

Syllabus

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Contact Information

My number one priority is your success in this course, so I want to reinforce the many ways I'm available to you. The best way to contact me for non-emergencies is via the Canvas Inbox, but you can also contact me by email, text, or phone. In addition, here are a few important contacts you may need:

Name	Email address	Role
Facilitator		
CVC-OEI/@ONE Support	support@cvc.edu	Support for enrollment in courses, logging in to our instance of Canvas, and questions about OEI or @ONE.

Please use us as a resource, and we strongly recommend you click on the **Canvas help icon** on the navigation menu.

Course Description

Creating Accessible Online Courses provides an overview of accessibility within online courses, focusing on the skills you will need to make your course both technically accessible and usable to a broad range of students. The course covers how to use online tools, including your course management system (CMS), to create accessible resources, to retrofit existing resources, and to curate new resources. The focal point of the course is learning how to use editors (both in your CMS and in common software, such as Microsoft Word) to enhance accessibility.

Learning Goals

Outcomes

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

- Apply Universal Design concepts to the planning and design of your online course;
- Define accessibility and apply pertinent Federal, State, and District requirements to the planning and design of your online course;

- Identify barriers to access that impede student success;
- List campus resources available to assist you and your students with accessibility issues;
- Create accessible content within your CMS;
- Create accessible documents using Word, Google docs, PowerPoint, and/or PDF;
- Caption video;
- Check curated resources for accessibility using online tools.

Fulfills

This is an introductory course designed for users new to teaching online. Though it does not fulfill a requirement for any @ONE certificates, it's a terrific starting point for those interested in the *Online Teaching Principles Certificate*.

Duration: 4 weeks

Time Commitment: approximately 10-12 hours per week, for a total of 45 hours

Level of Difficulty: Beginning

Course Materials and Software

Textbook

You do not need to purchase any textbooks to complete the requirements for this course. All required reading will be available online from within the Canvas modules, either as online text, or available for download via PDFs.

You will have access to the course material for 30 days beyond the date the course closes. If you would like to keep material, Canvas pages print nicely!

Required Technology

Teaching and learning online is dependent on technology. The following sections provide basic guidelines for determining if you have the right equipment to support online learning and teaching, but we'd also like to caution that technology is dynamic, and needs may change dependent upon tools and resources you use.

If you're super comfortable troubleshooting technology, go for it! If, however, technology is not your passion, identify the campus instructional technology people that can help you, and keep their number handy.

Internet Connection

Although Canvas has been carefully crafted to accommodate low bandwidth environments (Minimum of 512kbps), we recommend a Broadband/DSL connection to most effectively view the online videos and participate in video conferences.

Computer

In addition to an adequate internet connection, you will need a fairly recent Mac or PC (preferably not more than three years-old) with a current operating system to complete some of the course activities. Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with an up-to-date web browser. An up-to-date browser not only provides a better user experience, it also protects your data (and your students!). To ensure your computer is up-to-date, please [run the OEI Computer readiness test](#).

Canvas also provides minimum requirements for your computer:

- [What are the basic computer specifications for Canvas?](#)
- [Which browsers does Canvas support?](#)

We know that not every campus provides up-to-date equipment to their faculty and staff. The good news is that much of the content in this course is fully accessible from the Canvas App, which you can download for free. We suggest you try out not only the Canvas student app, but also the Canvas teacher app. Both work wonderfully on tablets and smartphones.

Webcam and Microphone

We may be in different places across the state (and maybe even across the world!), but we still want to see you! Video conferencing is extremely powerful. A quick conference call can help you overcome a technical barrier that seemed insurmountable, and it can help you connect with peers and mentors across the system.

We'll be using ConferZoom to conference with you, which means you'll need a camera and microphone. Most computers have integrated cameras and mics, but please check your computer to ensure both work and to familiarize yourself with the settings. @ONE webinars and office hours are terrific times to check if your webcam and microphone are working. We're happy to meet with you to help you test your camera, microphone, and speakers!

Adobe Reader

Some material in this course may be presented in PDFs. To view these materials, you will need the most current version of [Adobe Reader](#).

Word Processor

You may have assignments in this class that prompt you to use a word processing application. There are numerous options available when it comes to word processing software; we have

included links to three free options you may use: [Microsoft Office 365](#), [Google Docs](#), and [Apache Open Office](#).

Optional Tools

Twitter

Twitter is a powerful tool for cultivating your own professional learning network. As you learn in this course, you can easily share your reflections, questions, and new resources with your CCC peers by sending a Tweet that includes the hashtag #CCCLearn.

- Be sure to follow @ONEforTraining!
- [View the #CCCLearn feed](#) to see who's engaged right now!

Bookmarking Account

You will be exposed to many, many websites and resources in this class. Take time to develop a process for bookmarking these items for future reference.

If you don't have a bookmarking process or tool clearly in mind, set up a free account at a social bookmarking site, like [Diigo](#). Diigo is an easy way to tag and bookmark websites, providing you with the ability to access them from any computer with an internet connection and share them with others.

Or you can use a digital workspace like [Evernote](#). Evernote is a workspace that lives across your phone, tablet, and computer, where you can create notes, collect information, find what you need, and present your ideas to the world.

Pre-requisites

Teaching with Canvas

You are in the perfect course to begin your journey into online teaching. There are many strategies, approaches, and tips for designing and teaching an online course that have nothing to do with the course management system, but...

You will also be designing in Canvas, and some of your homework will require you to be comfortable in Canvas--not an expert, but not brand new, either. If you have never used Canvas before, we strongly suggest you begin by taking *Introduction to Teaching With Canvas*. If you are a techie, you may be fine taking the self-paced version while you are taking this course.

A gentle warning: You will have homework in this class that will require you to use Canvas. **If you are learning Canvas and learning the material in this course simultaneously, be sure to plan extra time for your assignments.**

Because we don't expect you to be a Canvas Ninja, throughout the course we have linked you to Canvas tutorials to help you hone your Canvas skills. Look for the icon to identify Canvas resources to help you master the tools you will need to be successful.

Introductory Courses

To be an excellent online teacher, you need to know not only how to design a quality online course, but also how to teach that course. Online course design and online teaching strategies are two sides of the same coin--they are connected, but each has its own purpose, look, and feel.

@ONE offers two online teaching certificates:

- [Online Course Design Fundamentals](#)
- [Principles for Quality Online Teaching Principles](#)

Though you may take the courses in any order, the natural starting point for each certificate is the introductory course. *Introduction to Online Teaching and Learning* is the perfect starting point for the Principles certificate. To learn more about course design, we strongly suggest you begin with [Introduction to Course Design](#).

Attendance, Absences, and Participation

Online courses turn the idea of attendance on its head. Online, you can "attend" class in your pajamas at 2 am in the morning, or sitting by the pool on a sunny day. Attendance is not marked by your body being in a class, but rather by your participation within the class activities.

Here are the few "rules" we'll follow to guide participation:

- **check in and interact in the course at least twice a week;**
- **participate in all discussions--the first reply each week is due on Wednesday;**
- **connect with me beforehand if you're going to be disconnected from the course for more than 5 days.**

While some courses are self-paced, **this course follows a weekly schedule**. Each week you'll interact with your peers in weekly discussions, and complete a series of activities and assignments. The weekly schedule allows us to learn from one another, and it keeps everyone on a path toward our learning goals.

With each of your assignments, I'll provide feedback, which opens another opportunity for revision, learning, and growth. Working within our weekly schedule allows both you and me to plan our time (please see the Submission Policy for more details on late work).

The course is designed to take about 10-12 hours per week. Please plan to log in to the course several times each week--we have regular due dates for discussions on Wednesdays and Saturdays, and weekly due dates for assignments.

Your participation is an important part of the success of this course, but we also recognize that we each have our own classes to teach, family and friends to visit with, and, because we're human, sometimes we're just swamped or under the weather. If you've reached a point where you can't meet a deadline, please contact me--we'll work together to make a path to success.

Submission Policy

Plan on submitting work on time.

Every assignment has a due date, rubric, and a deadline for submissions. Participants are expected to submit assignments on or before the assigned due date, which, in turn, allows me time to review your work and provide meaningful feedback. Due dates have been designed in the course to ensure time is provided to allow you to produce your best work.

Because time management is challenging, deadlines might not be met. But, you're in luck. Late submissions will be accepted with a penalty. Assignments submitted after the deadline may receive a 10% grade point deduction for each day following the due date and time.

Don't want the penalty?

If you recognize a due date might be a problem, advocate for your success by following these steps:

1. Identify the problem
2. Contact me to propose a solution
3. Let's negotiate

Grading, Feedback, and Revision

The goal of professional development is to grow. Some assignments in this course may be challenging. Ultimately, though, our students benefit most when **you** are successful, and we're here to help you!

Each assignment includes a detailed grading rubric. Please review the rubric before submitting your work to ensure you've addressed all the required elements of the assignment. If your work is submitted on time, I'll make every effort to review and comment on the work within 72 hours. I encourage you to review the feedback, and, *if needed*, submit a revision. I also encourage you to schedule a conference call with me to discuss your revisions.

If you missed a few points, don't fret--the feedback is far more important than the actual score you receive. To successfully complete the course, you'll need a total score of 80% or more--let's work together to get you there!

Academic Integrity

We know that academic integrity is valued in our institutions. We also know, though, that what looks black and white can actually have many shades of grey. In an online course, where we're pulling images, articles, videos, and other resources from the internet, the bottom drawer of our file cabinet, and open source repositories, it can be difficult to understand and execute all the rules.

In @ONE courses, we model the following standards for academic integrity:

- Model exceptional citation and attribution skills for our students;
- Share openly with others whenever possible;
- Recognize that mistakes are an opportunity to learn.

We have no doubt that images, songs, and videos are not always used with permission nor cited correctly. When we see opportunities for correcting an omission in your work, we'll let you know. If you notice a place where we have failed to provide attribution, let us know.

We hope our policy empowers you to take risks and try something new. If you'd like to create an academic integrity policy for your online course that supports your students while upholding high standards, see this [Academic Integrity example](#) from Fabiola Torres.

A note on attributions

All images in this course, unless attributed, were designed by the @ONE team. Our favorite tool for creating images is Canva.

Respect and Care

The central element of all @ONE courses is peer-to-peer interaction and sharing. Whenever we share, we put ourselves at risk. This is especially true when we are trying something new, and when we are working with technology.

@ONE is dedicated to providing a safe and supportive environment to try, test, and take risks, and we ask each and every participant to join us in this. Please treat all your peers with the utmost respect. Be supportive of growth by offering constructive feedback and open sharing. Please extend collegial respect to all participants—including me! @ONE course facilitators are drawn from the amazing faculty and staff across the CCC system. Like you, we are teaching, taking care of families, and balancing work, life, and this course.

Course Accessibility and Usability

This course is designed to be welcoming to, accessible to, and usable by everyone, including participants who are multilingual, have a variety of learning styles, have disabilities, or are new to online learning.

@ONE is committed to ensuring access for all. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by participants who take this course in the future.

One of the greatest features of @ONE is that we "crowd source" ideas from amazing faculty and staff (like you!) to enhance and improve our courses. Your insight and experience matters to us!

This statement was adapted from an accessibility statement written by Sheryl Burgstahler from the University of Washington. We thank her for generously sharing her work. You can also read her recent article in the *Educause Review*: [ADA Compliance for Online Courses](#)

Technical Help

@ONE has two guiding principles that are the foundation of our support philosophy:

1. **Your time is valuable**
2. **People learn better when they are not stressed by technology**

There are a variety of resources on your campus, within the CCC system, and within Canvas that are here to help you make the best use of your time and limit your frustration with technology. In addition to the support offered by @ONE and Canvas (listed below), we urge you to explore:

- The @ONE [Showcase](#)
- The [Canvas Community](#), a great resource for all things Canvas!
- Your campus DE Coordinator and DE Committee
- The CCC [Vision Resource Center](#), a free resource for CCC faculty and staff

In addition to your facilitator in this course, you also have access to the following help resources:

Name	Email address	Role
CVC-OEI/@ONE Support Desk	support@cvc.edu	Support for enrollment in courses, logging in to our instance of Canvas, and questions about OEI or @ONE.

Please use us as a resource and use the Canvas Help Icon on the left navigation menu to locate more support options.

Professional Philosophy and Mentoring

This course is funded by a grant focused on supporting teaching excellence. Through our work with @ONE, we've found that excellence is not something one person has, but rather something that is fostered and shared by an invested community.

Our commitment to you is to foster an online learning community that goes beyond a single course. We are dedicated to supporting your success and linking you to an "Online Network of Educators." We like to say, we are ONE, and you are ONE, too!

The @ONE Principles for Quality Online Teaching are the foundational philosophy for the work we do:

- Effective online teachers are present within their course;

- Effective online teachers apply equitable methods to promote student access and success while acknowledging institutional obstacles;
- Effective online teachers respond to student needs and use data for continuous course improvement;
- Effective online teachers teach and model ethical online interaction, while helping students develop digital literacy that will poise them for success;
- Effective online teachers recognize ongoing professional development is a central component of their success.