- (Official)
Approval Date - 9/13/2012

MiraCosta College

Form A: Distance Education (Online) Course Approval

Proposed Course: CHEM 104

Please determine which one of the following two options best describes the proposed distance education course for which you are seeking approval.

1. 100% Online or Hybrid. A course that is approved for "100% Online or Hybrid" may be offered entirely online or as a Hybrid. When a course is offered 100% online, the entirety of instruction occurs online, including all lectures, all activities, all labs, all exams, etc. The student and instructor are not in the same place and synchronous and/or asynchronous modes of communication are used for course delivery and assessment. A 100% online course cannot require students to take exams through a testing center.

In contrast, a course that is offered as a Hybrid uses academic technology, synchronous and/or asynchronous modes of communication, and face-to-face contact for course delivery and/or assessment. A course is offered as a Hybrid when one or more components of the course require in-person contact. For example, students may be required to take at least one exam through a testing center, at least one lecture may be delivered in-person, at least one activity or lab may be delivered in-person, etc. Course authors should request the "100% Online or Hybrid" option if they would like the flexibility to offer the course entirely online or as a Hybrid.

2. Hybrid Only. A course that is approved for "Hybrid Only" cannot be offered entirely online. A course that is offered as a Hybrid uses academic technology, synchronous and/or asynchronous modes of communication, and face-to-face contact for course delivery and/or assessment. Course authors should request the "Hybrid Only" option if one or more components of the course require in-person contact. For example, students may be required to take at least one exam through a testing center, at least one lecture may be delivered in-person, at least one activity or lab may be delivered in-person, etc.

Mode of Course Delivery:
Please indicate which one of the following options you are currently requesting the course to be delivered in:

- **100% Online or Hybrid** (A description of this option is provided above.)
- **Hybrid Only** (A description of this option is provided above.)

Previous Distance Education Course Approval:
Please indicate whether or not the course has been previously approved for distance education.

- **New request:** This course has not been previously approved for distance education.
- **Renewal request:** This course has previously been approved for distance education.

  If you checked "Renewal request," please indicate which of the following the course has been previously approved for:

  - **100% Online or Hybrid** (A description of this option is provided above. Please note that in the previous DE course approval form, this option was referred to as "100% online.")
  - **Hybrid Only:** (A description of this option is provided above. Please note that in the previous DE course approval form, this option was referred to as "Hybrid.")

Course Quality and Standards: *The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses.*

Does this course require a lab, practicum, activity, or performance component?

Yes No

If "yes," describe how this component(s) will be delivered in an online format. If this component(s) is not intended to be delivered online because the course seeks "Hybrid Only" approval, then simply state this fact.

The laboratory component of this course already exists. This component will be delivered on the ground as this request form seeks hybrid approval only.

Instructor Contact: According to Title 5, any portion of a course conducted through distance education includes regular, effective contact between instructor and students. Below is a list of methods that an instructor may use to maintain regular and effective contact. Please indicate which of the following may be used in the proposed course.

Synchronous Modes of Communication:

- Telephone
- Text Messaging
- Instant Messaging (e.g. Twitter, Yahoo Messenger, etc.)
- Web conferencing meetings (e.g. Elluminate Live!)
- Online Interactive White Boards
- Online video chat (e.g. Skype)
- Other (if a mode of communication not listed here may be used in the proposed course, please explain in the space below).

  The instructor will communicate in the lecture part of the course through email, chat via Blackboard or any other LMS system.

Asynchronous Modes of Communication:

- Discussion boards (e.g. Blackboard)
- Email
- Voice mail
- Blogs
- Microblogs
- Wiki's (e.g. Google Docs and Crocodoc)
- Video and Audio Messaging (e.g. Wimba)
- Social Bookmarking (e.g. Diigo)
- Videoconferencing (e.g. Tokbox and CCConfer)
- Other (if a mode of communication not listed here may be used in the proposed course, please explain in the space below).

Flex activities offered through MiraCosta College's Program for Online Teaching provide professional development opportunities and more information on best practices for teaching online.

ADA Compliance

The Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided in the development, procurement, maintenance, or use of electronic or information technology by a community college district using any source of government funds. Title 5, Section 55205, explicitly makes these requirements applicable to all distance education offerings.

MiraCosta College standards for meeting ADA requirements are described in the document Best Practices for Section 508 Compliance. Any faculty teaching an online course should review this best practices document.

If you have questions about accessibility standards for online instruction or require additional assistance, please contact the Access Specialist at 760.795.6684. An Online Courses Accessibility Plan is available through the Access Specialist and can be used, in consultation with the Access Specialist, to evaluate the readiness of your course content and methods to meet access requirements.

Mode of Course management

At the time of scheduling and/or instructor assignment to this DE course, if the Learning Management System (LMS) chosen to administer/deliver the course is not supported through the college, faculty are responsible to review and abide by the MiraCosta College Guidelines for Non-College Supported Online Technologies policy.

ONLINE COURSE ACCESSIBILITY CHECKLIST

Date _____ Course Name and Number _____

Courseware Management System:: □ Blackboard □ Moodle □ Etudes-NG □ Other

Instructor _____ Extension _____

For assistance in completing this form contact Robert Erichsen, Access Specialist at Extension 6684 or rerichsen@miracosta.edu

REQUIREMENTS	Will Meet	N/A
1. Images and Graphics • Provide alternative text for all non-text elements (i.e., images, animations objects, audio/video files). • Decorative images that do not convey important information should contain an empty alternative text (alt=""). • For complex graphs or charts, provide the description in the body of the page or provide a link to the long description using a normal text link. • Provide alternative text descriptions for image maps and redundant text links for each active region. • Do not include objects that flicker, move, blink or scroll (may cause seizure).		
2. Links, hypertext, and text • Avoid uninformative link phrases such as "click here", "more", and "here". • Provide a way to skip over repetitive links. Example: skip to content link. • Choose fonts and sizes that are easy to read. • Provide sufficient contrast between the text and background.		
3. Document Structure • Use built-in styles (Heading 1, Heading 2, etc.) to organize content. • Include descriptive information before a bulleted list.		
4. Color • Do not use color alone to convey meaning. Example: "All the dates on my syllabus in red are due dates." This requirement is critical for students with visual disabilities who are color blind. • Avoid backgrounds that interfere with the readability of text.		
5. Audio/Video Content Instructors will make every attempt to purchase video that is already captioned, if available. If a captioned version is not available, instructors will notify the Access Specialist regarding multimedia that is (1) integrated as a non-optional part of the online instruction, (2) that will be in use for more than one semester, and (3) that is not already accessible as outlined below, so that the Access Specialist may share with instructor the possibilities (depending upon available funding and services) of and provide assistance with: • Including synchronized captions for deaf and hard of hearing students • Providing audio or text descriptions for visual multimedia presentations • Creating transcripts or scripts of audio/video during the production process to expedite captioning. For instructors creating original multimedia content, the Access Specialist will provide training opportunities in how to include the production of transcripts/captioning in their project workflow. Faculty may also submit instructor made videos to the Access Specialist to be closed captioned, which will be prioritized based upon student need and processed according to the availability of funds.		

6. Tables • Simplify tables so that a screen reader will logically read the information from left to right. Carefully label column and row headings. • Use tables primarily to present data rather than to layout content.		
7. Frames Give titles to explain the purpose or content of the frame (e.g., Navigation, Content).		
8. Forms Label form fields using the <label> tag.		
9. Instructional Materials • Provide alternative text for all images and graphics. • Use the insert table, columns, and bulleted list features within Word and PowerPoint. Avoid using, for example, text boxes or spacing to build tables. • Scan clean copies of materials to add to course. Make sure text is legible. • Locate materials in already accessible formats (.html, .doc, .txt). Purchase captioned video.		
10. PowerPoint • Use PowerPoint templates. • Maintain good contrast between background and text. • Keep text on each slide to a maximum of 6 bullets. • Give each slide a title. • Create graphs and charts using the Chart Wizard. • Describe complex graphs and charts in the notes section of each slide.		