inbox, BC email, Announcements, Speedgrader)
- How often the instructor will interact in discussion boards
- The times and location of the instructor's office hours
- Check student communications (e.g., Canvas messenger, email) daily. Expected timeframe for replies to communications (48-hours, excluding Sundays and holidays, is expected)
- Expected timeframe for graded feedback on assignments

Syllabus

In addition to the essential basic class information required in alignment with the [CCA contract](#), Article 4 (Professional Expectations), a DE class syllabus should also clearly communicate:

- Clear guidelines on communicating with the instructor and turn-around time on correspondence, feedback, and grades
- Technology, internet, software, and hardware requirements for the class
 - Reminder that BC students get access to the Microsoft 365 for free with their BC email address
- Academic expectations presented with eIntegrity (the application of academic integrity principles as they relate specifically to technology and online educational spaces) emphasized
 - Explicit policies on generative AI usage. The Academic Senate for the California Community Colleges (ASCCC) has provided [guidelines for clear syllabus statements regarding AI usage](#) depending on whether usage is Open, Conditional, Restricted, or Closed.
 - Open: Consider adapting outcomes to reflect use of generative AI. Design assignments that integrate transparent use of AI into students' processes. Address how generative AI may be incorporated into your field. Explain to students that use of AI in your class does not extend to other classes

- Conditional: Consider which learning outcomes may be negatively impacted using AI and discuss with students. Incorporate a low-stakes assignment that draws on AI, illustrating risks and/or benefits. Provide specific guidelines for what is and is not permitted. Provide guidelines for citing use of generative AI
- Restricted: Identify areas where AI may enhance learning or save time for higher-order thinking. Consider demonstrating to students how use of AI may be useful in your course. Be very clear with students about where you are asking not to use AI and why. Provide guidelines for citing use of generative AI
- Closed: Clarify to students that use of generative AI is not allowed in your course. Consider reviewing and designing your assignments to emphasize process and reflection while discouraging use of AI. Consider accessibility when contemplating changes to assessments (e.g., hand-written exams, oral presentations).

(ASCCC, "Academic Integrity Policies in the Age of Artificial Intelligence (AI) Resource Document," 2024)

Regular Communication and Interaction Schedule

Students need regular communication and meaningful interaction with their instructors to stay on track and engage in the class. To keep this communication and interaction consistent and predictable throughout the semester, instructors may consider making a weekly schedule to communicate with students using Announcements, Speedgrader feedback, Discussion participation, and Message Students Who in Gradebook.

Student Technology Services

BC provides a variety of resources for DE students that can significantly impact student success. In DE classes, these resources should be easy to find through direct links within the Canvas shell. Including up-to-date direct links within the class increase visibility and accessibility of services and campus resources. Links to BC resources include, but are not limited to:

- [Canvas Student Guides](#)
- [BC Student Chat with Canvas Support](#)
- [Online Student Resources](#)
- Student Information Desk
- Renegade Bot

Student Services

It is recommended that a separate Page/Module is created in Canvas that highlights the student services and resources available at BC, including but not limited to:

- Admissions & Records
- Bookstore
- Disabled Student Programs and Services (DSPS)
- Financial Aid
- Student Health and Wellness Center
- Library and Computer Commons
- Renegade Nexus
 - Academic Support
 - Community Resources
 - Food Assistance
 - Housing Resources
 - Student Parent Resources
 - Technology Resources
- SGA and Student Organizations
- Veterans Resource Center
- Writing Center, Tutoring Center, STEM Hub, Math Lab, Student Success Lab

Canvas Class Preparation

Accessibility

When preparing the instructional materials used in a Canvas class, it is crucial to consider several accessibility aspects to ensure all students, including those with disabilities, can access and engage with the content effectively. When adding content, pay particular attention to the organization of information, text and formatting, images/visuals/ multimedia, and documents. For help in Canvas, PopeTech accessibility resources are preferred by the California Community College (CCC) system. The CCC Accessibility Center website has [PopeTech resources and training](#) as well as many other micro courses in accessibility that can be helpful.

Canvas Tools

Canvas includes multiple tools to facilitate the connection between the class material, instructor, and students (e.g., Modules, Announcements, Calendar). Instructors should learn how to use these tools while preparing their classes to allow them to effectively incorporate them into their class presentations, materials, and instructional activities.

Instructional Materials

Support materials can enhance student-centered learning and engagement in any modality, but special care must be taken when those materials are presented in an online setting. Instructional materials for DE classes must meet accessibility standards while maintaining a personal and engaging tone. Properly

crafted instructional materials allow students to learn at their own pace and explore content in different ways. Using a combination of readings, videos, interactive simulations, and

practice quizzes can cater to diverse

learning styles and needs, fostering a more inclusive and potentially more enjoyable learning environment.

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Inclusion by design, rather than retrofitting.



You can't add blueberries at the end and call it a blueberry muffin.

-Cordelia McGee-Tubb

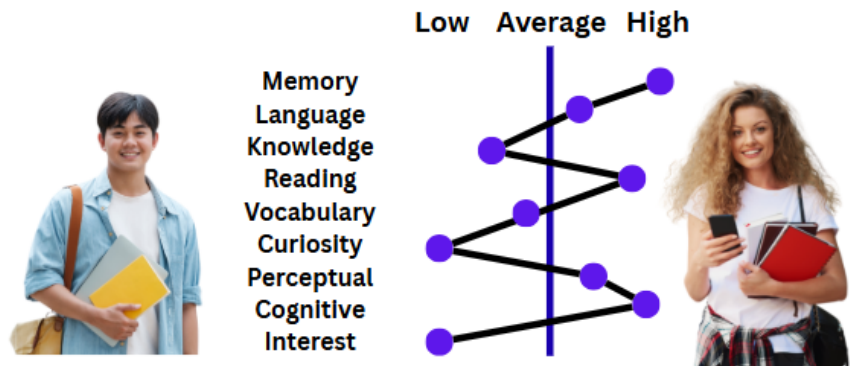


(Williams and Curry, "Reframing the Curriculum Process," 2025)

DE classes should align as closely as possible to in-person experiences. Class content should be created by the instructor, ensuring that the learning experience is tailored to the specific class, rather than the general publisher content. When including publisher-created content, or any third-party apps, videos, or websites, instructors must ensure these materials meet accessibility requirements ([WCAG 2.2](#)). In addition, any incorporation of any Learning Tools Interoperability (LTI) tools within a Canvas shell requires submittal of an [Academic Technology Support Request](#) at least one semester prior to the semester of intended use. Suggestions for effective DE instruction include:

- Implementing [Universal Design Learning \(UDL\)](#) principles, which focus on proactively designing the class for learner variability, providing multiple means of engagement, and regularly focusing on student outcomes
- Creating original (instructor-created) lecture videos tied to learning objectives (best practices suggest 10–15-minute mini lectures rather than longer lectures)
- Using supplemental multimedia, such as publisher videos, podcasts, and animations
- Developing structured discussion assignments based on class materials that involve interaction and collaboration among students
- Incorporating gamified activities to boost motivation and engagement

Variability is the rule.



Every student has a jagged learning profile

(Williams and Curry, "Reframing the Curriculum Process," 2025)

Assessments

Assessments should clearly align with course SLO on record and provide opportunities to reach a variety of learners and skills. Beyond traditional quizzes and exams, instructors should consider using discussions, group projects, papers, and presentations to encourage meaningful interaction. Doing so fulfills RSI requirements for both instructor-student and student-student interactions.

A variety of formative and summative assessments must be frequent and occur at regular intervals throughout the class.

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Additional recommendations to improve the quality of assessments include:

- Providing timely feedback
- Using rubrics with clear descriptions
- Providing Comments in SpeedGrader (written, audio, or video)
- Describing the purpose and expectations of each assessment
- Offering guidance for completion and submission using modeling, sample work, and posts in Announcements
- Applying academic integrity measures, such as Turnitin or proctoring tools
- Use of Starfish to connect with students about specific class performance and documenting external communications within Canvas

Canvas Class Implementation

Several key practices help ensure a successful launch and smooth implementation of DE classes.

Class Publishing

DE classes at BC officially start the Saturday before face-to-face classes begin. Classes should be published no later than 12:00 a.m. on the first day of class.

Accessibility

Though accessibility should have been integrated in the organization and preparation stages, run the Canvas accessibility checker before publishing to address any missed issues. In addition, reach out to students who need DSPS accommodations to ensure their success from the beginning.

Instructor Engagement

DE classes require substantial front-loading to get ready to publish, but publishing the class is not where instructor engagement should end. A variety of tools are available in Canvas to keep communication open with students and help them stay engaged in learning throughout the course.

- Use the Announcements tool not only for reminders, but also for highlighting specific course content
- Monitor student participation and actively manage the class roster
- Maintain an up-to-date Gradebook in Canvas
- Follow the Communication Plan and stated response times

Learner Engagement

Student engagement should go beyond simply logging into Canvas. Engaging students from the outset is crucial to retention and success and an important component of RSI.

Consider strategies to support:

- **Behavioral engagement** (active participation in discussions and assignments)
- **Emotional engagement** (interest, enjoyment, and belonging)
- **Cognitive engagement** (critical thinking and problem-solving)

Academic Integrity

One of the most pressing concerns for instructors teaching online is how to create an environment conducive to attaining student learning outcomes and success while also maintaining integrity of content and assessments. Students must adhere to BC's stated [Academic Integrity](#) policies, but when taking a DE class, eIntegrity also becomes increasingly important. eIntegrity is the application of academic integrity principles as they relate specifically to technology and online educational spaces.

Use of AI and plagiarism have become major obstacles DE instructors face. Instructors should clearly communicate their AI policy in the syllabus, Welcome Letter, and assignment instructions.

Activities that require original, instructor-developed content and real-world applications encourage academic honesty. Collaborative assignments and research-based tasks that incorporate specific instructor-created class materials, and scaffolded assignments, can also help reduce academic dishonesty.

Strategies to prevent eIntegrity issues include:

- Clearly communicating academic integrity policy statements in syllabus and in Welcome Letter
- Highlighting class expectations through plagiarism training and policies
- Checking in with struggling students and sending Starfish alerts
- Personalizing class content and learning experiences
- Including assessments that are low-stakes, project-based, formative, and reflective in nature
- Using prompts specific to the instructor's individual class and content
- Utilizing Turnitin or proctoring tools
- Providing resources such as Student Success Lab, Library skills workshops, Writing Center, and tutoring options (e.g., the BC Tutoring Center)
- Having explicit policies on generative AI usage—allowed, limited, or prohibited with citation standards (e.g., use prohibited, use only with prior permission, use only with acknowledgement, or use is freely permitted with no acknowledgement)
 - The Academic Senate for the California Community Colleges (ASCCC) has provided [guidelines for clear syllabus statements regarding AI usage](#)

Organization Checklist

For examples and tips regarding the items in the checklist below, see Appendix B: Organization Checklist Resources.

Class Structure

- ☐ Organize content into Modules
 - ☐ Construct a logical flow of content that aligns with SLO
 - ☐ Design modules in alignment with Calendar/Schedule
 - ☐ Include learning objectives for each Module
- ☐ Incorporate non-automated, instructor graded activities and assignments that encourage participation (e.g., Discussions)
- ☐ Identify places to include technology and resources that enhance learning (e.g., videos, readings, apps)

Communication

- ☐ Develop clear expectations regarding:
 - ☐ Attendance and drop policy
 - ☐ How the instructor will communicate including response times regarding:
 - ☐ Email responses
 - ☐ Feedback
 - ☐ Classwork and grading
 - ☐ When communication cannot be expected (holidays/weekends)
 - ☐ Required manner of communication for student-initiated contact, including preferred communication modes
 - ☐ Participation vs. non-participation and a rubric showing grading impacts of participation
- ☐ Create a detailed Communication Plan
- ☐ Craft and deliver a Welcome Letter via email prior to the start of class. Include the following:
 - ☐ Name of class, class dates, and CRN
 - ☐ Instructions on how to find DE class on Canvas LMS
 - ☐ Instructor introduction and contact information
 - ☐ Notification of when class will be published

- ☐ Comprehensive orientation and all above listed expectations
- ☐ How to navigate the specific instructor's Canvas page (Modules, Calendar, etc.)
- ☐ First steps, week one expectations, and where to find the syllabus (attaching syllabus is recommended)

Syllabus

Assemble a clear and detailed syllabus using the following requirements:

Class

- ☐ Class title
- ☐ CRN and Section Number
- ☐ Class location (Canvas/Zoom/Physical location if Hybrid)
- ☐ Instructor's information: BC email address, phone, office location, and office hours
- ☐ Department Chair contact information: BC email and work phone
- ☐ Expected response rate with non-workdays; note when communication cannot be expected
- ☐ Office hours: days, times, and modality (physical or virtual) per contract

Class Requirements

- ☐ Required and recommended class books and materials
- ☐ Required access to internet, software, hardware
- ☐ Required use of Canvas and any other LMS, digital resources (e.g., GoReact)
- ☐ Unique class needs and requirements (e.g., camera use in Zoom sessions)

Class Description

- ☐ Course Outline of Record (COR)
- ☐ Student Learning Outcomes (SLO)

Important Dates: for the semester (official for the college and those for the class)

- ☐ Add, drop, and withdraw dates and information
- ☐ Census date for specific CRN
- ☐ Final examination schedule information

Attendance Policy and Expectations

- ☐ Official BC attendance policy
- ☐ Class-specific attendance/participation/academic engagement policy

Grading Policies and Expectations

- ☐ Grading expectations
- ☐ Performance evaluation methods
- ☐ Percentage and point breakdown of all categories of required coursework

Classroom Behavior Expectations

- ☐ [BC Standards of Student Conduct](#)
- ☐ Instructor's behavior expectations of students

Communication and Interaction Expectations

- ☐ What students can expect from the instructor
- ☐ What the instructor can expect from the student

Academic Integrity and Plagiarism

- ☐ Institutional expectations of students
- ☐ Instructor expectations of students and process regarding academic integrity and eIntegrity (e.g., plagiarism, use of AI)

Student Services Statements

- ☐ DSPS statement exactly as provided by the institution for that year
- ☐ Availability and location of class-relevant tutoring services

Weekly Schedule

- ☐ Include all required classwork
 - ☐ Use descriptive titles (Quiz: Plato's *The Republic* v. Quiz #1)
 - ☐ Show where to find assignment information and associated lesson content
 - ☐ State clear due dates for current term
- ☐ Explicitly detail the final examination schedule (must align with BC's set days, times, and location)

Link(s) to Resources

- ☐ Informational links (e.g., How to be a DE Student Canvas Template, Canvas basics, Netiquette agreement, Student Success Lab)
- ☐ Validate all links before including

Other

- ☐ Additional information as preferred by the instructor that facilitates student success and RSI

Preparation Checklist

For examples and tips regarding the items in the checklist below, see Appendix C: Preparation Checklist Resources.

Instructional Materials

- ☐ Post syllabus in Syllabus section of Canvas shell
- ☐ Create page with links to [Canvas Student Guides](#), [BC Student Chat with Canvas Support](#), [BC Technology Support Services](#), and [Online Student Resources](#)
- ☐ Create individualized content rather than relying on publisher content
- ☐ Incorporate culturally-competent strategies
- ☐ Save class materials in common file types (.doc, .ppt, .jpeg, .pdf)
- ☐ Present content on Canvas and materials in a logical manner to facilitate navigation:
 - ☐ Use Heading styles consistently across Canvas Pages and Modules
 - ☐ Give headings and titles unique labels – avoid duplicating language
 - ☐ Avoid using fonts, colors, and formatting in place of Heading styles
 - ☐ Ensure the navigation order of links is logical and intuitive
 - ☐ Verify that any content using drag and drop, pinching, or swiping can also be accomplished by a single control
 - ☐ Provide directions that do not rely upon visual location, shape, sound, or size (e.g., “the star in the corner” or “proceed at the beep”)
 - ☐ Label Canvas Pages with descriptive and informative page titles
 - ☐ Confirm fillable text fields support multiple input options (physical keyboard, keyboard on a mobile device)
- ☐ For written content on Canvas or embedded documents ensure the following:
 - ☐ Verify educational material is readable and functional when zoomed to 200%
 - ☐ Confirm contrast between background and text passes the [Color Contrast Checker](#)
 - ☐ Set adequate line and paragraph spacing and review overall use of white space
 - ☐ Align text to the left, not justified or to the right
 - ☐ Utilize underlining for hyperlinks only
 - ☐ Create lists using “Numbered List” (for ordered lists) and “Bullet” tool (for unordered lists)

- ☐ Ensure visual text formatting is not used as the only method to convey importance or meaning (e.g., using bold, italics, and font size or color for emphasis)
- ☐ Include tables sparingly and only for presenting data
 - ☐ Add alt text for all tables used
- ☐ Designate distinctive row and column headers when tables are used
- ☐ Provide detailed labels with accompanying textual descriptions of trends and totals shown in any charts, in and out of spreadsheets
- ☐ Assign unique titles to each slide in PowerPoint (PPT) presentations
- ☐ Confirm logical and intuitive reading order on all education materials (e.g., PowerPoint, Word)
- ☐ Check that Alt Text is visible in “Outline View” so it can be read by screen readers (e.g., PowerPoint, Word)
- ☐ Run and pass Adobe Accessibility Checker for all PDFs
- ☐ Use images wisely:
 - ☐ Exclude visual images of text (e.g., memes) unless the context of the text is imperative to the understanding, which would then require an alternative text description
 - ☐ Test for the required contrast ratio for visual texts, if used, 7:1 is best, but 4.5:1 is the minimum for regular text, 3:1 for large text. ([Color Contrast Checker](#)).
 - ☐ Write appropriate equivalent alt text for all images, buttons, and image map hot spots
 - ☐ Mark images that do not convey content as “decorative”
 - ☐ Provide equitable descriptive content for complicated images in alt text or a separate linked page
- ☐ Include links to relevant additional content or resources:
 - ☐ Share links to needed resources where they will be used in the class
 - ☐ Embed links instead of displaying URLs
 - ☐ Use descriptive link text (Avoid redundant and non-descriptive wording such as “click here” or “link”)
 - ☐ Differentiate link text so links that go to different locations are easily discernable from each other
 - ☐ Ensure linked images contain appropriate and equivalent alternative text

- ☐ Guarantee web content is visible in portrait and landscape mode
- ☐ Offer individualized learning opportunities (e.g., remedial activities, resources for advanced learners)
- ☐ Include collaborative activities (graded or nongraded)
- ☐ If supplementary publisher-created content is included:
 - ☐ Ensure content enhances student learning and engagement
 - ☐ Verify content does not supersede instructor-led education
- ☐ Embed all materials, assignments, and instructions for how the students are expected to engage with materials

Media

- ☐ Include a wide variety of delivery media (video, lectures, podcasts, forums, etc.)
- ☐ Incorporate multimedia responsibly. Canvas does not have the capability to allow students to stop or pause media that auto-plays. Avoid using media that plays automatically (animations, gifs, etc.) on Canvas pages
- ☐ Confirm embedded or linked media is used correctly:
 - ☐ Verify multimedia is not set to auto-play
 - ☐ Exclude multimedia that blinks or strobes (including, but not limited to, GIFs, animations, banners, and images)
 - ☐ Ensure there is a pause or stop button for any automatically moving, scrolling, or flashing content. Avoid red flashing content.
 - ☐ Eliminate flashing content that flashes more than three flashes per second
 - ☐ Identify multimedia via accessible text
 - ☐ Limit background noise to low or none with audio and video
 - ☐ Include accurate transcripts for audio content with both spoken audio and audio descriptions
 - ☐ Guarantee Closed Captioning (CC) and audio descriptions are included and synchronized
 - ☐ Include real-time, synchronized, and accurate captioning for live videos/broadcasting

Assessments

- ☐ Create assessments of various types, both formative and summative, tied to the SLO
- ☐ Schedule frequent assessments at regular intervals throughout the class
- ☐ Time limits on timed work are adjustable if needed
- ☐ Incorporate strategies that will yield equitable student outcomes
- ☐ Write instructions clearly to ensure understanding

Implementation Checklist

For examples and tips regarding the items in the checklist below, see Appendix D: Implementation Checklist Resources.

Instructor Responsibilities

Prior to class start:

- ☐ Run accessibility checker on Canvas before publishing
- ☐ Publish Canvas class by 12:00 a.m. on Saturday classes begin
- ☐ Post Welcome Letter or video
- ☐ Follow the Communication Plan for the semester
- ☐ List software and technology required for student use outside of Canvas with links to where they can be captured and installed
- ☐ Ensure Family Educational Rights and Privacy Act requirements in regards to confidential student information will be maintained

For the start of the class:

- ☐ Respond to student communications within 48 hours with detailed information
- ☐ Set norms for communications sent after or before a certain time of day
- ☐ Send reminders of timelines and important class dates
- ☐ Monitor student participation and drop non-participating students by the census date
- ☐ Meet all DSPS accommodations reported at the beginning of the class

For the duration of the class:

- ☐ Meet any new DSPS accommodations as they arise throughout the semester
- ☐ Continue to regularly monitor participation and reach out to students who have not engaged with materials (e.g. Analytics and Insights in Canvas)
- ☐ Maintain an up-to-date gradebook in Canvas
- ☐ Respond promptly and proactively to students' observed concerns and provide necessary support
- ☐ Provide prompt, personalized, and detailed feedback on student coursework and assignments (e.g., written comments, video notes, detailed rubrics)
- ☐ Create opportunities for students to provide anonymous feedback on the class using Anonymous/Ungraded Survey option under Quizzes

- ☐ Use communication tools in Canvas as stated in Regular Communication and Interaction Schedule (e.g., Announcements, Calendar, Canvas Inbox, Message Students Who, Speedgrader, Zoom)
- ☐ Facilitate and engage in Discussion forums to track student engagement and peer-to-peer interaction
- ☐ Schedule and keep consistent office hours, per the CCA contract

Learner Engagement

- ☐ Actively participate in Discussions:
 - ☐ Pose questions
 - ☐ Propose alternative viewpoints
 - ☐ Connect ideas
 - ☐ Encourage struggling students
- ☐ Regularly and effectively ensure at least three of the following five communications each week:
 - ☐ Multiple class content specific Announcements with RSI
 - ☐ Weekly video posts
 - ☐ Comprehensive feedback in Discussions
 - ☐ Comprehensive feedback on submitted work
 - ☐ Comprehensive use of Comment boxes (video, audio, or written) or use of rubrics
- ☐ Formally structure, explain, and facilitate at least two of the following contact points per week:
 - ☐ Contact linked to specific SLO
 - ☐ Communication on retention and reflection of content
 - ☐ Collaborative activities
 - ☐ Real world projects
 - ☐ Media or research-based projects
 - ☐ Discussions with consistent and meaningful feedback from instructor
 - ☐ Peer review opportunities
- ☐ Highlight positive connections with class content, assessments, and peers
- ☐ Give students the opportunity to engage in non-required communication weekly

- ☐ Facilitate Student-to-Student communication weekly (e.g., Discussions, peer-to-peer feedback, chats, breakout rooms in Zoom, group activities/assignments)
- ☐ Use Canvas Speedgrader or Comments section for feedback on assignments
- ☐ Utilize Message Students Who and Starfish tools to facilitate communication

DE Class Modality Definitions

It is important to note that once scheduled, class modality, days, or times of meetings cannot be changed. See [CCA contract](#), Article 4 (Professional Expectations).

Synchronous Instruction: Class takes place online using the internet and a learning management system. Class meetings are scheduled, and instruction takes place in an online meeting space (e.g., Zoom). Class instruction is 100% online, though assignments and assessments can be assigned asynchronously. Synchronous classes provide students with an opportunity to complete classwork without attending classes on campus, while maintaining the lecture format and scheduled structure of a face-to-face class.

Online Asynchronous: Class takes place online using the internet and a learning management system. There are no scheduled class meetings. All instruction and assignments are set up by the instructor on a learning path and are completed by students on their own time, in adherence to instructor-set due dates. Class instruction is 100% online. Asynchronous classes provide students with an opportunity to complete classwork without attending classes on campus and allow for more flexibility in scheduling and completing assigned work.

Hybrid: Classes are partially online and partially in-person on campus. Hybrid classes also include classes that are primarily taught in person but have activities or assignments that are meant to be and must be completed online.

Hyflex: Classes that combine scheduled face-to-face classes and scheduled online meetings that occur at the same time.

Web-Enhanced Class: All face-to-face classes at BC are assigned a corresponding Canvas shell. Though instruction takes place in the classroom, in-person, the Canvas space can be used to provide supplementary components or lesson materials for student use and review. Use of the Canvas shell for these purposes is not considered a DE class, though the procedures in this handbook are still recommended as best practice.

Correspondence Education: A distinct and separate modality from DE with differing regulations where RSI is not required.

Remote Instruction: This term referred to classes that were shifted to DE during the onset of COVID-19 in Spring 2020. This term should no longer be used to designate or describe classes at BC.

Appendix A: Laws and Regulations

Americans with Disabilities Act (ADA): Requires programs and services, including educational programs, to be accessible to qualified persons with disabilities. Requires that all communications must be equal and effective.

- **Web Content Accessibility Guidelines (WCAG):** Currently in iteration [WCAG 2.2](#) with WCAG 3 in the works, WCAG defines a set of standards that complies with various regulations and laws, including ADA and Section 508, to create a worldwide standard for accessibility on the web.

Federal Title II

- **Rehabilitation Act, Section 504:** Prohibits discrimination based on disability in educational settings which receive federal dollars.
- **Rehabilitation Act, Section 508:** Part of the federal Rehabilitation Act of 1973, Section 508 requires equal access to telecommunications for students with disabilities. This applies to students with disabilities enrolled in distance education classes.

California Title 5: Part of the California Code of Regulations that deals with education in California.

- **Section 55200** defines Distance Education and specifies that all online education content and delivery needs to be accessible.
- **Section 55208** states that instructors teaching classes in online or hybrid modalities must demonstrate online technology and pedagogical readiness.

Academic Freedom: Under the 1st Amendment of the U.S. Constitution, Academic Freedom protects instructors' freedom in the classroom when discussing their subject.

Fair Use: Part of the United States copyright law that allows for minimal reproduction of copyrighted works without gaining permission from the author(s). For more details see [CCA contract](#), Article 4 (Professional Expectations).

Family Education Rights and Privacy Act (FERPA): A federal law that upholds the privacy, protection, and confidentiality of students' personal information and records. Personally identifiable information should be maintained and protected from disclosure or sharing with unauthorized parties. This law applies to all institutions that receive funds under the Department of Education.

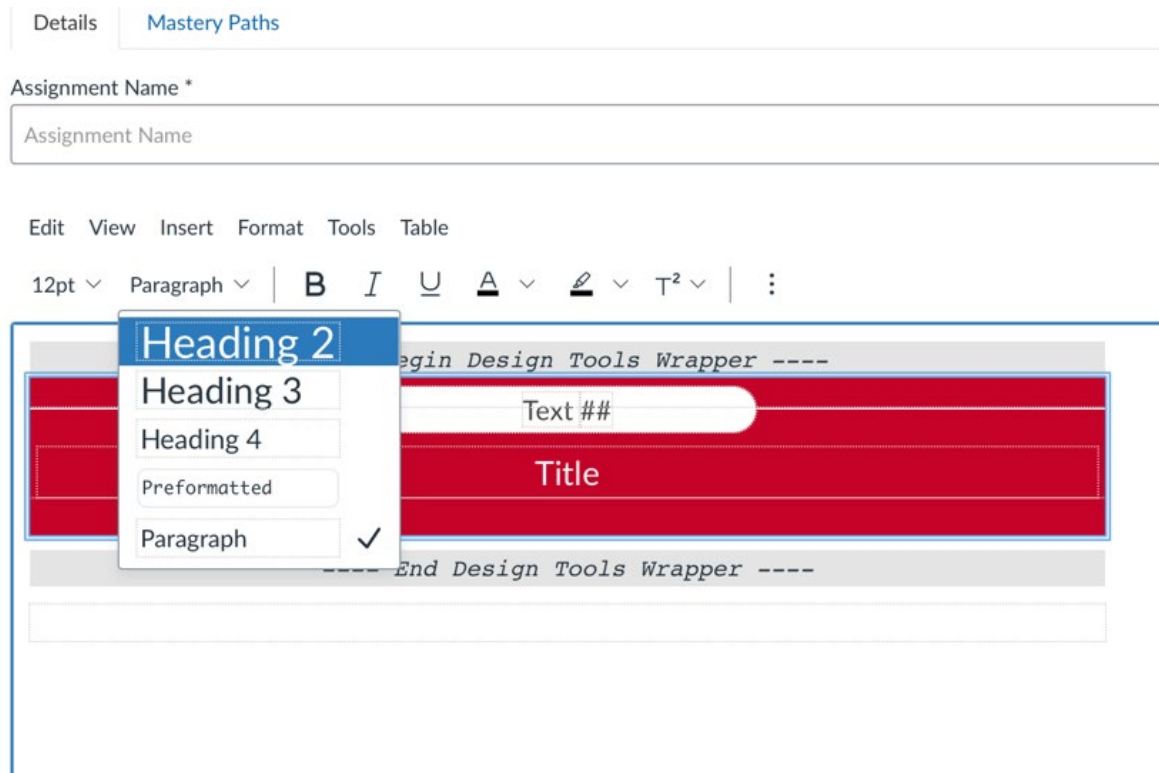
Appendix B: Organization Checklist Resources

Please note that in order to preserve the overall navigational structure of the DE Handbook, the following examples are provided without embedded heading styles and structure applied. When using any of the examples as a template, make sure to add in the correct corresponding headings.

Example of Organizing Canvas by Modules

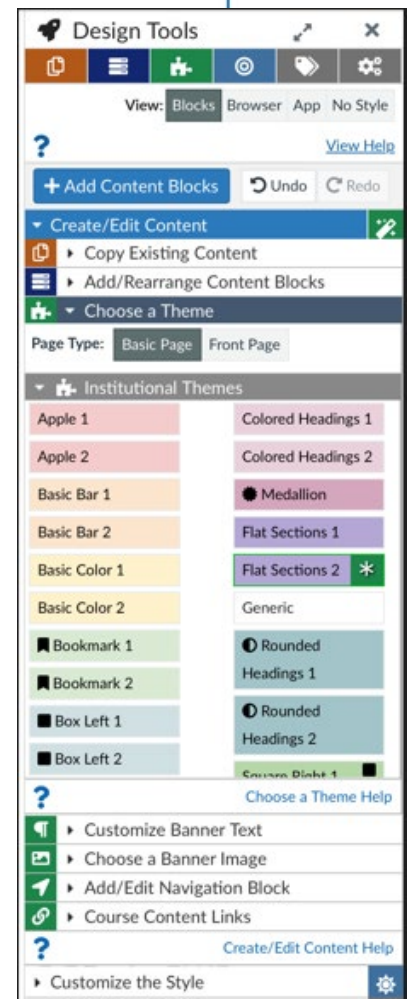
▼ Course Orientation Module--Start Here!
 Welcome Page
 Syllabus Information
 Communication Expectations
 Grading Policies
 Getting to Know You
▼ Week 1
Monday
 Overview: Plato "The Republic"
 Reading: Plato "The Republic"
 Video Lecture: Plato "The Republic" Part I
 Video Lecture: Plato "The Republic" Part II
 Video Lecture: Plato "The Republic" Part III
 Lecture Video Quiz: Plato "The Republic" 0 pts
 Discussion: Plato "The Republic"
Wednesday
 Overview: Mill "What Utilitarians Is"
 Readings: Mill "What Utilitarianism Is"
 Video Lecture: Mill "What Utilitarianism Is" Part I
 Video Lecture: Mill "What Utilitarianism Is" Part II

Heading Structure Examples



To facilitate navigation, structured headings must be used consistently across Canvas and all instructional materials (Header 1, Headers 2, etc.) Though headers can be styled in whatever way a user wants them to look, using varying font size, color, and/or formatting (bold/italics) alone is not a replacement for using proper heading structure. Canvas and all the programs included in Microsoft 365 have the capability to easily apply heading structure. Ensure each heading and title uses unique labels – avoid duplicating language.

Headings can be applied and stylized in Canvas using Design Tools and are easily structured using the embedded Headings tool.



Example of Including Learning Objectives

Due Aug 10 by 11:59pm Points 20 Submitting a file upload
Available until Aug 17 at 11:59pm

Philosophy B1a

Hospital Ethics Committee

Overview

This assignment will help students learn and apply various ethical theories to a real-world case as well as consider others' perspectives. For this assignment, students will be acting as a member of a hospital ethics committee. Each student has been assigned a role within the ethics committee and will assume the perspective and goals associated with that role.

Student Learning Outcome

Explain and apply the central views of traditional ethical theories and principles

Instructions

1. Read the following case: [Teen Decision-Making in Healthcare](#)
2. Choose one ethical theory as a framework to analyze this case
3. Develop and support your argument as to how this case should be evaluated and resolved using your chosen ethical theory
4. Address at least one objection to your argument

Minimum Requirements

- 600 words
- double-spaced
- MLA format (see [MLA Citation Information](#))
- two references to the case
- two references to the ethical theory reading

Additional Support

- Please remember, arguments are not from your personal perspective, but should be presented to reflect the perspective of the role that you have been assigned as well as the principles of your chosen ethical theory.
- Review the [outlined principles for each ethical theory](#) discussed in this class.
- Feel free to use this [outline](#) structure to get started.
- Be sure to refer to the grading rubric below.

Hospital Ethics Committee		
Criteria	Ratings	Pts
Understanding the Case Does this assignment demonstrate an understanding of the assigned case, noting different perspectives that must be considered in making a decision?		5 pts
Understanding the Ethical Theory Does this assignment demonstrate an understanding of the ethical theory chosen to analyze this case? Does this assignment include at least two references from the ethical theory and two references from the case to support your argument?		10 pts
Objection and Response Does this assignment include an objection to the argument and a response to the objection? Are both objection and response supported by evidence and reasoning from the ethical theory readings and/or case?		5 pts
Total Points: 20		

Incorporate Multimedia for Content

Note this uses Lesson Videos as well as Lesson Video Transcripts



Account



Dashboard



Courses



Calendar



Inbox



History



Studio



Search



Help

CCCAC Creating Accessible Emails: A Case Study > Pages > Course Guide

CCCAccess

Home

Course Guide

Modules

Course Resources

Glossary

Credentials

New Analytics

Course Experience

The CCC Accessibility Center courses are designed with a focus on universal design and flexibility. Each course offers targeted topics and information to allow you to quickly find the information and guidance you are seeking.

Each course further affords a variety of options that allow you to determine how you wish to access the content. Please review the information below to learn more about the Canvas features and instructional formats provided in the CCC Accessibility Center courses.

DocViewer Preview Frames

A variety of Word document files are provided throughout the lessons in this course. To provide you with the greatest control over where and how you review this file information, Canvas Inline DocViewer Preview frame is used. Each Word file used within the lesson sections have been set to show the DocViewer Preview of the file by default. This preview allows you to review the contents of the document without requiring you to download the resource. The DocViewer Preview frame also provides you with additional options to customize your preview settings.

***Note:** Some assistive technologies encounter issues providing alternative text descriptions and tables for documents accessed within the Canvas document viewer. Please download and access the files using Microsoft Word as an alternative, as needed.

To learn more, review the [Canvas DocViewer Preview Frame Controls](#) page.

Lesson Expander Panels

The sections of content provided on each lesson page are organized into separate expandable sections, also known as expander panels. Unlike accordion panels, expander panels allow you to expand and minimize any combination of the section panels as desired. This allows you to customize the information to best fit your learning preferences and needs. More information about the content provided in each of the Lesson page expander panels is provided in the examples "expander" panels below.

Please practice using the expander panels as you review additional information provided below:

▼ Expand All ▲ Collapse All

▼ Lesson Videos

For each lesson page the video expander panel is set to be revealed by default, while the other sections are hidden or collapsed. To expand or collapse any of the panels, select the panel heading.

All videos in this course are delivered via the **Canvas Studio Media Player**. The Studio player affords Closed Captions and also allow users to adjust the playback speed. In addition, you can navigate through the Studio media viewer with your keyboard by pressing the **Tab** key consecutively. This is an accessibility feature for keyboard-only users. Some basic keyboard shortcuts are outlined in the list below:

- Press the **Tab** key to cycle through the onscreen navigation items until the Keyboard Shortcuts icon displays in the Studio media viewer. Then, press the **Enter** or **Return** key.
- The Keyboard Shortcuts window displays common keyboard shortcuts you can use in the Studio media viewer.
- To close the Keyboard Shortcuts window, click the **Close** button.
- View the [Studio Media Player Keyboard Shortcuts](#) document for a list of keyboard shortcuts supported by the Canvas Studio Media Player.

For additional information and support using the Canvas Studio media player, please refer to the following resource from Instructure, "[How do I play media in Canvas Studio?](#)".

▶ Lesson Video Transcripts

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Sample Canvas Page with Student Services Links



Campus Services

▼ Expand All ▲ Collapse All

- ▶ Disabled Student Programs & Services (DSPS)
- ▶ Affirmed Name for Students
- ▶ All Gender Restrooms
- ▶ Academic Support Services
- ▼ **BC Renegade Card ID**

Students may now get their [Renegade Card](#)! Every BC student is required to obtain a student identification card. If you purchased the [BCSGA Student Services Sticker Program](#), you will receive it with your Renegade Card. To take your photo and to receive your Renegade Card, visit the Office of Student Life.
- ▶ College Safety
- ▶ Financial Aid & Scholarships
- ▶ Help Desk
- ▶ Lavender Initiatives (LGBTQIA)
- ▶ Mental Health Matters
- ▶ Office of Student Life
- ▶ Online Student Resources
- ▶ Renegade Nexus (Basic Needs Center)
- ▶ Starfish Student Success Tool
- ▶ Student Information Desk
- ▶ Student Health and Wellness Center
- ▶ Student Organizations
- ▶ Transfer Pathways
- ▶ Veteran Resource Center

Sample Communication Plan

Hello Everyone,

Given all our communication will be virtual, here are some preferences and expectations as we begin our class.

Preferred Communication Method

- The best way to get a hold of me is through my BC email or Canvas Inbox
- Please always put your CRN in when you email me, i.e. “English B1a CRN 12345”
- Please always use your Bakersfield College email address or Canvas Inbox; messages sent from personal email addresses may end up in spam folders
- Please remember due to privacy laws, I cannot communicate with anyone other than the enrolled student

Response Times

- I check my emails and Canvas Inbox daily and will respond within 48-hours, except Sundays and holidays
- I check email Monday-Saturday 9am-6pm
- I try to return graded work within one week of submission

Attendance and Drop Policy

- Students must complete the Check-In Assignment by the first Tuesday of class; it is the equivalent of showing up the first day of class
- Students may be dropped if they:
 - have not completed the first week’s assignments
 - have missed four consecutive required assignments
 - have missed six non-consecutive required assignments
- Please do not assume an instructor will or will not drop you

Sample Regular Communication and Interaction Schedule

Pre-Start:

- Check emails and Canvas Inbox daily. Respond to communications within 48-hours except for Sundays, and during the holidays
- Students should email me through Canvas Inbox. If students do not receive a response within the expected timeframe, they can contact me through BC email address. I will not read student emails sent from non-BC email addresses
- First day of Professional Development Week. Send Welcome Letter via BC email.
- Set up automatic announcements regarding content and assignments to send Monday morning at 9:00am each week

Week 1:

- **Announcements:** Post three Announcements: one for orientation, one for mid-week reminder, and one at the end of the week with a recap
- **Canvas:** Respond to Discussions to help create a community. Encourage students to respond
- **Emails:** Use Message Students Who on Canvas to email students who haven't participated by Wednesday
- **Feedback:** Respond to all introductions and discussion posts, providing individual feedback on assignments

Week 2:

- **Announcements:** Post three weekly Announcements: Previewing objectives and reviewing content, highlighting the past week's accomplishments and questions, reminders of resources
- **Canvas:** Send a note before hopping on Zoom office hours. Clarify any content related questions
- **Emails:** Message Students Who are not completing assignments to start a conversation
- **Feedback:** Provide individual feedback on assignments

Week 3:

- **Announcements:** Post three weekly announcements, including a lecture overview. Participate in discussion posts and highlight interesting conversations. Summarize the week in a wrap up Announcement
- **Canvas:** Drop students who have not participated by the census date
- **Emails:** Message Students Who for missing assignments
- **Feedback:** Provide individual feedback on all assignments

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Week 4:

- **Announcements:** Post three weekly announcements with content support and messages of encouragement
- **Canvas:** Post in Discussion groups to engage students
- **Email:** Send follow-up comments to students missing assignments
- **Feedback:** Provide individual feedback on assignments

Weeks 5-16:

- **Announcements:** Post three announcements weekly: lecture overviews, relevant links, weekly wrap ups, opportunities to get involved, highlight interesting discussion points, clarify questions on upcoming assignments, etc.
- **Canvas:** Continue to engage students by participating in discussions and dropping students who are not participating by the W date
- **Email:** Use Starfish and Message Students Who to remind students about due dates and reach out about missing assignments. Use Starfish if necessary
- **Feedback:** Provide individual feedback on assignments in the gradebook. Default zero for missing assignments.
 - Week 7: Send anonymous student feedback survey
 - Weeks 14-15: Provide feedback on final assignments, discuss grades, and follow up with students who have concerns before the final

Sample Welcome Letter

Hello and welcome to your [YOUR COURSE TITLE CRN #]!

My name is [YOUR NAME] and I will be your instructor for the course. I am looking forward to a terrific semester with you.

Although the official start date for the class is not until [DATE], our Canvas shell will be published and available for students to get started [DATE], so feel free to start exploring our online learning environment. I want to welcome everyone, and I would encourage you to post a short informal hello message in the "Introductions" discussion forum to let me know you received my welcome message, and to briefly introduce yourself to your fellow classmates.

This course will have regular weekly assignments due, weekly online discussions forums, as well as readings and course materials. **This is not a self-paced course**--it's important that you keep on top of the weekly reading and assignments!

Each of you must manage your own time each week to know when assignments, and any other weekly course obligations, are due. This will involve regularly logging into Canvas to check discussion forums and communications, monitoring your campus email address, and virtually interacting with classmates, team members, instructors, and course materials.

At this point, I suggest the following actions:

- **Log in to Canvas** [LINK TO YOUR SCHOOL'S CANVAS LOG IN PAGE] and begin to familiarize yourself with the Canvas learning management system and the [YOUR COURSE TITLE] course site
- Make sure you've **confirmed your email address** in the Canvas system so you can receive messages and announcements I'll be sending
- **Check out your Canvas Calendar** for assignment due dates so you can plan your semester accordingly. You can access the Calendar from the left-hand global navigation bar.
- **Submit your first assignment**--introducing yourself in the Check-In Discussion--by [DAY/TIME].
- **Read through the Syllabus** [LINK TO YOUR SYLLABUS] so you know the rhythm of course, and what is expected.

As you get started, I'm happy to answer any questions that may arise, or point you to our tech support for more technical questions. Please post your specific questions about the class in the Getting Started forum [OR WHATEVER YOUR Q&A DISCUSSION IS TITLED]. I will send a Lesson 01 announcement on Saturday, the official course start date.

I look forward to working with you this semester and getting off to a strong start!

Best,
~YOUR NAME

Sample Syllabus

Philosophy B6a: Introduction to Philosophy

Class Information

CRN #30342

Semester Dates: January 21-May 10 2025

Class Location: Canvas

Instructor Information

Instructor: Regina Olsen (she/her)

Email: regina.olsen@bakersfieldcollege.edu

Office Location: Fine Arts 68 and Zoom <https://zoom.us/j/ddd1112222>

Office Phone: 661.394.4025

Office Hours: Mondays 9-11:30am and Tuesdays 2:30-5pm

Response Time: I respond to messages within 48-hours, excluding weekends and holidays

Department Chair: David Hume (he/him), 661.394.4111, david.hume@bakersfieldcollege.edu

Class Requirements

Required Materials

Imler, Henry. *Sapientia: Open Readings in Philosophy*, Pressbooks, 2019,

<https://pressbooks.pub/sapientia/>

Asynchronous Class

This class is listed as an asynchronous class, which means there is no mandatory meeting time or Zoom requirement. All instructional materials, including lectures, assignments, and readings, are on Canvas.

Class Description

This course introduces philosophical ideas and methods concerning knowledge, reality and values.

Expected topics will include the sources and limits of knowledge and the nature of reality. Other topics that may be examined from a philosophical perspective include the nature of the self, truth, ethics, religion, science, language, beauty and art, political theory, or mind.

Student Learning Outcomes

Upon successful completion of the course, the student will be able to:

1. Distinguish, apply, and examine philosophical methods of inquiry.
2. Appraise and evaluate philosophical issues.
3. Examine and analyze the assumptions and principles of philosophical ideas and positions.

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Important Dates

January 20	Martin Luther King, Jr. Holiday	February 17	Presidents' Day
January 31	Last day for a refund	March 28	Last day to drop <u>with</u> a W
February 2	Last day to add to the class or drop <u>without</u> a W	April 14-18	Spring Break
		May 8	Class Final Exam

Attendance Policy

Bakersfield College's Distance Education Attendance Policy

In the case of distance learning, absences shall be defined as “non-participation.” Instructors may drop students after the equivalent of two weeks of non-participation from the first day of class. Non-participation shall be defined as, but not limited to:

- Not following the instructor's participation guidelines as stated in the syllabus
- Not submitting required assignments
- Not contributing to meaningful discussion in required chat rooms, discussion boards, or other online forums.
- Not participating in scheduled activities
- Failure to communicate with the instructor as required

Note: Simply logging into the course does not constitute participation. As outlined above, you must demonstrate that you actively participate in the course by submitting required assignments, contributing to discussion forums, etc.

My Drop Policy

Any student who has not completed the first week's assignments will be dropped after the first week to make room for waitlisted students. Any student will be dropped after missing 4 consecutive required assignments or 6 non-consecutive required assignments, as that will be an indication of non-participation and attendance, the equivalent of missing two weeks of class in a face-to-face environment.

Participation

It is important to actively and regularly participate in assignments in our Canvas shell. To keep students on track, assignments have weekly deadlines for assignments: Mondays, Wednesdays, and Sundays. All assignments are open, and students are welcome to work ahead, especially if they know they have travel plans or other commitments. Each assignment is due on its specified due date at 11:59pm; dates are specific for each assignment on the syllabus semester schedule as well as on Canvas.

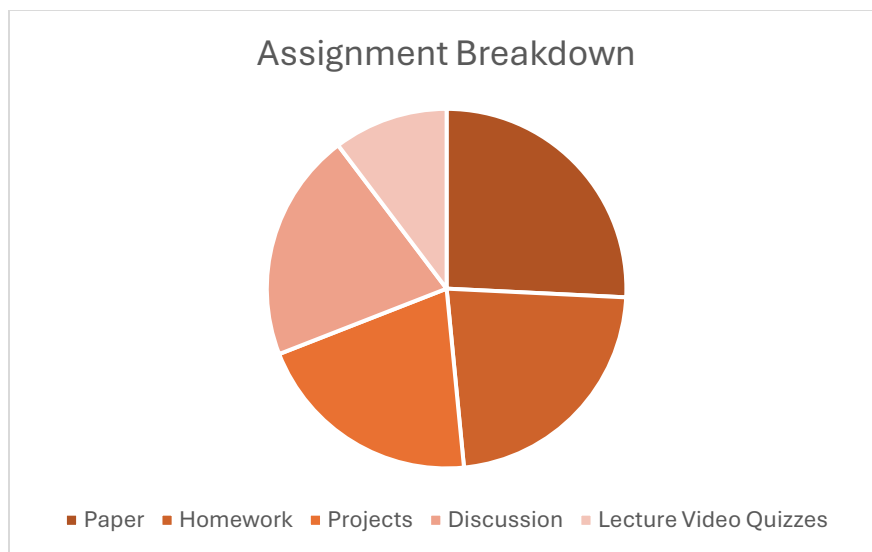
Late Work

Some assignments, projects and papers, may be submitted late for a penalty. Other assignments, discussion posts and homework assignments, may not be submitted late. For lost points, please consider taking advantage of extra credit opportunities.

Grading Policy and Expectations

In this class, I use a weighted grading system. The grading scale is as follows: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60), F (59%-0%).

Assignments



Lecture Video Quizzes (10%)

For each reading, there is a video of me explaining the reading in a series of Video Lectures with embedded questions. Students are expected to watch video lectures; these are in lieu of face-to-face classroom meetings. No late video quizzes will be accepted.

Discussions (20%)

Required Class Discussion allow students to present their ideas and help their classmates. Students are expected to post and respond per Discussion Board instructions. No late discussion posts will be accepted.

Projects (20%)

There is a total of two projects. Students will have options to choose from. Instructions and grading rubrics will be given for each paper. Late papers will be deducted 5 points each week they are late.

Homework (25%)

For each reading assignment, there is a homework assignment. Students should read the corresponding readings, watch the corresponding lecture videos, then attempt the homework assignment. Each homework assignment is presented as a “quiz” in Canvas and will present a variety of question types (multiple choice, fill in, essay, etc.). Students have two attempts before the deadline; questions may differ. The higher score will be recorded. No late homework assignments will be accepted.

Papers (25%)

There is a total of three papers. Instructions and grading rubrics will be given for each paper. Late papers will be deducted 5 points each week they are late.

Extra Credit (0%)

Each week, there will be an extra credit opportunity. These assignments are extra credit, not mandatory. No late extra credit will be allowed.

Late Work

Some assignments, projects and papers, may be submitted late for a penalty. Other assignments, discussion posts and homework assignments, may not be submitted late. For lost points, please consider taking advantage of extra credit opportunities.

Classroom Behavior Expectations

Student Conduct in Remote Learning

The [Student Conduct Code](#) remains in place for all students whether a course is offered in person, online, or remotely. The instructor’s intellectual property rights and the privacy of all course participants must not be violated by students. Students may not share course materials with non-class members without explicit written permission from the course instructor. Harassment or bullying of instructors and students, including via electronic media, the internet, social networks, blogs, cell phones, and text messages, will not be tolerated. Students found responsible for such infractions are subject to disciplinary sanctions. Students may not record any part of a class session without the express consent of the instructor unless approved as an accommodation. Individual course instructors may record course sessions but only for use by registered class members for instructional purposes. All recordings will be housed on secure platforms. Unless stated otherwise and highly recommended, web cameras and microphones may not be required to be on during course time.

Instructor's Expectations

Teacher-Student Expectations (what I expect from you)

Since you signed up for an online class, I'm expecting that you are either familiar with Canvas and online technologies or you are willing to take the time to familiarize yourself. Bakersfield College has an [Online Student Resource page](#) with helpful links and information. Students with questions or concerns about using technology resources in completing classwork can also visit the [Student Information Desk online](#) for assistance using Zoom.

Student-Teacher Expectations (what you can expect from me)

Email

I check email and Canvas Inbox Monday through Saturday from 9am-6pm. I try to respond to email within 24 hours, except weekends and holidays. Please always put your CRN in when you email me, i.e. "Philosophy B6 CRN #." Please always use your Bakersfield College email address or Canvas messaging; personal email addresses may end up in spam folders. Also, I cannot communicate with anyone other than the enrolled student.

Grading and Feedback

I check on Discussion posts daily. I return assignments graded with feedback weekly.

Academic Integrity and Plagiarism

You will act with [Academic Integrity](#): Cheating, generative artificial intelligence (ChatGPT), fabricating, or falsifying information or sources, improper collaboration, submitting the same paper for different classes without permission, and plagiarism are all forms of academic dishonesty. Plagiarism occurs when writers and speakers deliberately or unintentionally use another person's language, ideas, or materials and present them as their own without properly acknowledging and citing the source. Academic dishonesty and/or plagiarism in this course will result in one or more of the following consequences: failure of the assignment, and referral to the Dean of Students. In this course, most often, your instructor will require oral citation of paraphrased material. Cite sources carefully, completely, and meticulously; when in doubt, cite. Familiarize yourself with the [Student Code of Conduct](#) (KCCD Board Policy 5500) and BC definitions of plagiarism and cheating.

Generative Artificial Intelligence Writing: ChatGPT

Within this course, you are welcome to use generative artificial intelligence (AI) models (ChatGPT, GitHub, Copilot, and other tools) with acknowledgement. However, you should note that all large
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language models have a tendency to make up incorrect facts and fake citations. They perpetuate biases, and image generation models can occasionally generate offensive content. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit, regardless of whether it comes from you or an AI model.

Student Services

Disabled Student Programs & Services (DSPS)

DSPS Disabled Student Programs & Services (DSPS) is available to provide accommodations to students with diagnosed learning, mental, physical, and/or health-related disabilities that are either permanent or temporary. Students with disabilities needing accommodations, including those who had an IEP or a 504 plan in high school, should make requests to the DSPS office by contacting the office by phone call, email, or by visiting their Virtual Lobby. All requests for accommodations require appropriate advanced notice to avoid a delay in services. After completing the intake process with DSPS, please provide your professors with a copy of your DSPS approved accommodation checklist so that we can work together to ensure your access and success at BC.

For more information, visit the [DSPS Website](#), in person in CSS room 11, email dspsdesk@bakersfieldcollege.edu, or call (661) 395-4334 (Panorama Campus) / (661) 720-2000 (Delano Campus).

Financial Aid & Scholarships

The Office of Financial Aid & Scholarships administers federal, state, and private organization money to assist students from various economic backgrounds to meet their educational expenses. The college aid helps students and families to cover tuition and fees, room and board, books, and other coursework supplies as well as transportation. Our goal is for students to concentrate on their academic goals and obtain a higher education through the various programs Bakersfield College offers. If faculty/staff and students have questions regarding financial aid, please contact our office . All students are encouraged to apply for the [Free Application for Federal Student Aid \(FAFSA\)](#), [California Dream Act Application \(CADAA\)](#), and [Scholarships](#).

For more information or additional questions, visit the [BC Office of Financial Aid and Scholarships](#) website, visit in person at the Welcome Center Building, our [virtual lobby](#), or call at (661) 395-4428.

Online Student Resources

Students with questions or concerns about using technology resources in completing classwork can either visit the [Student Information Desk online](#) for assistance. The Zoom area in the north corner of the library offers quiet and fully-equipped computer stations for Zoom courses.

Writing Center

Our degreed, professional Writing Specialists are ready to assist you in-person or on Zoom with any writing, reading, or English language needs. We help with all stages of writing, from invention to editing, so you do not have to have a paper written to get started with the Writing Center. You can book your appointments via Starfish or drop in with one of our English, History, or EMLS faculty! For general questions, please call 661-395-4735. You can visit the [Writing Center website](#) for our most updated hours and locations. Our brand-new computer lab is open for students to do their writing homework in our office, and printing services are free.

Tutoring Center

Bakersfield College Peer Tutoring is available in-person and online for many BC courses. Peer Tutors can assist with course content, assignments, papers at any stage of the writing process, study skills and more! Please contact the [Bakersfield College Tutoring Center](#) to make an appointment. They will be happy to help you!

Weekly Schedule

Week 1

Monday

- Watch Welcome Video
- Complete: Check In Assignment
- These assignments are the equivalent of attendance on the first day. Any student who has not completed these assignments by Tuesday, January 21 by 11:59pm will be dropped for non-attendance.

Wednesday

- Read: excerpt from Plato's *The Republic*
- Take Video Lecture Quiz: Plato's *The Republic*
- Post in Discussion: Plato's *The Republic*

Sunday

- Complete Homework: Plato's *The Republic*
- Respond to Discussion: Plato's *The Republic*

Week 2

Wednesday

- Read: excerpt from Mill's *Utilitarianism*
- Take Video Lecture Quiz: Mill's *Utilitarianism*
- Post in Discussion: Mill's *Utilitarianism*

Sunday

- Complete Homework: Mill's *Utilitarianism*
- Respond to Discussion: Mill's *Utilitarianism*

Week 3

Wednesday

- Read: excerpt from Kant's *The Groundwork of the Metaphysics of Morals*
- Take Video Lecture Quiz: *The Groundwork of the Metaphysics of Morals*
- Post in Discussion: Kant's *The Groundwork of the Metaphysics of Morals*

Sunday

- Complete Homework: *The Groundwork of the Metaphysics of Morals*
- Respond to Discussion: Kant's *The Groundwork of the Metaphysics of Morals*

Week 4

Wednesday

- Read: excerpt from Aristotle's *Nicomachean Ethics*
- Take Video Lecture Quiz: Aristotle's *Nicomachean Ethics*
- Post in Discussion: Aristotle's *Nicomachean Ethics*

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Sunday

- Complete Homework: Aristotle's *Nicomachean Ethics*
- Respond to Discussion: Aristotle's *Nicomachean Ethics*

Week 5

Monday

- Submit: Ethics Project

Wednesday

- Read: excerpt from Hobbes' *The Leviathan*
- Take Video Lecture Quiz: Hobbes' *The Leviathan*
- Post in Discussion: Hobbes' *The Leviathan*

Sunday

- Complete Homework: Hobbes' *The Leviathan*
- Respond to Discussion: Hobbes' *The Leviathan*

Week 6

Wednesday

- Read: King's "Letter From Birmingham Jail"
- Take Video Lecture Quiz: King's "Letter From Birmingham Jail"
- Post in Discussion: "Letter From Birmingham Jail"

Sunday

- Complete Homework: "Letter From Birmingham Jail"
- Respond to Discussion: "Letter From Birmingham Jail"

Week 7

Wednesday

- Read: excerpt from Rawls' *A Theory of Justice*
- Take Video Lecture Quiz: Rawls' *A Theory of Justice*
- Post in Discussion: Rawls' *A Theory of Justice*

Sunday

- Complete Homework: Rawls' *A Theory of Justice*
- Respond to Discussion: Rawls' *A Theory of Justice*

Week 8

Monday

- Submit: Justice Paper

Wednesday

- Read: excerpt from Descartes' *Meditations I and II*
- Take Video Lecture Quiz: Descartes' *Meditations I and II*
- Post in Discussion: Descartes' *Meditations I and II*

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Sunday

- Complete Homework: Descartes' *Meditations I and II*
- Respond to Discussion: Descartes' *Meditations I and II*

Week 9

Wednesday

- Read: excerpt from Hume's *An Enquiry Concerning Human Understanding*
- Take Video Lecture Quiz: Hume's *An Enquiry Concerning Human Understanding*
- Post in Discussion: Hume's *An Enquiry Concerning Human Understanding*

Sunday

- Complete Homework: Hume's *An Enquiry Concerning Human Understanding*
- Respond to Discussion: Hume's *An Enquiry Concerning Human Understanding*

Week 10

Wednesday

- Read: excerpt from Clifford's "The Ethics of Belief"
- Take Video Lecture Quiz: Clifford's "The Ethics of Belief"
- Post in Discussion: Clifford's "The Ethics of Belief"

Sunday

- Complete Homework: Clifford's "The Ethics of Belief"
- Respond to Discussion: Clifford's "The Ethics of Belief"

Week 11

Monday

- Epistemology Project

Wednesday

- Read: excerpt from Pereboom's *Living Without Free Will*
- Take Video Lecture Quiz: Pereboom's *Living Without Free Will*
- Post in Discussion: Pereboom's *Living Without Free Will*

Sunday

- Complete Homework: Pereboom's book *Living Without Free Will*
- Respond to Discussion: Pereboom's book *Living Without Free Will*

Week 12

Wednesday

- Read: Frankfurt's "Alternate Possibilities and Moral Responsibility"
- Take Video Lecture Quiz: Frankfurt's "Alternate Possibilities and Moral Responsibility"
- Post in Discussion: Frankfurt's "Alternate Possibilities and Moral Responsibility"

Sunday

- Complete Homework: Frankfurt's "Alternate Possibilities and Moral Responsibility"
- Respond to Discussion: Frankfurt's "Alternate Possibilities and Moral Responsibility"

Week 13

Monday

- Free Will Paper

Wednesday

- Read: excerpt from Nietzsche's *Beyond Good and Evil*
- Take Video Lecture Quiz: Nietzsche's *Beyond Good and Evil*
- Post in Discussion: Nietzsche's *Beyond Good and Evil*

Sunday

- Complete Homework: Nietzsche's *Beyond Good and Evil*
- Respond to Discussion: Nietzsche's *Beyond Good and Evil*

Week 14

Wednesday

- Read: excerpt from Sartre's *Existentialism is Humanism*
- Take Video Lecture Quiz: Sartre's *Existentialism is Humanism*
- Post in Discussion: Sartre's *Existentialism is Humanism*

Sunday

- Complete Homework: Sartre's *Existentialism is Humanism*
- Respond to Discussion: Sartre's *Existentialism is Humanism*

Week 15

Wednesday

- Read: excerpt from Beauvoir's *The Second Sex*
- Take Video Lecture Quiz: Beauvoir's *The Second Sex*
- Post in Discussion: Beauvoir's *The Second Sex*

Sunday

- Complete Homework: Beauvoir's *The Second Sex*
- Respond to Discussion: Beauvoir's *The Second Sex*

Week Finals Module

Wednesday

- Project Existentialism

Resources

[Student Information Desk](#) is available in person or via Zoom

[Canvas Student Guide](#) is available to search for any questions regarding Canvas

Amending the Syllabus

Amendments and changes to the syllabus, including evaluation and grading mechanisms, are possible.

The instructor must initiate any changes to the full class and then distribute them in writing to all students and via Canvas messaging.

Help with Posting Syllabus in Syllabus Section of Canvas

Note: Instructors may post their syllabus in other places too, but at minimum it must be posted using the Syllabus tool in Canvas.

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Syllabus

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▼ Course Orientation Module--Start Here!

Welcome Page

Syllabus Information

Communication Expectations

Grading Policies

Getting to Know You

▼ Week 1

Monday

Overview: Plato "The Republic"

Reading: Plato "The Republic"

Collaborative Activities

Collaborative Activity: "Build-a-Bot Challenge"

Objective

Collaboratively design and build a simple chatbot using Python. This bot should respond to user input with pre-programmed logic (e.g., keyword detection, simple decision trees). Students will use GitHub for version control and collaboration.

Tools and Skills Involved

- Programming Language: Python
- Version Control: Git/GitHub (basic commit, push, pull, branching)
- Communication: Asynchronous (Canvas Messages, Slack, Discord) or synchronous (Zoom, Google Meet)
- Skills: String handling, control structures, basic I/O, teamwork

Steps

1. Team Formation & Planning (Days 1–3)
2. Instructor assigns teams or allows students to self-select.
3. Each team creates a shared GitHub repository.
4. Students meet virtually to brainstorm:
 - a. Bot purpose (e.g., "Study Helper Bot" or "Joke Bot")
 - b. Conversation flow (flowchart or outline)
 - c. Individual roles (e.g., frontend, backend, testing, documentation)
5. Design & Implementation (Days 4–10)
6. Students write modular code (e.g., input handler, response generator).
7. Use GitHub to track changes and assign issues
8. Teams conduct one mid-project sync (via video or discussion board) to debug and re-align.
9. Testing & Documentation (Days 11–13)
10. Teams test functionality, handle edge cases

Create a README with:

- Setup instructions
 - Bot purpose
 - Who did what
 - Known issues / future ideas

Submission & Peer Reflection (Day 14)

- Submit GitHub repo link and short demo video (screen capture with narration).
- Each student completes a brief reflection on team process and what they learned.

Assessment Criteria (Total: 100 pts)

Component	Points
Functionality of chatbot	30
Code organization and readability	20
Effective use of GitHub	15
Teamwork and collaborations	15
README and documentation	10
Individual reflection	10

Learning Outcomes

By the end of this activity, students will be able to:

- Apply basic programming structures to solve a problem
- Use GitHub for collaboration and version control
- Communicate and delegate effectively in a remote team and reflect critically on their own contributions and learning

Real-World Projects

Project Title: “Community Snapshot: A Sociological Field Study”

Objective

Students will apply core sociological concepts (culture, norms, socialization, social institutions, inequality, etc.) by conducting an observational and interview-based study of a local community, institution, or social group. The goal is to connect theory with real-life social behavior and structures.

Project Components

1. Choose a Social Setting (Week 2)

Each student selects a real-world social environment to study. Examples:

- A local park
- A neighborhood or street
- A place of worship
- A food bank or shelter
- A barbershop or salon
- A public library
- A fast-food restaurant
- A local protest or community meeting

2. Conduct Observations (Weeks 3–5)

Spend 2–4 hours observing the space across at least two visits. Take notes on:

- Social interactions and group behavior
- Use of space and physical layout
- Visible norms, values, or rules (formal or informal)
- Demographics and social roles

3. Conduct Interviews (Weeks 4–6)

Interview 1–2 people who are part of the setting:

- Workers, volunteers, patrons, or residents
- Ask about their role, routines, community dynamics, challenges, or changes over time

4. Sociological Analysis (Weeks 6–8)

Use at least three core concepts from the class to analyze your observations/interviews. Possibilities include:

- Social norms and deviance
- Social stratification or inequality
- Race, class, gender
- Roles and status
- Cultural values and symbols
- Social institutions

5. Present Findings (Week 9)

- Students may present their finding as either a short paper or a video presentation.
- Short Paper (3–5 pages) summarizing setting, findings, and sociological analysis
- Video Presentation (5–7 minutes) with visual support (poster, PowerPoint, or photos if appropriate)

Learning Outcomes

By the end of the project, students will:

- Apply foundational sociological theories and vocabulary
- Develop observation and interview skills
- Understand social phenomena in their community
- Reflect critically on how institutions and identities shape everyday life

Peer-Review Opportunity/Assignment

Peer-Review Assignment: Interpreting and Presenting Statistical Data

Overview

In this assignment, you'll create a short statistical report or infographic based on a real-world dataset and participate in a peer-review exchange with two classmates. You'll apply statistical concepts, give constructive feedback, and reflect on your own learning.

Objectives

By completing this assignment, you will:

- Practice analyzing and interpreting descriptive statistics
- Improve communication of quantitative data
- Develop critical thinking through evaluating peer work
- Engage with real-world data and peer perspectives

Part 1: Create a Statistical Report or Infographic

Choose a dataset from a provided list (or get approval for your own). Create a short report or visual that includes:

1. Title and Description of Dataset
 - What is the dataset about? What questions are you exploring?
2. Descriptive Statistics: Include at least three of the following:
 - Mean
 - Median
 - Mode
 - Range
 - Standard deviation
 - Frequency tables or graphs
3. Graphical Representations
 - Include at least one chart or graph (bar graph, pie chart, histogram, box plot, etc.)
4. Brief Interpretation
 - Write 1–2 paragraphs explaining what the numbers and visuals tell you. What's interesting or surprising?
5. Submit: Upload a PDF, Word doc, or image-based infographic by [Insert Due Date]

Part 2: Peer Review (2 Peers Assigned)

After the submission deadline, you'll be automatically assigned two classmates' projects to review. You will:

- Review their work using the provided rubric
- Answer three feedback question
- Submit your reviews by [Insert Due Date]

Peer Feedback Questions

1. What was the strongest aspect of this project? Why?
2. Was the statistical interpretation clear and accurate? If not, what could be improved?
3. Suggest one additional insight, improvement, or question the student could explore.

Rubric for Reviewing Peers (10 points per review)

Criteria	Excellent (2 pts)	Satisfactory (1 pt)	Needs Work (0 pts)
Dataset clearly introduced	Clear and relevant	Adequate	Unclear or missing
Stats calculated correctly	Accurate and relevant	Mostly accurate	Multiple errors
Graphs/charts well chosen	Effective visual	Somewhat useful	Unclear/confusing
Interpretation of data	Insightful and clear	Basic	Misleading or unclear
Quality of feedback given	Thoughtful and helpful	Somewhat helpful	Vague or unconstructive

Grading (Total: 30 Points)

Component	Points
Submitted Report or Infographic	10 pts
Two Peer Reviews Completed	10pts
Quality of Feedback	10 pts

Submission & Review Platform

- Use the Peer Review tool in Canvas to upload your work and complete reviews.
- Be respectful and constructive, your classmates are learning just like you.

Media or Research-Based Projects

Art in Context: Then and Now

Project Overview

In this project, students will explore the relationship between a historic artwork and its modern relevance. Students will select one work of art from a designated historical period and create a multimedia presentation or research report that analyzes its original context and how its themes, forms, or ideas echo in today's world.

Project Objectives

By completing this project, students will:

- Apply art historical methods to analyze a specific work of art
- Demonstrate understanding of cultural, political, and social context
- Make meaningful connections between past and present
- Develop media literacy or academic research skills

Project Options

Choose one of the following formats:

Option A: Multimedia Presentation (Media-Based)

Create a 5–7-minute video, narrated slideshow, or digital story that includes:

1. Introduction to the Artwork
 - Title, artist, date, medium, location
 - High-quality image(s) of the artwork
2. Historical Context
 - Cultural/historical background
 - Purpose or function of the work
 - Artistic style and movement
3. Formal Analysis
 - Use of line, color, form, space, and composition
 - Iconography or symbolism (if applicable)
4. Contemporary Connection
 - Compare the work's themes to a current issue or modern artwork
 - Explain how the past helps us understand the present
5. Sources
 - Cite at least three credible sources in either MLA or APA style

Option B: Written Research Project (Research-Based)

Write a 3–5 page paper (double-spaced, 12 pt font) that includes the same five sections above.

Use formal academic tone, with at least three cited sources.

Possible Themes/Connections:

- Ancient Egyptian funerary art → Modern memorial design
- Renaissance religious painting → Visual storytelling in digital media
- Baroque drama → Political art in protest movements
- Japanese woodblock prints → Modern illustration and anime aesthetics
- African sculpture → Influence on 20th-century modernism
- (Or propose your own!)

Submission Requirements

- Upload video/slideshow link or Word/PDF document to Canvas
- Include a title slide or page, citations, and your name

Suggested Timeline

Week 2	Choose your artwork and format
Week 3	Conduct research and gather sources
Week 4	Draft outline or script
Week 5	Create/edit video or write first draft
Week 6	Submit final project & peer feedback

Grading Criteria (100 Points)

Artwork Description & Context	20 pts
Formal Analysis	20 pts
Contemporary Relevance	20 pts
Use of Media/Structure	15 pts
Source Integration & Citation	15pts
Clarity, Creativity and Effort	10pts

Examples of Offering Individualized Opportunities

Example Remedial Assignment:

MLA Formatting Practice Workshop

Title: *Fix the Format: MLA Tune-Up Assignment*

Objective:

To help students identify and correct common MLA formatting errors in citations, in-text references, and paper formatting (headers, margins, etc.).

Instructions:

1. Review the MLA Style Resources:

- Watch the video "MLA Format (8th/9th Edition) – Everything You Need to Know" (link provided in the Canvas)
- Read Purdue OWL's "MLA Formatting and Style Guide" overview

2. Correct the Sample Paper:

- Download the provided one-page sample research paper draft. It contains **at least 10 MLA formatting mistakes**, including:
 - Incorrect header
 - Misaligned margins
 - Incorrect or missing in-text citations
 - Incorrect Works Cited page format
- Using "Track Changes" or comments (if using Word or Google Docs), **identify** and **correct** all the formatting errors

3. Short Reflection:

- In 100–150 words, briefly explain:
 - Two MLA rules you were previously confused about
 - One MLA rule you now understand clearly and will remember for your own paper

Submission Requirements:

- Upload the corrected version of the sample paper with annotations or tracked changes.
- Submit your reflection as a separate document or text entry.

Example: Advanced Learner Assignment:

Annotated MLA Model & Peer Help Opportunity

Title: *MLA Mastery & Mentor Task*

Objective:

To allow advanced learners to solidify mastery of MLA format and contribute to the class community through peer education.

Option A: MLA Formatting Guide Creation

1. Create a Student-Friendly MLA Reference Guide

- Develop a one-page **visual guide** (infographic or document with headings) explaining MLA formatting essentials, including:
 - Header and pagination
 - Title format
 - In-text citation examples
 - Works Cited formatting
 - Common mistakes to avoid
- Make it creative and visually organized. You may use Canva, Google Slides, Word, or another tool.

2. Submit and Share

- Submit the guide to the instructor and post a copy in the class forum for others to use
- Optional: Record a 2–3 minute video walkthrough of your guide

Option B: Peer Review Mentor Role (Extra Credit)

1. Volunteer to Provide MLA Feedback

- Provide helpful MLA formatting feedback on **two classmates' draft research papers** using a checklist provided by the instructor
- Focus on formatting, citation structure, and Works Cited page

2. Mentor Reflection

- Write a brief 150-word reflection on what you learned by helping your peers and what common MLA errors you noticed

Credit: “Examples of Remedial and Advanced Assignments for an MLA assignment” prompt. *ChatGPT*, OpenAI, 25 July. 2025, chat.openai.com.

Appendix C: Preparation Checklist Resources

Please note that in order to preserve the overall navigational structure of the DE Handbook, the following examples are provided without embedded heading styles and structure applied. When using any of the examples as a template, make sure to add in the correct corresponding headings.

Content Navigation – Headings

Heading structure must be used consistently across Canvas and all instructional materials (Header 1, Headers 2, etc.) Headings can be styled in any number of ways, but use of varying fonts, colors, and formatting (bold/italics) alone are not sufficient if not using proper heading structure. Ensure headings and titles have unique labels – avoid duplicating language.

“Essentially, headings provide an outline of the information presented in your digital content. Remember that headings are not only a visual cue, they are an important element of accessibility that users with assistive technology rely on to navigate content. For example, the heading structure organization of a page might be:

- Heading 1 = Page Title
 - Heading 2 = Independent Main Topic
 - Heading 3 = Subtopic of Heading 2
 - Heading 4 = Subtopic of Heading 3
 - Heading 2 = Main Topic 2
 - Heading 3 = Subtopic of Heading 2

In order to maintain a logical order for all users, it is important to not skip over heading levels” ([CCCAC, 2025](#)). Both Canvas and all programs in Microsoft 365 have the tools to insert proper heading structure easily.

*The content example was taken from the free [CCCAC Building Accessible Structure Canvas course](#) in the “Accessible Heading Structure Lesson.” For a brief video explanation of the importance of headers watch the [“How to Create Better Heading structures”](#) video by the CCCAC.

List Structure Example

Use “Numbered List” (for ordered lists) and “Bullet” tool (for unordered lists).

“When we talk about lists within the context of accessibility, we are talking about using alphabetic, numerical, or bulleted lists to structure related ideas, outline steps in a process, or group and prioritize. Lists use indentation and increased white space to visually set lists apart from the paragraph. This visual structuring helps reduce cognitive load for readers.

While it may be tempting to use the list format merely for visual appeal or to call out an important point, this is not an accessible way to use the lists. Lists should only be used to present related ideas (bulleted) or concepts that have a hierarchy or that follow a step-by-step process (numbered).

Lists should:

- Have a minimum of 2 items
- Use bullet points for lists where sequence is irrelevant
- Use numbers or letters when sequence is important (like a step-by-step process to log into this course)
- Always be formatted using the built-in list function in the software you are using.

For example, in this recipe for peanut butter and jelly sandwich triangles, the ingredients are listed in an unordered list (bulleted) however the preparation instructions are given in a sequential order (numbered).

Ingredients

- Bread (2 slices)
- Peanut butter (two tablespoons)
- Jelly (one tablespoon)

Preparation Instructions:

1. Spread peanut butter on one slice of bread.
2. Spread jelly on one slice of bread
3. Place two slices together with peanut butter and jelly facing each other
4. Cut the sandwich in half diagonally from one corner to the opposite corner, creating two triangular halves.
5. Enjoy!” ([CCCAC](#), 2025)

Language regarding creating list structure has been taken from the [CCCAC Building Accessible Structure Canvas course](#) in the Accessible List Structure lesson offered by the [CCCAC](#). This micro course is

available to you for free and has a brief video explaining accessible lists entitled, [“Introduction to Accessible Lists and a Screen Reader Demo.”](#)

Descriptive Links

“Providing clear contextual link text is essential for digital content accessibility. It creates a more equitable experience for various users, such as those who are low vision or blind and use screen readers, Neurodivergent users, and individuals with motor disabilities. Unambiguous links can help reduce cognitive load, confusion, and physical effort required to find and select links. It’s common for well-intentioned authors to use linked text instead of long, often unintelligible URLs. However, while this addresses the problem of lengthy meaningless URL text, it’s equally important to choose the right text to link. This ensures that links are meaningful, accessible, and comprehensible.

Accessible links are descriptive and include information about where the link is going (which website) and what will be viewed (why is the link provided), and/or what happens when the link is selected? For example, does the link redirect to a document (docx) or a PDF file (pdf)? Creating accessible links is beneficial for all users, but vital for those using assistive technologies or alternate access methods. Accessible links are descriptive links. Hyperlinks should provide descriptive link text that clearly identifies the purpose or destination of the link and offer vital cues that aid end users in deciding which links to pursue. Guidelines for accessible links:

- Identify the purpose or function of the hyperlink as part of the hyperlink name.
- Be as descriptive as possible without being overly long.
 - A screen reader user will have to listen to the whole link before moving to the next link on the list.
- Integrate the link into your sentence.
 - Sighted users will see the link and screen readers will hear the link.
- Ask yourself when writing a length text, ‘Will the reader know where they’re going just by the link text alone?’
- Do not use the same link text on links that open to different sources.
 - Individuals using screen readers or keyboard navigation rely on link text to understand the purpose of a link. When the same link text is used for different destinations, it can confuse users, making it difficult to determine which link corresponds to their intended action” ([CCCAC](#), 2025).

*Language regarding accessible links has been taken from the CCCAC Creating Accessible Links free Canvas course. This micro course is available to you for free and has a brief video explaining accessible lists entitled, "[Hyperlinks Concept](#)" and the video "[Write more Accessible Link Text.](#)"

Color Contrast and Visual Text Formatting Example

Ensure color contrast between background and text passes the [Color Contrast Checker](#).

“It is a federal requirement that all “digital content must be able to be understood with or without the use of color; the ability to perceive color cannot be the only way that your users/students understand the material. You might ask, “But won’t all my materials be really boring without color?

" The key is not to avoid color entirely, but to ensure that color is not the only way to distinguish the information” ([CCCAC](#), 2025). In the example below, information would be lost to a color blind user if using only color for emphasis.

Original

Discussion Due: Green
Quizzes: Blue
Final Project: Red

Assignment Due Dates

Week 1	Week 2	Week 3	Week 4
Green	Green	Green	Green
	Blue		Blue
			Red

Example of how this might look to someone with Red-Blindness

Discussion Due: Green
Quizzes: Blue
Final Project: Red

Assignment Due Dates

Week 1	Week 2	Week 3	Week 4
Olive	Olive	Olive	Olive
	Dark Blue		Dark Blue
			Olive

Pilestone Color Blind Vision Simulator

[www.pilestone.com](#)

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Instead, try using color and shape to distinguish information:

Original

Discussion Due: Green triangle
Quizzes: Blue circle
Final Project: Red square

Assignment Due Dates

Week 1	Week 2	Week 3	Week 4
▲	▲	▲	▲
	●		●
			■

Example of how this might look to someone with Red-Blindness

Discussion Due: Green triangle
Quizzes: Blue circle
Final Project: Red square

Assignment Due Dates

Week 1	Week 2	Week 3	Week 4
▲	▲	▲	▲
	●		●
			■

Pilestone Color Blind Vision Simulator
www.pilestone.com

*Language regarding the use of color has been taken from the [CCCAC Accessible Stylings: Color Use, Color Contrast, & Fonts](#) free micro Canvas course in the “Use of Color” lesson offered by the [CCCAC](#).

Images and Alternative Text Examples

“Images not only provide visual appeal to our pages, but they can also convey important information. Users with disabilities need **comparable** access to the same information as someone without a disability. When including an image that conveys information, not just one for visual appeal, include alt text to ensure a comparable experience. Alt text enables users who are blind or have low vision, as well as those using screen readers and other assistive technologies like refreshable braille displays, to access and understand image content. In digital content, images serve various purposes—from enhancing engagement to conveying vital information. This distinction categorizes images into two primary types: decorative and informational.

For example, many pages in a course have a banner at the top of the page. This banner is purely to break up the text on the page and provide visual appeal: An end user who is blind or has low vision who may not be able to see it, is not missing out on any information by not being able to see the banner (this is considered a decorative image). If the banner included text or other information related to the page, then

alt text would need to be included to make sure that users utilizing assistive technologies are able to access that same information (this would be considered an informational image).

As you review the list of recommended best practices below, remember that this is not a comprehensive action checklist, but a reference guide to remind you of key practices as you create alt text for your informational images.

- **Be equivalent.** The alt text should convey the same content and unique information provided by the image.
- **Be succinct.** Alt text should be concise without losing meaning: aim for one sentence or two at the most. Writing good alt text is an art that takes practice. You might wonder, "Why only one or two sentences when the alt text box allows for more?"
 - Fewer words result in a better end-user experience, particularly for users with assistive technologies like screen readers.
- **Avoid redundancy.** Do not include phrases like "image of" or "graphic of." Assistive technologies like screen readers already announce to a user that the object is an image so including words like "image" results in a poor user experience.
 - One important caveat: if the medium of the image is an important aspect (such as a photograph or oil painting), then the medium should be included. For example: When describing an artwork, you might say, "Oil painting by Vincent van Gogh."
- **Exclude** file extensions such as .jpg or .png. Focus on describing the content, not the file type. This does not add meaningful information about the image content and can be distracting or confusing for users, especially those relying on screen readers. The primary purpose of alternative text is to describe the image's content and function, not its format ([CCCAC](#), 2025)."

*Language regarding alternative text was taken from the [CCCAC Alternative Text for Images](#) free micro Canvas course offered by the [CCCAC](#). Consider watching the "[Intro to Alt Text video](#)" from this course or another quick video on [alternative text](#) provided by PopeTech.

Example of Embedded Materials, Assignments, and Instructions

Philosophy B9

Paper 1 Information



Readings

[Paper 1 Instructions](#) ↓



Lectures

Paper 1 Instructions Video

A

Paper 1 Instructions Video

Copy link

REQUIREMENTS

- 700 words minimum (no maximum), typed, double spaced, 12 point font, submitted as PDF on Canvas
 - Papers that do not reach the requirements for papers that are not double spaced will be deducted points.
- Must include a minimum of 5 credible sources, 1 of those sources should be academic sources.
- Students should use MLA format for citations and works cited page.
- No cover sheet is necessary.

Watch on  YouTube



Example

[Paper 1 Example](#) ↓



Citation Help

[MLA Citation Guides](#) ↗



Assignments

[Paper 1 Submission](#)

◀ Previous

Next ▶

Tips for Video Content

Do:

- Create your own class content videos, ideally with you in the screenshot or at least with your voice
- Chunk videos into 10-15 minutes
- Confirm closed captioning is correct and accurate
- Offer accurate transcripts of video
- Title videos with clear descriptions of content (e.g., "Preparing for a job interview" rather than "Lecture 10 Part 3")

Don't:

- Rely solely on YouTube videos created by another source to teach class content
- Make long videos
- Assume auto-generated closed-captioning is correct and accurate

Appendix D: Implementation Checklist Resources

Please note that in order to preserve the overall navigational structure of the DE Handbook, the following examples are provided without embedded heading styles and structure applied. When using any of the examples as a template, make sure to add in the correct corresponding headings.

Expectations Samples

Participation Expectations

Welcome to Physical Science! Since this is an asynchronous course, you can complete the work on your own schedule each week—but active participation is still essential for your success. Below are the expectations for how you should engage with the course:

Weekly Engagement Requirements

To stay on track and meet course objectives, you are expected to:

- Log in to Canvas at least 3 times per week to check announcements, access materials, and complete assignments.
- Participate in discussion boards by making at least:
 - One original post (by Wednesday 11:59 PM)
 - Two thoughtful replies to classmates (by Sunday 11:59 PM)Quality matters more than quantity—explain your reasoning, ask questions, and make connections to the course material.

Communication Expectations

- Check your Canvas inbox regularly for messages and announcements.
- If you have questions or get stuck, please reach out early! You can:
 - Post in the “Help & Questions” discussion board
 - Email me directly
 - Attend Zoom office hours (link and times are posted in the syllabus)

Remember:

You are not learning alone, even though this is an online course. Your questions, insights, and ideas help build a learning community. Science is a collaborative process—and your voice matters!

Examples of Announcements

Reminder: If you are using Announcements to meet RSI requirements, “substantive” means the content must be course-specific, not simply assignment reminders or due dates.

International Relations 100

Welcome to Week 2!

You made it to Week 2!

I am really happy to see such a strong start to our first week.

Here are some things to keep in mind as we begin this week:



Paper 1

Thank you to everyone who submitted their Paper 1 assignment on time. I will be grading and returning those throughout this week.

- If you have not submitted Paper 1, please remember student may submit late papers for a point deduction each day they are late up to the last late deadline specified on the Paper 1 assignment.
- Please don't hesitate to reach out if for help on late papers!

Paper Feedback

- To see my written feedback on a laptop go to the Paper 1 assignment. Near the bottom of the page, you will see an attachment below the Comment Box. Students may open that attachment to view my written feedback.
- To see my written feedback on the Canvas App, please see the [How to View My Written Feedback on Canvas App](#) page.



Content

We are starting the ethical theories and philosophical content this week. Some readings are easier than others. Please reach out if you need help.

- Reminder: Students can always rewatch the lecture videos in the [Lecture Videos Modules](#).



Looking Ahead

All future papers will be argument papers, much like you all did for the “What's in the Pudding?” Argument Reconstruction assignment. Similar to how students argued in support of covert medication or against covert medication, student papers will now focus on making arguments in support or in opposition of your contemporary ethical issue.

Keep up the stellar work, and if you need me, please always feel free to reach out to me.

Subject: Week 3 Update: Great Work + What's Coming Up!

Hello everyone,

I wanted to take a moment to recognize the thoughtful work many of you submitted last week—especially in your discussions on attachment theory. It's clear that you're engaging deeply with the material, and I really appreciated seeing how many of you made connections between theory and real-life caregiving practices. Your reflections showed growth and critical thinking—keep it up!

Looking ahead, this week you'll begin working on Assignment #3: Observing Developmental Milestones, which is due Sunday by 11:59 PM. Please be sure to review the instructions carefully and start early if possible—it involves observation and reflection, so planning ahead will help.

If you're feeling stuck or just want to talk through the material, please don't hesitate to reach out! I'm here to help. You can message me directly, attend Zoom office hours (Thursdays, 2–3 PM), or take advantage of Student Support Services like the Tutoring Center and the Writing Center.

You're doing great—keep asking questions, engaging in discussion, and taking care of yourselves. I'm proud of the effort I'm seeing and excited to continue learning with you this week!

Warmly,
Professor Shelly

Tips for Announcements

Do:

- Include information about the content of the class (e.g., resources for upcoming assignments, reflecting on what went well on past assignments, looking ahead)
- Title Announcements to invite student engagement (e.g., "Learn how to ace the midterm!" or "Do you want to do better on the midterm?")

Don't:

- Use Announcements as reminders only

Sample of Comprehensive Feedback in Discussion

Part I: Personalized Recognition of Work

Hi Rita,

Thank you for your thoughtful post! You did an excellent job choosing servant leadership as your focus and applying it to a real-world example with Howard Schultz. Your reference to Starbucks' employee-centered initiatives like healthcare and education benefits is a great way to demonstrate how servant leadership can be operationalized in a corporate context.

Part II: What Went Well

What stands out is your connection between leadership style and organizational culture. You're absolutely right that servant leadership may not appear as bold or aggressive as other models, but its strength lies in its long-term impact on trust, morale, and retention—especially important in today's competitive labor markets.

I also appreciate your self-reflection. Recognizing your own inclination toward supportive and empathetic leadership shows strong emotional intelligence. If you're interested, you might explore how servant leadership can also be combined with other styles—like transformational leadership—to influence both people and performance outcomes.

Part III: Constructive Feedback

One suggestion: in future posts, consider incorporating a brief reference to course materials or authors we've read. For instance, citing Greenleaf (who originally coined "servant leadership") or a concept from this week's reading would help reinforce your academic grounding and make your post even stronger.

Part IV: Encouragement

Overall, you've done a great job applying theory to practice and reflecting on your own leadership values. Keep up the great work!

Best,
Professor Ortega

Samples of Comprehensive Feedback on Submitted Work

Assignment: Macronutrient Analysis – 3-Day Food Diary

Hi Kimberly,

Thank you for submitting your 3-Day Macronutrient Analysis assignment! You put in a solid effort, and I appreciate the attention to detail you showed in both your food tracking and your reflection.

Strengths

October 2025

Approved by Senate 10/2025

- You provided a clear and well-organized breakdown of your daily intake, and it was great to see how you used a reliable tracking tool (e.g., MyFitnessPal or Cronometer) to gather your data.
- Your comparison to the USDA Dietary Guidelines was insightful—especially your observation about exceeding daily saturated fat recommendations while falling slightly short on dietary fiber. This kind of self-awareness is exactly what this assignment is designed to encourage.

Suggestions for Improvement

- While you identified that your protein intake was higher than recommended, it would have been helpful to dig a bit deeper: were these proteins coming mostly from plant or animal sources? Adding that detail could help you assess overall nutrient quality (e.g., saturated fat, iron, fiber).

Overall

- You're developing a strong foundation in nutrition science and demonstrating a growing ability to connect your habits to broader dietary principles. Keep practicing your analysis and reflection skills—they will be essential if you're planning to work in health, wellness, or food-related industries.

Great work, Kimberly! Let me know if you'd like help planning some realistic dietary changes or using your data to set new goals. I'm happy to meet during virtual office hours if you want to review your report together.

Warmly,
Dr. Nishitani

Credit: "Nutrition Assignment Feedback" prompt. *ChatGPT*, OpenAI, 25 July. 2025, chat.openai.com

Feedback Tips

Do:

- Note where feedback can be found (e.g., in Canvas rubric, Speedgrader, third-party service)
- Personalize feedback, commenting on strengths and/or areas of improvement
- Provide meaningful feedback to every student at some point over the course

Don't:

- Only include feedback in third-party or publisher content
- Only offer generic feedback (e.g., "good work," "nice job")
- Only give feedback to a few students

Examples of Comprehensive Comment Boxes or Rubrics

Assignment Rubric: Chicano History Essay/Project (Total: 100 Points)

- **Thesis and Argument (25/25 points):** Your thesis about the role of the Chicano Movement in shaping educational reform was clearly articulated and supported throughout the essay. Excellent job staying focused.
- **Use of Historical Evidence (20/25 points):** You did a great job incorporating examples like the East L.A. Walkouts and the contributions of Sal Castro. Consider expanding on how these moments influenced current educational policies.
- **Organization and Clarity (17/20 points):** The structure was clear, with strong transitions between paragraphs. One suggestion: try using more topic sentences to guide the reader through your argument.
- **Analysis (20/20 points):** I appreciated your nuanced take on how cultural identity and activism intersect. You moved beyond surface-level description and offered meaningful insights.
- **Mechanics and Format (8/10points):** The paper was generally clean and well-formatted. Just be sure to italicize book titles and double-check your citations next time.

Assignment Comment Box

Ginger, this was a strong and thoughtful submission. You clearly understood the historical context and conveyed your argument with clarity and purpose. Your use of specific historical events and figures helped ground your analysis, and you demonstrated an ability to critically engage with the material. Keep pushing your analytical thinking even further by drawing more connections to contemporary issues and incorporating more scholarly sources where appropriate. Great work—you're showing strong academic growth in this course!

Examples of Non-Required Opportunities for Student Communication

Example 1: A Help/Student Lounge Discussion Board

This is a space for students to ask questions and get answers from their peers and from me. I will answer questions, but students are encouraged to answer as well.

I will leave this discussion board open all semester. Feel free to engage with each other regarding questions you might have about the class, assignments, technology regarding Canvas or theater in general.

Recommendation: Pin the Help/Student Lounge Discussion so it always appears at the top

Example 2: Getting to know you/fun topic Discussion Board

[for a musical theatre class] What's your favorite musical and why?

Fun Discussion Topics:



Anna Collins (She/Her) AUTHOR | TEACHER

Created May 25 6:20pm | Posted May 25 6:20pm

Philosophy B9

Classroom Chatter (OPTIONAL)

In face-to-face and in-person classes, there are natural times before and after class for students to chat--about class, about hobbies, about life. Here is an opportunity for students to chat with each other (and me) as we might while waiting for an in-person class to begin.

Classroom Chatter is OPTIONAL. It is NOT required and NOT worth any points.



Topic:

If you could tame and domesticate any wild animal as a loyal pet, what animal would you choose?

Reply



Anna Collins (She/Her) AUTHOR | TEACHER

May 25 6:51pm | Last edited Jul 27 6:59pm

[View History](#)

A panda. I'd love to just eat snacks and watch TV with this couch potato.



[Reply](#)

[Mark as Unread](#)

Study Group Discussion

For this week's upcoming paper assignment, here is a place for students to brainstorm, peer review, and get feedback from their classmates.

Note: This discussion is non-graded.

Social Annotation of Readings

Give students a space to “annotate parts of an article where they are making connections, asking questions, inferring, synthesizing, visualizing, and determining importance. This validates their cultures and language and capitalizes on it by using their background knowledge as a window to learning new content” (“Beyond Discussion Forums”).

Credit: “Beyond Discussion Forums: Asynchronous Student-to-Student Interaction Online.” *California Virtual Campus Online Network of Educators*. 25 July 2025.

<https://onlinenetworkofeducators.org/beyond-discussion-forums-asynchronous-student-to-student-interaction-online/>

Tips for Discussions

Do:

- Participate regularly, posing questions, offering alternative viewpoints, connecting ideas, encouraging struggling students

Don't:

- Only post after the discussion is done

Notes on RSI and Discussions

Tips: Places to post activities for regular, effective contact among students

- Orientation Module
- Discussion Boards
- Embedded in Weekly Modules

Examples:

- Recommendations for scope of analysis
- Depth of critical thinking
- Types of sources to be used
- Other ideas to ensure cognitive involvement
- Craft meaningful discussion prompts

Effective: Assume one of the characters from this unit's novel, "The Grapes of Wrath". Speak from their point of view about one of the internal conflicts depicted in the story.

Ineffective:

- Share your thoughts about "The Grapes of Wrath"
- Keep discussion groups small to promote meaningful conversation and connections that can grow
- Sprinkle "get to know each other" activities throughout the class rather than just in the first week or two
- Encourage supportive (rather than competitive) student-to-student interactions: peer review, "share a tip" wiki pages, well-structured "real world" group projects
- All Discussions must use the Discussion tool in Canvas

Notes on RSI and Student-Initiated Contact

The purpose of encouraging student-initiated contact is to:

- Allow students to alert instructors of technical glitches
- Allow students to easily ask questions
- Allow some students who may feel reluctant to get in touch with the instructor (due to shy personality, cultural norms, bad previous experiences)
- Allows instructor to set and maintain a friendly tone by adding a welcoming statement or encouragement (e.g., "I look forward to hearing from you")

At minimum the contact information should include:

- Your name
- Your preferred contact methods
- Response time (48-hours, excluding Sundays and holidays, is expected)
- Tips: Places to post your contact information in multiple places
 - Home Page
 - Communication Policies Page
 - Orientation Module
 - Syllabus
 - Orientation/Getting Started Module
 - Announcements
 - BC email

In addition to the preferred contact methods, an email address should be provided in case there is an issue with Canvas.

Prompts and Materials

Do:

- Use prompts, assignments, and quiz questions specific to instructor's class and content

Don't:

- Use prompts, assignments, and quiz questions from online sources (e.g. Quizlet)

Appendix E: DE Instructor Online Resources

Academic Technology Resources

- [Academic Technology Support Request](#)
- [In-person and online Professional Development opportunities at BC](#)

Canvas Resources

- [Canvas Instructor Guides](#) – Addresses over 500 “How To” tasks
- [Instructor Getting Started Resources](#) – Addresses some general questions and answers about Canvas, the Teacher role, and links to resources to help you be comfortable with Canvas.
- [How do I add an announcement in a course?](#)
- [How do I view differentiated assignments with different due dates in a course?](#)
- [How do I use Chat as an instructor?](#)
- [How do I use the Syllabus as an instructor?](#)
- [How do I publish a course?](#)
- [How do I create a graded discussion?](#)
- [How do I reply to a discussion as an instructor?](#)
- [How do I use the Gradebook?](#)
- [How do I apply scores to ungraded assignments as an Instructor?](#)
- [How do I get to SpeedGrader from the Gradebook?](#)
- [How do I use SpeedGrader?](#)
- [How do I add a module?](#)
- [How do I create a new page in a course?](#)

Accessibility Resources

- [California Community Colleges Accessibility Center \(CCCAC\)](#)
- [Self-Paced Accessibility Courses](#) – CCCAC
- [WebAIM Accessible Document Training](#)
- [Elevate Course Design and Simplify Accessibility in Canvas](#) recorded webinars – Cidilabs
- [Accessible data visualizations](#) – PopeTech
- [Accessible Charts and Graphs](#) – Digital Accessibility Program at UC Berkeley

AI Resources

- [Academic Integrity Policies in the Age of Artificial Intelligence \(AI\) Resource Document Spring 2024](#) – Article from the ASCCC Senate Rostrum (Academic Senate for California Community Colleges)
- [Syllabi Policies for AI Generative Tools](#) – A crowd-sourced public document from other educators and curated by Lance Eaton
- [Chapman University’s Artificial Intelligence \(AI\) Hub](#) – contains policies, best practices, guidelines, and scholarly resources.
- [Mt. San Antonio College – Artificial Intelligence and Education Guide](#)

Pedagogy, CCC-Related Resources

- [Vision Resource Center](#) – The Vision Resource Center offers thousands of learning modules, including content specifically created for the California Community Colleges
- [California Virtual Campus Online Network of Educators](#) – Offers a wide range of professional development, including courses, workshops, webinars, and asynchronous resources
- [CCC Online Education Initiative Course Design Rubric](#)
- [The Universal Design for Learning Guidelines](#) graphic

Appendix F: OPI Checklist Alignment with ACCJC, OEI, and WCAG

The following list shows where each of the OPI Checklist items aligns with the rubrics for DE from ACCJC and OEI, as well as WCAG guidelines. A proposal for online teaching guidelines was made to BC's [Academic Senate](#) while the task force was concurrently in the research stage of this handbook, and that document has also been considered. In addition, all items on the checklist also align with the CCA contract, Article 4, Professional Expectations.

ACCJC Rubric Categories:

- Regular Interaction A: Regular and Predictable Engagement (RI-A)
- Regular Interaction B: Monitors success, engages students (RI-B)
- Substantive Interaction A: Direct Instruction (SI-A)
- Substantive Interaction B: Assessment and Feedback (SI-B)
- Substantive Interaction C: Provides Information & Responses to Questions (SI-C)
- Substantive Interaction D: Facilitates Group Discussions (SI-D)

OEI Rubric Categories:

- A: Content Presentation (A1-A14)
- B: Interaction (B1-B3)
- C: Assessment (C1-C8)
- D: Accessibility (D1-D16)

Please note, sub-bullet items on the checklist are not listed separately here due to space considerations. Alignments for sub-bullet items are noted with those on the parent bullet.

Organization Checklist Alignment

Class Structure

- Organize content into Modules (OEI A4, A5, C1, C2) (WCAG 3.2)
- Incorporate non-automated, instructor graded activities and assignments that encourage participation (e.g., Discussions) (ACCJC RI-A, RI-B, SI-B, SI-C, SI-D) (OEI B5)
- Identify places to include technology and resources that enhance learning (e.g., videos, readings, apps) (ACCJC SI-C) (OEI A8)

Communication

- Develop clear expectations regarding attendance, communication, and participation (ACCJC RI-A, RI-B) (OEI A12, B2)
- Create a detailed Communication Plan (ACCJC RI-A, RI-B) (OEI B2)
- Craft and deliver a Welcome Letter via email prior to the start of class (ACCJC RI-B) (OEI B1)

- Assemble a clear and detailed syllabus (ACCJC RI-A)

Preparation Checklist Alignment

Instructional Materials

- Post syllabus in Syllabus section of Canvas shell (ACCJC RI-A, RI-B) (OEI A7) (WGAC 3.2)
- Create page with links to student support services (OEI A7, A13, A14)
- Create individualized content rather than relying on publisher content (ACCJC RI-A, RI-B) (OEI C1)
- Incorporate culturally competent strategies (ACCJC SI-A) (OEI B5)
- Save class materials in common file types (doc, .ppt, .jpeg, .pdf) (OEI A8)
- Present content on Canvas and materials in a logical manner to facilitate navigation (OEI A4, D1) (WCAG 1.1, 1.3, 1.4, 2.3, 2.4, 2.5, 3.2, 3.3)
- Guidelines for written content on Canvas or embedded documents (OEI D1, D2, D4, D5, D6, D8, D9, D10, D11) (WCAG 1.1, 1.3, 1.4, 2.4)
- Use Images wisely when included (OEI D5, D7) (WCAG 1.1, 1.3, 1.4)
- Include links to relevant additional content or resources (OEI D3) (WCAG 1.1, 2.4)
- Offer individualized learning opportunities (e.g., remedial activities, resources for advanced learners) (ACCJC RI-B, SI-B, SI-C) (OEI A10, C7) (WCAG 3.1)
- Include collaborative activities (graded or nongraded) (ACCJC RI-b, SI-B, SI-C, SI-D) (OEI B5, C3)
- If supplementary publisher-created content is included (OEI A9)
- Embed all materials, assignments, and instructions for how the students are expected to engage with materials (ACCJC RI-A, RI-B, SI-B, SI-C, SI-D) (OEI A8, A9)

Media

- Include a wide variety of delivery media (video, lectures, podcasts, forums, etc.) (OEI A8, A9)
- Incorporate multimedia responsibly. Canvas does not have the capability to allow students to stop or pause media that auto-plays. Avoid using media that plays automatically (animations, gifs, etc.) on Canvas pages (OEI A8, D12, D13, D14, D15) (WCAG 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3)
- Embedded or linked media (OEI A8, D12, D13, D14, D15) (WCAG 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3)

Assessments

- Decide on and create appropriate assessments of various types, both formative and summative (ACCJC SI-B) (OEI C1, C2, C3)
- Schedule frequent assessments at regular intervals throughout the class (OEI C3)

- Time limits on timed work are adjustable if needed (WCAG 2.2)
- Incorporate strategies that will yield equitable student outcomes (ACCJC RI-A) (OEI C3, C7)
- Write instructions clearly to ensure understanding (ACCJC RI-A) (OEI C6) (WCAG 3.1, 3.2)

Implementation Checklist Alignment

Instructor Responsibilities

Prior to class start:

- Run accessibility checker on Canvas before publishing (OEI D11)
- Publish Canvas class by 12:00am on Saturday classes begin (OEI B1)
- Post Welcome Letter or video (ACCJC RI-A) (OEI B1)
- Follow the Communication Plan for the semester (OEI B1, B2)
- List software and technology required for student use outside of Canvas with links to where they can be captured and installed (OEI A14)
 - Ensure FERPA requirements in regards to confidential student information will be maintained (Family Educational Rights and Privacy Act)

The first few weeks:

- Respond to student communications within 48-hours with ideas and detailed information and ideas. (ACCJC RI-A, SI-B, SI-C) (OEI B3)
- Set norms of messaging set after or before a certain time. Set these expectations from the start of class and be consistent (ACCJC RI-A, SI-B, SI-C) (OEI B3)
- Send reminders of timelines and important class dates (ACCJC RI-A)
- Monitor student participation (ACCJC RI-B, SI-C) (OEI B6)
- Drop non-participating students by the census date (ACCJC RI-B, SI-C) (OEI B6)
- Ensure students with DSPS accommodations are met (CCA 4) (ADA)

For the duration of the class:

- ☐ Continue to regularly monitor participation and reach out to students who have not engaged with materials (ACCJC RI-A, RI-B) (OEI B6)
- ☐ Maintain an up-to-date gradebook in Canvas (e.g., grade assignments within 48-hours, default to zero for missing assignments) (ACCJC RI-A, RI-B) (OEI C4)
- ☐ Respond promptly and proactively to students' observed concerns and provide necessary support (ACCJC SI-B, SI-C) (OEI B2, B3, C4)

- Provide prompt personalized, detailed feedback on student coursework and assignments (e.g., written comments, video notes, detailed rubrics) (ACCJC SI-B, SI-C) (OEI C4, C5, C7)
- Create opportunities for students to provide anonymous feedback on the class (OEI A11)
- Use communication tools in Canvas as stated in Communication Plan (e.g., Announcements, Message Students Who) (ACCJC SI-A, SI-B) (OEI A7, B2)
- Track student engagement via Discussion forums with instructor and peer interaction (ACCJC RI-A, RI-B, SI-C) (OEI B4, B5, B6)
- Schedule and keep consistent office hours, per the CCA contract (ACCJC RI-A)
- Highlight positive connections with class content, assessments, and peers (ACCJC SI-B, SI-C, SI-D) (OEI B5)

Learner Engagement

- Actively participate in Discussions (ACCJC RI-A, RI-B, SI-B, SI-D) (OEI B5)
- Reliably and effectively ensure at least three of five communications each week (Announcements, video posts, feedback in Discussions, feedback on submitted work, comment boxes or rubrics) (ACCJC RI-A, RI-B, SI-B, SI-D) (OEI B2, B2, C5, C7)
- Give students the opportunity to engage in non-required communication weekly (ACCJC RI-A, RI-B) (OEI B4)
- Facilitate Student-to-Student communication weekly (e.g., Discussions, peer-to-peer feedback, chats, breakout rooms in Zoom, group activities/assignments) (ACCJC SI-D) (OEI B4, B5)
- Formally structure, explain, and facilitate at least two of the following contact points per week (content linked to SLO, communication on retention and reflection of content, collaborative activities, real-world projects, media or research-based projects, Discussions with consistent feedback from instructor, peer review opportunities) (ACCJC SI-D) (OEI B4, B5)
- Instructor feedback on assignments should be in Canvas Speedgrader or use of Comments section (ACCJC RI-B, SI-A, SI-B) (OEI C7)

