

Details of Distance Education Addendum Compliance Standards

August 2023

Course Outcomes Achievement

Course Quality Standards

- The same standards of course quality identified in the course outline of record will be applied in this proposed distance education course as a comparable in-person course.
- The content identified in the course outline of record will be presented effectively in this proposed distance education course as a comparable in-person course.
- A student can achieve the same goals and objectives identified in the course outline of record through this proposed distance education delivery mode as a comparable in-person course.
- The instructor can achieve the same content rigor in this proposed distance education delivery mode as in a comparable in-person course.

Delivery Mode of Evaluation

- In a fully online course, assignments will be completed the same way they are in the in-person sections but will occur in the learning management system (LMS) and/or uploaded to the LMS for grading. Quizzes and exams will be submitted online in the LMS. Evaluation will take place online via the LMS.
- In a partially online course, assignments may be completed in person as directed by the instructor. Evaluation of assignments, including quizzes and exams, may be conducted in person or online, as directed by the instructor.

Online Interaction

- Regular substantive interaction will take place online via the LMS.

Regular Substantive Interaction

Compliance with [Title 5 Regulations § 55204](#) regarding Regular Substantive Interaction (RSI).

- Regular substantive interaction will take place online via the LMS.

Instructor Initiated Contact

- Instructor initiates contact prior to the beginning of course by sending a welcome letter to students explaining how to log into the course, complete a check-in assignment, and expectations for participation/attendance/relevant drop policies are covered.

- The course design includes regular instructor-initiated contact with students using LMS communication tools (e.g., email, chat, videoconference). Videoconferencing, if any, will occur through a CCSF-hosted platform, e.g., CityZoom.

Student Initiated Contact

- Students are encouraged to initiate contact with instructors through easily accessed contact information within the syllabus and welcome letter that includes expected response times.
- Regular Substantive Interaction among students is designed and facilitated to build a sense of community among learners (e.g., through discussion forums, group work, or presentations).
- Opportunities for regular substantive student-initiated interaction with other students are encouraged.

Participation Levels

- Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are consistently provided.

ADA/Section 508 Compliance

Compliance with the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and [section 508 of the Rehabilitation Act of 1973](#).

Course Navigation

- **Heading Styles:** Heading styles are consistently used to aid navigation through the course when using assistive technology. They provide a clear hierarchy of content, allowing users with disabilities to easily navigate and comprehend the course's structure.
- **Lists:** Lists are created using the bullet or numbered list tool instead of being formatted manually so that lists are recognized when using a screen reader. Properly formatted lists enhance readability and comprehension for users with visual or cognitive impairments.
- **Links:** Links are identified with meaningful and unique text in place of displaying the URL. Descriptive link text ensures that users with screen readers can understand the purpose of each link and navigate the course effectively.
- **Reading Order:** Reading order is correctly set so that content is presented in the proper sequence when using screen readers and other assistive technologies. Proper reading order ensures that all users, including those with disabilities, can access the content as intended.

- **Slides:** Slides are created using built-in accessible slide layouts with each slide having a unique title. Accessible slide designs and unique titles aid users with disabilities in understanding the content and navigating through the presentation.

Visual Accessibility

- **Color Contrast:** There is sufficient color contrast between the foreground text and background to avoid difficulties for students with low vision. High contrast ensures that text is easily readable for all users, including those with visual impairments.
- **Color and Meaning:** Color is not used as the only means of conveying information, adding emphasis, indicating action, or otherwise distinguishing a visual element. Providing alternative cues to convey information ensures that all users can understand the content, regardless of color perception.
- **Images:** All images have appropriate alternative text, either explaining instructional value or indicating the image is decorative. Meaningful alternative text allows users with visual impairments to comprehend the content conveyed by images.
- **Flashing Content:** Blinking or flashing content, including gifs, should only be used if instructionally needed and not merely for decoration or emphasis. Avoiding excessive flashing content reduces the risk of triggering seizures in users with photosensitive epilepsy.

Tables and Spreadsheets

- **Tables:** Column and/or row header cells are designated so that screen readers can read table cells in the correct order. A table caption is included for more complex tables. Properly structured tables with headers and captions enhance the accessibility of tabular data for users with disabilities.
- **Spreadsheets:** Spreadsheets include labels for the rows and columns, detailed labels for charts, and are accompanied by textual descriptions that draw attention to key cells, trends, and totals. Providing clear labels and descriptions ensures that users with disabilities can understand the data presented in spreadsheets.

Media Accessibility

- **Videos:** All videos must have accurate captions. If a video has no audio or instructionally relevant soundtrack, a note explaining that should accompany the video. Captions provide a textual representation of audio content, making videos accessible to users who are deaf or hard of hearing.
- **Audio:** Audio files must be accompanied by complete and accurate transcripts. Transcripts allow users with hearing impairments to access the audio content in a visual format.

Live Communication Accessibility

- **Live Captions:** Live broadcast and synchronous video conferences must include a means for displaying synchronized captions if requested. Live captions enable users with hearing impairments to participate in real-time discussions and presentations.

Auto-Play Control

- Audio and video content should not be set to auto-play. Providing control over auto-play allows users to choose when to start multimedia content, preventing unexpected disruption for those using assistive technologies or screen readers.

Course Integrity

- Students will securely log in to the college designated LMS to access online course materials. Authentication through the college's designated LMS (Canvas) to protect against [FERPA](#) violations will be used in this DE course
- Each student's assignments (e.g., papers, discussion posts, video submissions) will be compared for consistency of writing style and originality. Online discussions encourage students to offer a unique perspective in response to questions/prompts; academic dishonesty is hindered when the required answers must be original.
- Instructors may choose to take measures to prevent collusion or plagiarism. These measures might include pooling and analyzing responses to assignment/exam questions, giving timed exams available during short windows, and randomizing/shuffling multiple-choice items.