

Guidance for Grant Project Managers to Assess TAACCCT Grantee Contributions to SkillsCommons

This document provides guidance to support the Grant Project Managers assessment of TAACCCT Grantees progress toward completing all the SGA requirements related to contributing materials to the TAACCCT repository, www.SkillsCommons.org.

- Highlight the SGA requirements for contribution of material to www.SkillsCommons.org
 - Creative Commons Licenses
 - Disclaimer of the DOL
 - Accessibility
 - Grant Deliverables and Subject Matter Expert Review
 - Industry Partner
 - Material Description
- Assessment rubric for monitoring progress
- Instructions on using the SkillsCommons repository to conduct the assessment.
- Sample summary table of the status of projects (Red, Yellow, Green)

Section 1: SGA Requirements for Contribution of Material to www.SkillsCommons.org

1.1 Creative Commons License

“In order to further the goal of career training and education and encourage innovation in the development of new learning materials, as a condition of the receipt of a Trade Adjustment Assistance Community College and Career Training Grant (“Grant”), the Grantee will be required to license to the public (not including the Federal Government) all work created with the support of the grant (“Work”) under a Creative Commons Attribution 3.0 License (“License”). This License allows subsequent users to copy, distribute, transmit and adapt the copyrighted work and requires such users to attribute the work in the manner specified by the Grantee. Notice of the License shall be affixed to the Work. For more information on this License, please visit <http://creativecommons.org/licenses/by/3.0>.”

Retrieved 12/5/2014 from: <http://doleta.gov/grants/pdf/SGA-DFA-PY-10-03.pdf>

[Creative Commons Attribution 4.0](#) is the next generation of CC licenses that have been released since the writing of the SGA. This updated version is a more user-friendly and internationally robust version of the version 3.0 requirement, though the versions are mutually compatible. More information about the versions can be found here: <http://creativecommons.org/version4> . Grantees are encouraged to choose to use the version that best meets their needs. For additional information, please contact taa@creativecommons.org.

1.2 Disclaimer of the U.S. Department of Labor as the Funder of the Project

If applicable, the following needs to be on all products developed in whole or in part with grant funds, “This workforce product was funded by a grant awarded by the U.S. Department of Labor’s Employment and Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The U.S. Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.”

Retrieved 12/5/2014 from: <http://doleta.gov/grants/pdf/SGA-DFA-PY-10-03.pdf>

pg. 15.

1.3 Accessibility

“All online and technology-enabled courses developed under this SGA must incorporate the principles of universal design in order to ensure that they are readily accessible to qualified individuals with disabilities in full compliance with the Americans with Disability Act and Sections 504 and 508 of the Federal Rehabilitation Act of 1973, as amended.”

Retrieved 12/5/2014 from: <http://doleta.gov/grants/pdf/SGA-DFA-PY-10-03.pdf>

pg. 8.

1.4 Review of Grant Deliverables - SME Report

“Successful applicants will be required to identify third-party subject matter experts to conduct reviews of the deliverables produced through the grant. Applicants should allot funds in their budget for the independent review of their deliverables by subject matter experts. Subject matter experts are individuals with demonstrated experience in developing and/or implementing similar deliverables. These experts could include applicants’ peers, such as representatives from neighboring education and training providers. The applicant must provide

ETA with the results of the review and the qualifications of the reviewer(s) at the time the deliverable is provided to ETA.”

Retrieved 12/5/2014 from: <http://doleta.gov/grants/pdf/SGA-DFA-PY-10-03.pdf>.

pg. 15

1.5 Industry Partners

"Eligible institutions must involve at least one employer in the project that is actively engaged in the project in one or more of the following ways: defining the program strategy and goals, identifying necessary skills and competencies, providing resources to support education/training (such as equipment, instructors, funding, internships, or other work-based learning activities), providing assistance with program design, and where appropriate, hiring qualified participants who complete grant-funded education and training programs. While only one employer is required, the Department encourages applicants to collaborate with multiple employers within a sector, ensuring that program graduates will be prepared with the skills needed in the applicant's region."

Retrieved 12/5/2014 from <http://doleta.gov/grants/pdf/SGA-DFA-PY-10-03.pdf>.

pg. 14.

Section 2: Suggested Rubric for Assessing Progress on Completing SGA requirements for Contributing Materials to the SkillsCommons Repository

Grantees are required to contribute materials they created with funding from the TAACCCT program to the SkillsCommons repository. The RED-YELLOW-GREEN coding of projects enables the Grant Project Managers to categorize grantees in need of follow-up.

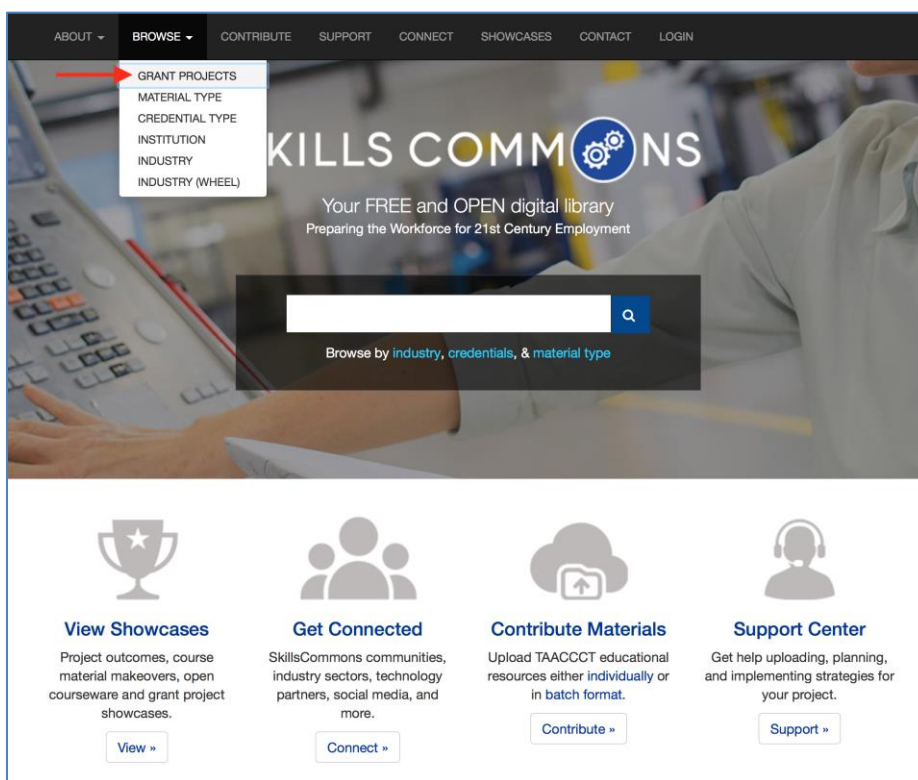
TAACCCT Grantee Name:	Date of Assessment:
Status of Contributions	Feedback for Grantees
No Materials Contributed	NOTES
Some Materials Contributed but missing one or more of the SGA requirements <ul style="list-style-type: none"> • Creative Commons License <ul style="list-style-type: none"> • DOL Disclaimer • Accessibility Statement and Features • Subject Matter Expert Review Statement 	NOTES
Materials Contributed with all SGA requirements completed	NOTES

Section 3: How to Use SkillsCommons.org to Assess the Status of Contributions to the Repository.

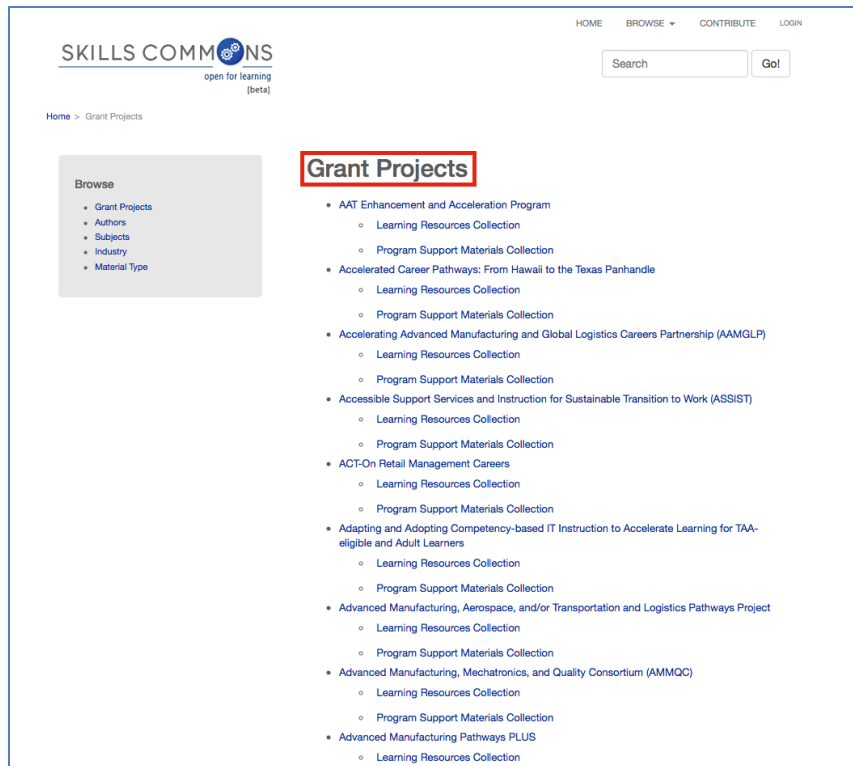
The SkillsCommons repository is easy to use and open for you to browse through the collection to assess the status of materials submitted to your Grant Project Collection. The following document provides you guided instructions to complete the assessment.

START AT www.SkillsCommons.org

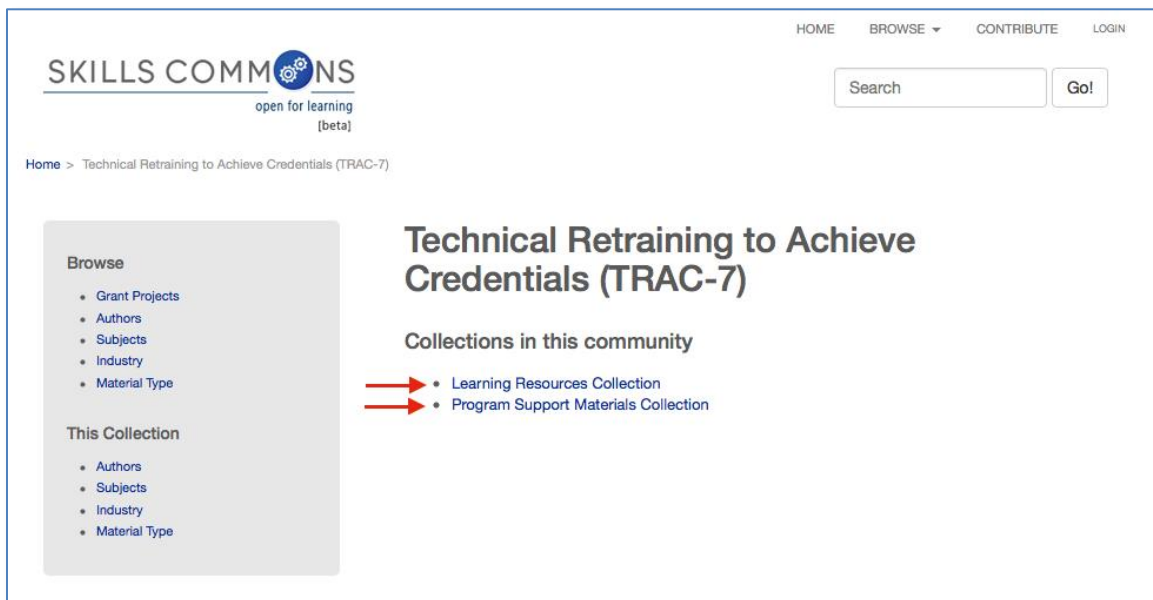
1. Click the Browse drop down menu and select Grant project to find the grant project you want to assess. (Logging into SkillsCommons is not required)



2. Scroll through the list to locate the Grant Project you want to assess - the list is in alphabetic order



3. Select a Collection of material: Materials are submitted to the Learning Resources Collection and Program Support Materials Collection.



4. Review one of the submitted materials by clicking a selection from the list. You will need to review all materials in each of the items listed to assess if all SGA requirements have been satisfied

SKILLS COMMONS
open for learning
[beta]

HOME BROWSE ▾ CONTRIBUTE LOGIN

Search Go!

Home > Technical Retraining to Achieve Credentials (TRAC-7) > Learning Resources Collection

Browse

- Grant Projects
- Authors
- Subjects
- Industry
- Material Type

This Collection

- Authors
- Subjects
- Industry
- Material Type

Learning Resources Collection

search

Recent Submissions

✓✓ Electrical Power Industry Driven Competencies at Dodge City Community College.

✓✓ Risk Management Program offered by Highland Community College

✓✓ Demonstration Modules for the Electric Power Industry Program Lab and Field Training

✓✓ Virtual Labs developed for the Electric Power Industry Program

✓✓ Online Course Modules developed for the Electric Power Industry Program

✓✓ Food Sanitation Student Notebook

✓✓ Food Safety Lab Manual

✓✓ Apprenticeship Structure of the Lineman Electrician Pathway for Dodge City Community College

✓✓ Agri-Biotechnology Internship Mission of Understanding for Cloud County Community College

✓✓ Industry-Driven Competencies for Salina Area Technical College

✓✓ On-the-Job Training Guidelines Environmental Technology

✓✓ Curriculum with Competency Profiles that meet Industry Needs Environmental Technology

✓✓ Curriculum with Competency Profiles that meet Industry Needs Advanced Systems Technology

✓✓ On-the-Job Training Guidelines Advanced Systems Technology

✓✓ Individual Learning Plans for Advanced Systems Technology

5. Review the submission and assess if the SGA requirements have been satisfied on the submission, i.e.; all material attached or both:

- **Creative Commons License**
 - Submission – The license should be visible on the submission in the Copyright/Licensing section (part of the submission metadata).
 - Material – The license should be visible within the item.
- **DOL Disclaimer Statement**
 - Material – The disclaimer should be visible within the item.
- **Accessibility Statement and Features**
 - Submission – The link to the Accessibility Statement and a list of Accessibility Features should be visible on the submission in the Accessibility section (part of the submission metadata).
- **Subject Matter Expert Review Statement**
 - Submission – A statement should be visible on the submission as a Quality Note under the Education/Instructional Information section (part of the submission metadata).
- **Material Description**
- **Industry Partner**

Simply scroll through the page to check for each requirement

HOME

BROWSE

CONTRIBUTE

LOGIN

SKILLS COMMONS

open for learning

[beta]

Search

Go!

Home > Technical Retraining to Achieve Credentials (TRAC-7) > Learning Resources Collection > View Item

Electrical Power Industry Driven Competencies at Dodge City Community College.

These industry driven competencies are used in the development of the Electrical Power Technician pathway and curriculum offered at Dodge City Community College. These competencies are used to train participants to work on electrical power systems, construction and maintenance of high-voltage electrical power lines. Combining online instruction with hands-on labs, Electrical Power Technician trainees learn and train in actual pole fields and earn industry-approved credentials.

Intro DCCC Industry Driven Competencies.docx (30 KB)

Date:

2013

Primary Material Type:

Online Course

Institution:

Dodge City Community College

Project Name:

Technical Retraining to Achieve Credentials (TRAC-7)

TAACCCT Round:

1

Subjects:

industry driven competencies, Electrical power pathway, electrical power systems, electrical power lines, trainees

Industry / Occupation

Industry Sector:

23: Construction

Browse

- Grant Projects
- Authors
- Subjects
- Industry
- Material Type

This Collection

- Authors
- Subjects
- Industry
- Material Type


- Ensure Creative Commons Licensing requirements are met on the information page; CC-BY license for materials created with the funding from TAACCCT. Other materials can have other licenses.

Copyright / Licensing

Copyright Owner:


The Community College Consortium of Bioscience Credentials

Primary License:



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).

7. Ensure all the SGA requirements are met on the individual materials submitted by clicking on the file and viewing the document.




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(beta)

[HOME](#)
[BROWSE](#)
[CONTRIBUTE](#)
[LOGIN](#)

[Home](#) > [Technical Retraining to Achieve Credentials \(TRAC-7\)](#) > [Learning Resources Collection](#) > View Item

Electrical Power Industry Driven Competencies at Dodge City Community College.

These industry driven competencies are used in the development of the Electrical Power Technician pathway and curriculum offered at Dodge City Community College. These competencies are used to train participants to work on electrical power systems, construction and maintenance of high-voltage electrical power lines. Combining online instruction with hands-on labs, Electrical Power Technician trainees learn and train in actual pole fields and earn industry-approved credentials.

 [Intro DCCC Industry Driven Competencies.docx \(30 KB\)](#)

Date:
2013

Primary Material Type:
Online Course

Institution:
Dodge City Community College

Project Name:
Technical Retraining to Achieve Credentials (TRAC-7)

TAACCCT Round:
1

Subjects:
industry driven competencies, Electrical power pathway, electrical power systems, electrical power lines, trainees

Industry / Occupation

Industry Sector:
23: Construction

Browse

- Grant Projects
- Authors
- Subjects
- Industry
- Material Type

This Collection

- Authors
- Subjects
- Industry
- Material Type

- Verify that a CC BY license and the Required Disclaimer of the U.S. Department of Labor as the Funder of the Project is included on each material

Industry Driven Competencies for the Electrical Power Technician Pathway

These industry driven competencies are used in the development of the Electrical Power Technician pathway and curriculum offered at Dodge City Community College. These competencies are used to train participants to work on electrical power systems, construction and maintenance of high-voltage electrical power lines. Combining online instruction with hands-on labs, Electrical Power Technician trainees learn and train in actual pole fields and earn industry-approved credentials. These industry driven competencies were developed for the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program Round 1 Grant, Technical Retraining to Achieve Credentials (TRAC-7): TC-22513-11-60-A-20.



Industry Driven Competencies by Dodge City Community College is licensed under a [Creative Commons Attribution 3.0 Unported License](#).

This workforce product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The U.S. Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.

8. SkillsCommons provides you a list of checkpoints to document your satisfaction of the accessibility requirements. Choose the accessibility features that are appropriate for your materials. (For example, you materials may not have any tables so you would not need to complete the "Table Markup" checkpoint). SkillsCommons provides you guidance and background information about each checkpoint (See below for additional support).

Accessibility

Formal Accessibility Policy:

<https://www.texarkanacollege.edu/ada-assistance/>

Accessibility Features:

- Text Access - Text to Speech
- Text Adjust - Compatible
- Text Adjustment - Adjust Font and Colors
- Reading Layout - Reflow the Text
- Reading Layout - Reflow the Text
- Reading Order - Digital resource layout
- Structural Markup - Navigation Text
- Structural Markup - Lists
- Structural Markup - eReader application
- Table Markup
- Hyperlinks Rendered As Active
- Colors Compatible With Assistive Technology
- Contrast Ratio of at Least 4.5:1.
- Language - Markup
- Decorative Images Marked With Null Alt Text
- Complex Images, Charts, and Graphs Have Text Descriptions
- Synchronized Text Track
- Interactive - Keyboard

Copyright / Licensing

Primary License:



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

Visit the SkillsCommons Support Services Center for additional guidance to ensure your Grant Project meets the requirement: <http://support.taaccct.org/home/accessibility/>

Accessibility and SkillsCommons

An important goal of SkillsCommons is to provide equally effective access to our website, products, and technologies for all users, including those with disabilities.

SkillsCommons is committed to providing an equal opportunity for all to benefit from the open educational resources within the SkillsCommons library. We strive to reduce barriers to delivering educational content on a timely basis to all. SkillsCommons endeavors to provide free and open access to instructional and program support materials that meet [Section 508 Guidelines](#) across the collection of resources developed by TAACCCT Grantees. Section 508 of the Rehabilitation Act of 1973 requires that U.S. governmental agencies with information technology products meet specified levels of compliance with accessibility standards. SkillsCommons is committed to support this progressive standard for information technology design and development and support TAACCCT grantees meeting these accessibility standards for their Open Educational Resource (OER) contributions.

If you are having challenges using the SkillsCommons.org website, please contact us at support@skillscommons.org and we will work with you to resolve the accessibility challenges and/or provide an equally effective alternative access using the following planning tool developed by the California State University: [Equally Effective Access Planning Tool by CSU](#).

Our strategy to support accessibility of SkillsCommons.org's services has two major components.

1. Improving the accessibility of the instructional materials and program support materials contributed by the TAACCCT grantees. Grantees accepted the accessibility requirement with the awarding of the grant:

"All online and technology-enabled content and courses developed under this SGA must incorporate the principles of universal design (see <http://www.cast.org/udl/>) in order to ensure that they are readily accessible to qualified individuals with disabilities. The content and courses must be in full compliance with the Americans with Disabilities Act and Sections 504 and 508 of the Rehabilitation Act of 1973, as amended, and the Web Content Accessibility Guidelines 2.0, Level AA (<http://www.w3.org/TR/WCAG/>)." (<http://www.doleta.gov/grants/pdf/SGA-DFA-PY-13-10.pdf>, page 35)

To support grantees fulfilling the accessibility requirements, SkillsCommons provides a number of guidelines, tools, and support for them to satisfying the requirement on our [Tutorials and User Guides page](#) and listed below. CAST, a partner in the TAACCCT Learning Network is also available to provide their expertise on accessibility and universal design for learning to TAACCCT grantees.

The California State University and MERLOT (Multimedia Educational Resources for Learning and Online Teaching) developed a set of accessibility "checkpoints" to help TAACCCT grantees evaluate the accessibility of their contributions of Open Educational Resources (OER) to the TAACCCT repository called SkillsCommons.org. CAST, a partner in the TAACCCT Learning Network and the [CSU Accessible Technology Initiative](#) contributed the many references and support resources to help TAACCCT grantees learn how best to design, evaluate, and remediate their Open Educational Resources (OER) to maximize the accessibility of the learning resources for all.

An Accessibility Checkpoints guide along with instructions for completing the Accessibility Checkpoints is available to assist in ensuring the accessibility of materials contributed to SkillsCommons

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Structural Markup – Lists

12. Structural Markup – Lists

The text of the digital resource includes markup for bullets and numbered lists that is compatible with assistive technology (or is rendered by an application such as a browser, media player, or reader that offers this functionality). ☐ Yes ☐ No

Resources & Examples

Lists also convey a hierarchical content structure. Check out the resources below to get guidance on accessible lists in HTML, PDFs, and Word documents.

[Semantic Structure: Using Lists Correctly](#) (HTML) ([WebAIM](#))

[Using list Tags for Lists in PDF Documents](#) (W3C)

Structural Markup - eReader application

13. Structural Markup - eReader application

If the text of the digital resource is delivered within an ebook reader application, a method is provided that allows users to bypass the reader interface and move directly to the text content that is compatible with assistive technology. ☐ Yes ☐ No

Resources & Examples

A free conversion tool to turn source documents into ebooks. Calibre supports over a dozen input formats and can produce just as many output formats.

[Calibre eBook Conversion](#) ([Kovid Goyal](#))

9. There are multiple ways to document the Subject Matter Expert Review. You can check one or more of the boxes:

- ☐ Consultations during development of instructional materials
- ☐ Participation as an ongoing member of team developing the instructional materials
- ☐ Conducting an evaluation of the instructional materials and providing a report
- ☐ Using an approved rubric to conduct the evaluation of the instructional materials and providing a report
- ☐ SME Quality Report is posted in Skills Commons
- ☐ Other

And you can provide a narrative within the open text field “Quality Note” and upload a report with the related learning materials.

Quality Note:

Please see the Subject Matter Expert Third Party Review document attached

Quality of Subject Matter was assured by:

- Conducting an evaluation of the instructional materials and providing a report
- SME Quality Report is posted in Skills Commons

10. Review the Description field of the submission and ensure it provides information that would enable other faculty, instructional designer, employee in the industry, or prospective learner understand the contents of your submission. Your description should include:

- The discipline or subject area covered by the materials (e.g. welding safety)
- The course in which the materials could be used (e.g. 1st year introduction to welding)
- The scope and type of the materials (e.g. this is a one to two-week learning module where students get to watch a video demonstrating safe welding practices for the novice welder)
- An inventory of the types of materials packaged in the submission (The collection of materials includes a course syllabus, 5 videos, and 5 self-assessments of welding safety practices)
- Other information that is unique about the materials being submitted

The example below only lists the title of the document. More detail needs to be added so users have enough information to decide if this material is appropriate for their use.


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Home > Oregon Credentials, Acceleration, and Support for Employment (CASE) Consortium > Program Support Materials Collection > View Item

Peer Mentor Pilot Program

Community College, Clatsop

Peer Mentor Pilot Program

 PEER MENTOR PILOT PROGRAM Clatsop 2013-14.docx (418 KB)

Date:
2014

Primary Material Type:
Job Training/ Fieldwork Experiences

Institution:
Clackamas Community College

Project Name:
CASE-Oregon

Industry / Occupation

Industry Partner:
N/A

Industry Sector:
Developmental Education

Occupation:
All Occupations (00-0000)

Browse all of SkillsCommons

- Grant Projects
- Material Type
- Credential Type
- Institution
- Industry
- Industry (Wheel)

Browse this Collection

- Material Type
- Credential Type
- Institution
- Industry
- Industry (Wheel)

Context

- Edit this item
- Export Item
- Export Metadata

Administrative

- Access Control
 - People
 - Groups
 - Authorizations
- Registries
 - Metadata

This is a good example and provides a detailed description about the material.


SKILLS COMMONS
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[Home](#) > [Consortium of Healthcare Education Online \(CHEO\)](#) > [Program Support Materials Collection](#) > [View Item](#)

Medical Laboratory Technician MLT 232 Parasitology Mycology

[Tarrant, Angela](#)

This file contains resources created for MLT 232 Parasitology/Mycology including: syllabus, course map, rubrics, laboratory notebook, documentary film project rubric, parasite list for student check off, QoLT Rubric Parasitology Mycology MLT 232 for quality.

 [Resources for MLT 232 Parasitology and Mycology \(1 MB\)](#)

Date:
2015-06-17

Primary Material Type:
Instructor and/or Advisor/Case Manager Support Materials

Other Material Types:
Program Assessment and Evaluation

Institution:
Otero Junior College

Project Name:
CHEO

Subjects:
Parasitology, Mycology, Medical Technician, Documentary Film Project, Parasitology Laboratory Notebook, Mycology Notebook

Industry / Occupation

Industry Partner:
Otero Junior College

Industry Sector:
Health Care and Social Assistance -- Ambulatory Health Care Services -- Medical and Diagnostic Laboratories (6215)

Occupation:
Healthcare Practitioners and Technical Occupations -- Medical and Clinical Laboratory Technicians (29-2012)

Browse all of SkillsCommons

- [Grant Projects](#)
- [Material Type](#)
- [Credential Type](#)
- [Institution](#)
- [Industry](#)
- [Industry \(Wheel\)](#)

Browse this Collection

- [Material Type](#)
- [Credential Type](#)
- [Institution](#)
- [Industry](#)
- [Industry \(Wheel\)](#)

11. Review the Industry Partner field of the submission and ensure it provides the name of your employer partner and/or industry partner, see the examples below:

This example, “Healthcare” needs to be more specific. A specific employer partner and/or industry partner needs to be named.

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Search


Go!

Home > H2P Consortium > Program Support Materials Collection > View Item

Credit Knowledge

McCreery, Mary Beth

Budgeting, borrowing, and paying off debt

 Budgeting, borrowing, and paying off debt (686 KB)

Date:
2014

Primary Material Type:
Student Support Materials

Institution:
Owens Community College

Project Name:
H2P Health Professions Pathways

Subjects:
budgeting, borrowing, paying off debt

Industry / Occupation

Industry Partner:
Healthcare

Industry Sector:
611 Educational Services

Browse all of SkillsCommons

- Grant Projects
- Material Type
- Credential Type
- Institution
- Industry
- Industry (Wheel)

Browse this Collection

- Material Type
- Credential Type
- Institution
- Industry
- Industry (Wheel)

Context

- Edit this item
- Export Item
- Export Metadata

Administrative

- Access Control
 - People
 - Groups
 - Authorizations
- Registries
 - Metadata

This is a good example, “Samuel U. Rodgers Health Center” is specific. The name of the employer partner and/or industry partner is identified.


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Home > H2P Consortium > Program Support Materials Collection > View Item

H2P Veterans Priority of Service Policy and Procedures

McGowen, Margot

Policy & Procedures for Veterans Priority of Service

 Policy and Procedure (39 KB)

Date:
2012-01

Primary Material Type:
Student Support Materials

Institution:
Jefferson Community and Technical College

Project Name:
H2P Health Professions Pathways

Subjects:
veterans, priority of service, policy, procedure

Industry / Occupation

Industry Partner:
Kentucky State Office for Employment and Training

Industry Sector:
Educational Services -- Educational Services -- Colleges, Universities, and Professional Schools (6113)

Browse all of SkillsCommons

- Grant Projects
- Material Type
- Credential Type
- Institution
- Industry
- Industry (Wheel)

Browse this Collection

- Material Type
- Credential Type
- Institution
- Industry
- Industry (Wheel)

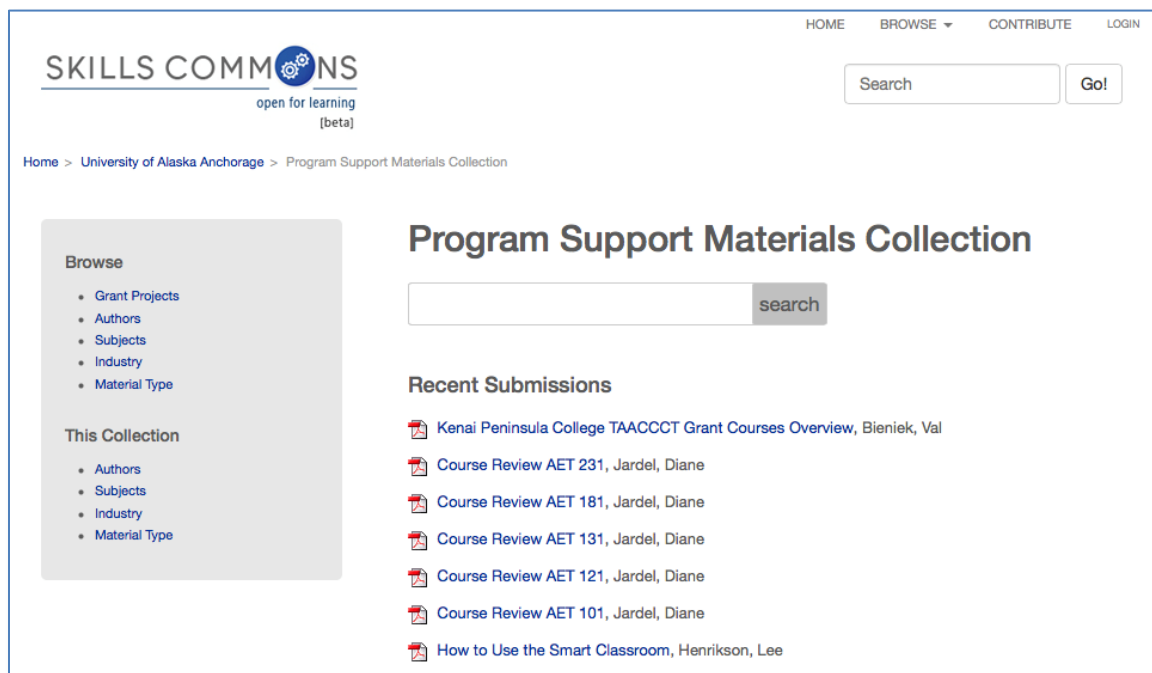
Context

- Edit this item
- Export Item
- Export Metadata

Administrative

- Access Control
 - People
 - Groups
 - Authorizations
- Registries
 - Metadata
 - Format
- Items
- Withdrawn Items

12. Program Support Materials Collection: Review the submissions by clicking on each of the items listed. You will need to review all materials in each of the items to assess if all [SGA requirements](#) have been satisfied.



13. Review the submission and assess if the SGA requirements have been satisfied on the submission, all material attached or both:

- **Creative Commons License**
 - Submission – The license should be visible on the submission in the Copyright/Licensing section (part of the submission metadata).
 - Material – The license should be visible within the item.
- **DOL Disclaimer Statement**
 - Material – The disclaimer should be visible within the item.
- **Accessibility Statement and Features**
 - Submission – The link to the Accessibility Statement and a list of Accessibility Features should be visible on the submission in the Accessibility section (part of the submission metadata).
- **Subject Matter Expert Review Statement**
 - Submission – A statement should be visible on the submission as a Quality Note under the Education/Instructional Information section (part of the submission metadata).
- **Material Description**
- **Industry Partner**

Section 4: Recording Project Assessment

The following table is provided as an example of a worksheet that can be used to record the findings of a TAACCCT grantee SGA compliance review.

TAACCCT Grant OER Repository SGA Requirement Checklist

TAACCCT Grant Project Name:		
TAACCCT Grantee:		
Date Assessed:		
Program(s) of Study:	Status	Comments:
Program #1		
Learning Resources Collection		All submissions and materials are SGA compliant
Program Support Materials Collection		Missing DOL Disclaimer on several documents
Program #2		
Learning Resources Collection		No materials have been contributed for this program
Program Support Materials Collection		Creative Commons Licensing needed on all documents
Program #3		
Learning Resources Collection		All submissions and materials are SGA compliant
Program Support Materials Collection		All submissions and materials are SGA compliant
Etc....		



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This workforce solution was created through a cooperative agreement between the U.S. Department of Labor's Employment and Training Administration and the California State University-Multimedia Educational Resource for Learning and Online Teaching (MERLOT).