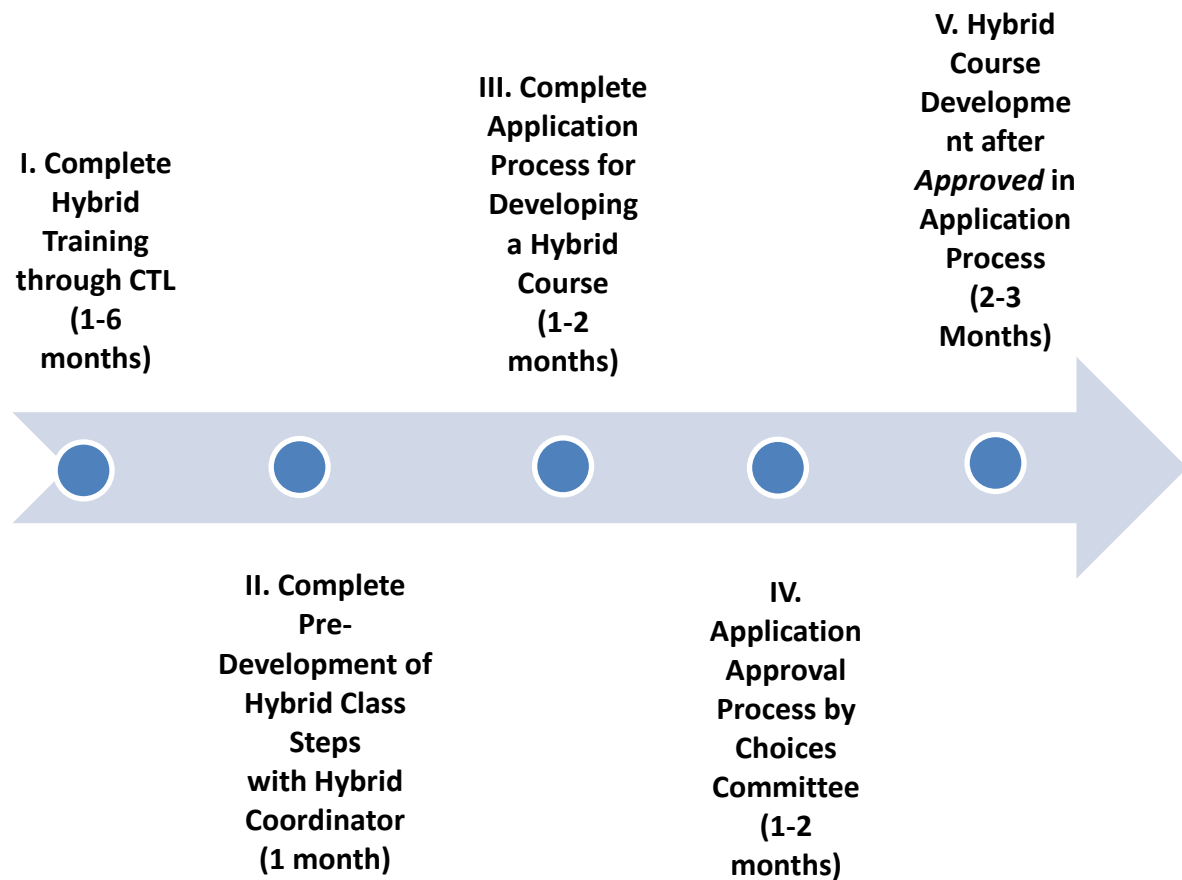


Considerations for Hybrid Course Development

2017



A hybrid course at Paradise Valley Community College is defined as a course which blends online learning with classroom (face-to-face) meetings. Time is spent both in class and online. The online portion of the class is handled through Canvas the current LMS (Learning Management System).

Common features of the online hybrid courses may include the delivery of the syllabus, course materials, readings, assignments, tutorials, labs and online assessments (or any combination of the above). In hybrid class, a significant part of the course interaction takes place online and students can expect to spend at least as much time as they would in a face-to-face course.

Conducting a major part of a class online requires extensive infrastructure support as well as special skills and training for faculty who teach these hybrid classes. In addition, PVCC has limited staff support for the development, implementation and maintenance of the online portion of these courses. The "student help" area also has limited staff support.

Hybrid Course Purpose

- Share classroom space
- Provide more flexible scheduling for students (and to save gasoline).
- Identify a "partner" class, whether it's with another instructor or the same instructor teaching another class.

Considerations for Developing a Hybrid Class 2017/2018

A faculty member who wishes to create a Hybrid class needs to first answer the following questions:

1. What is the student niche created or served by the course you will offer and what is the target audience for the course? Is this course a high FTSE course? Does it meet AGEC requirements or other certificate/degree requirements?
2. Do you have the online skills and experience to use the Canvas LMS (learning management system) technology for course creation and facilitation? If not, how long will it take to gain those skills?
3. Do you understand the pedagogical differences between the delivery of a traditional face-to-face course content and the delivery of a faculty facilitated hybrid course?
4. Will the online portion of your course meet and exceed the standards of “Quality Matters” designed to support online course quality? The self-scoring rubric is located at: <http://www.qmprogram.org/rubric> The idea is to build in quality at the beginning. Our instructional design team can help you with this.

What the Choices committee will look for when considering your application:

- * Hybrid training **must** have been completed before submitting the application.
- * Adjunct faculty must have a full-time faculty mentor who has experience with online or hybrid teaching at PVCC.
- * If the course has not been taught before, we hold the stipend until the course is offered and has enough students to make.
- * If the course uses web-based textbook or supplementary materials, the stipend is reduced.
- * Approval is given to develop only 1 course at a time. Plus, there is a limit on the number of contracts you can have during the summer development process.
- * If the request is to develop a course the developer has not taught, the proposal needs to address why...and stipend will be after the course makes and is revised (if there is money available.)
- * If there is not a clear need for the course, we either delay approval or do not pay a stipend until the course has been offered, made, and not negatively impacted other courses.
- * Development is during the summer.

I. Necessary Hybrid Training Requirements

Faculty **must** complete the following training in the **Center for Teaching and Learning** before submitting a proposal. **To access training information, go to <http://pvcc-ctlnews.blogspot.com/>**

1. Canvas: Basic and Advanced workshops
2. “Preparing to Teach”
3. “Course Design” (Includes Quality Matters)

Considerations for Developing a Hybrid Class 2017/2018

II. Pre-Development of Hybrid Class

1. A “call” out for new proposal for Hybrid Class will take place in Fall (usually in October, 2 days after the online call out) and in the Spring (usually in February). Development will occur during the Summer unless there are extenuating circumstances with prior approval from the Vice President of Academic Affairs.

2. Faculty who are interested in developing for Hybrid are required to make an appointment with Hybrid Learning Coordinator to review 1) plan(s) for developing a hybrid course and 2) application for Hybrid form **prior to submitting an application.**

3. **After meeting**, the Hybrid Learning Coordinator will forward the electronic version of the application form to faculty as requested.

III. Application Process for Developing a Hybrid Course

STEP 1

1. Residential and Adjunct Faculty member meets with their Division Chair or OCC Program Director to review the possibility of developing a hybrid class, specifically relating it to the division’s and PVCC's goals.
2. The faculty and Chair or OCC Program Director must review “Considerations for Developing a Hybrid Class.
3. The division must plan to provide a partner class (another Hybrid class) in order to efficiently use classroom facilities.

STEP 2

Faculty member completes the current application form:

1. Request for Approval to Create a Hybrid Course.
2. Faculty forwards the form **Request for Approval to Create a Hybrid Course** to Hybrid Learning Coordinator for review and feedback. (cathy.mendoza@paradisevalley.edu) Allow a certain number of days for feedback.

STEP 3

1. **BEFORE SUBMITTING** your application, you **MUST** have **COMPLETED** “Preparing to Teach Online;” and “Course Design workshops (AND the Canvas workshops) given at PVCC.
2. After the request forms have been finalized and signatures obtained, the faculty member will submit **10 copies** to Hybrid Learning Coordinator by the designated deadline for distribution to the Choices Coordinating Team.
3. Hybrid Learning Coordinator will review to ensure that the application is complete. If not, it will be returned to the faculty to be updated OR TABLED FOR FUTURE SEMESTER.

Considerations for Developing a Hybrid Class 2017/2018

IV. Application Approval Process

1. Hybrid Learning Coordinator fills out spreadsheet for Choices Coordinating Team (CCT) members and delivers with copies of hybrid development applications to each Choices member by Tuesday before the CCT meeting to review the proposals.
2. CCT reviews applications at December and April meeting. More information from the developer may be requested as a result of the review.
3. Hybrid Learning Coordinator contacts faculty with CCT results by mid-January and mid-May.
4. A hybrid course may **not** be added to the class schedule until it has been approved by the Choices Committee and the faculty developer and Chair/OCC Program Director have been notified by the Hybrid Coordinator.

V. Hybrid Course Development Timeline

1. After approval to develop, faculty will meet with Carolyn Miller to review process and create development timeline. Meeting should happen by last day of spring semester, but no later than May 25.
2. After development with Carolyn, timeline must be submitted to Sheri Bakunowski, Denise Digianfilippo, and Carolyn Miller. Timeline must be submitted by June 5.
3. If development funds are available, an online assignment for half of the total will be prepared in June to cover the time period until June 30.
4. Courses to be offered Fall semester must be completed and submitted to Carolyn Miller before July 31 for QM review. Courses to be offered Spring semester must be completed and submitted to Carolyn Miller by October 1 for QM review.
5. Courses that do not meet these timelines may be delayed for a semester or longer until they have been QM reviewed and revised based on instructional designer feedback.
6. Upon successful completion of course development, QM review, and edits, if development funds have been approved, Carolyn Miller will submit the request for the final half of the development funds.
7. After the first semester the course is taught, the faculty must contact Sam Fraulino to archive the course once edits are completed.
8. If college funds are paid for development of the hybrid course, the online portion of the development must be archived for use by other faculty. Only one hybrid version of the course may be supported by college funds. Compensation may be given in the amount ranging up to ½ of the course credits, i.e. a 3 credit course would receive a service contract up to 1 ½ credits (or full load depending on availability of funds).
9. For any pilot courses, faculty will submit an “after action review” to the Choices committee (What worked? What didn’t work? What did you learn to improve the course in the future?). A good source for more information on an AAR is at: <http://www.kstoolkit.org/After+Action+Review>

Considerations for Developing a Hybrid Class 2017/2018

Online Portions Instructions for Adjunct Faculty

- The adjunct instructor will need a PVCC email address and have daily internet access.
- The adjunct instructor will have a residential (full time) faculty member, with hybrid or online experience, as a teaching assistant in the course for at least the first semester.

Basic Guidelines for All New Faculty

- The instructors need to be computer literate as related to online and hybrid instruction.
- The instructor should have participated in all sessions of the current LMS training within the last year prior to teaching a hybrid class.
- Instructors should have taught the course previously in any other format.
- Instructors must use the Quality Matters rubric as a guide in developing the online portion of their course. PVCC belongs to Quality Matters.
 - Rubric = <http://www.qmprogram.org/rubric>
 - Website = <http://www.qmprogram.org/>

General Guidelines for the Proposed Course

1. If your proposed course isn't a high FTSE course, one that doesn't meet a Gen. Ed. requirement, traditionally has low enrollment or doesn't have an enrollment history, the instructor must go through this application process. If the class is approved for development and "makes," the developer will be paid, if development money is available.
2. If your proposed course has traditionally low enrollment, the division chair must provide the enrollment history on the application form.
3. If your proposed course is a Gen. Ed. Requirement and one of several offered in online and/or hybrid format from your division, you may be asked not to develop this particular course.
4. Your course must meet the QM Rubric, be "archivable," and able to be put into the LMS for future use.
5. In order for your course to be offered, you must meet all of the development timelines.

Guidelines for the Proposed Course Development

1. You must submit a development timeline to Carolyn Miller, Sheri Bakunowski and Dr. Denise Diganfilippo
2. If your proposed course has already been developed in an online format, the hybrid developer will only be given half of the proposed development funds, *if* development money is available.

Guidelines for a Previously Developed Course

1. If you have developed this proposed course elsewhere, own the intellectual property rights and the copyright, want to teach it at PVCC, and the course meets the QM rubric, you must go through this application process and the course must be put into the current PVCC LMS.
2. If you have developed this proposed course elsewhere, own the intellectual property rights and the copyright, want to teach it at PVCC, and the course **DOES NOT** meet the QM rubric, you must revise the course using the QM rubric. You also must go through this application process and the course must be "archivable," and be put into the LMS for future use. You will be given reduced development funds, *if* development money is available.

Considerations for Developing a Hybrid Class 2017/2018

Workshops

“Preparing to Teach;”, “Course Design;” AND the Canvas: Basics workshops:
<http://www.pvc.maricopa.edu/ihub/instructionalworkshops.html>

Resources

Sam Fraulino, LMS and Instructional Technology, 602-787-7786
Linda Lawson, Technology Training Coordinator, 602-787-7784
Carolyn Miller, Instructional Designer and Course Design Support, 602-787-7787

Choices Coordinating Team

Denise Digianfilippo, Interim, Vice President of Academic Affairs (VPAA), 602-787-6693
Sheri Bakunowski, Center for Distance Learning, 602-787-6754
Carolyn Miller, Instructional Designer and Course Design Support, 602-787-7787

FACULTY Learning Coordinators on Choices Coordinating Team

Cathy Mendoza, Hybrid Learning Coordinator, 602-787-7998
Jim Patterson, Online Learning Coordinator, 602-787-7283
Dina Preston-Ortiz, Business/IT Division Chair, 602-787-6799
Michael Hamm, Math, Division Chair, 602-787-6799
Doss Powell, Social Sciences, Division Chair, 602-787-6681

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