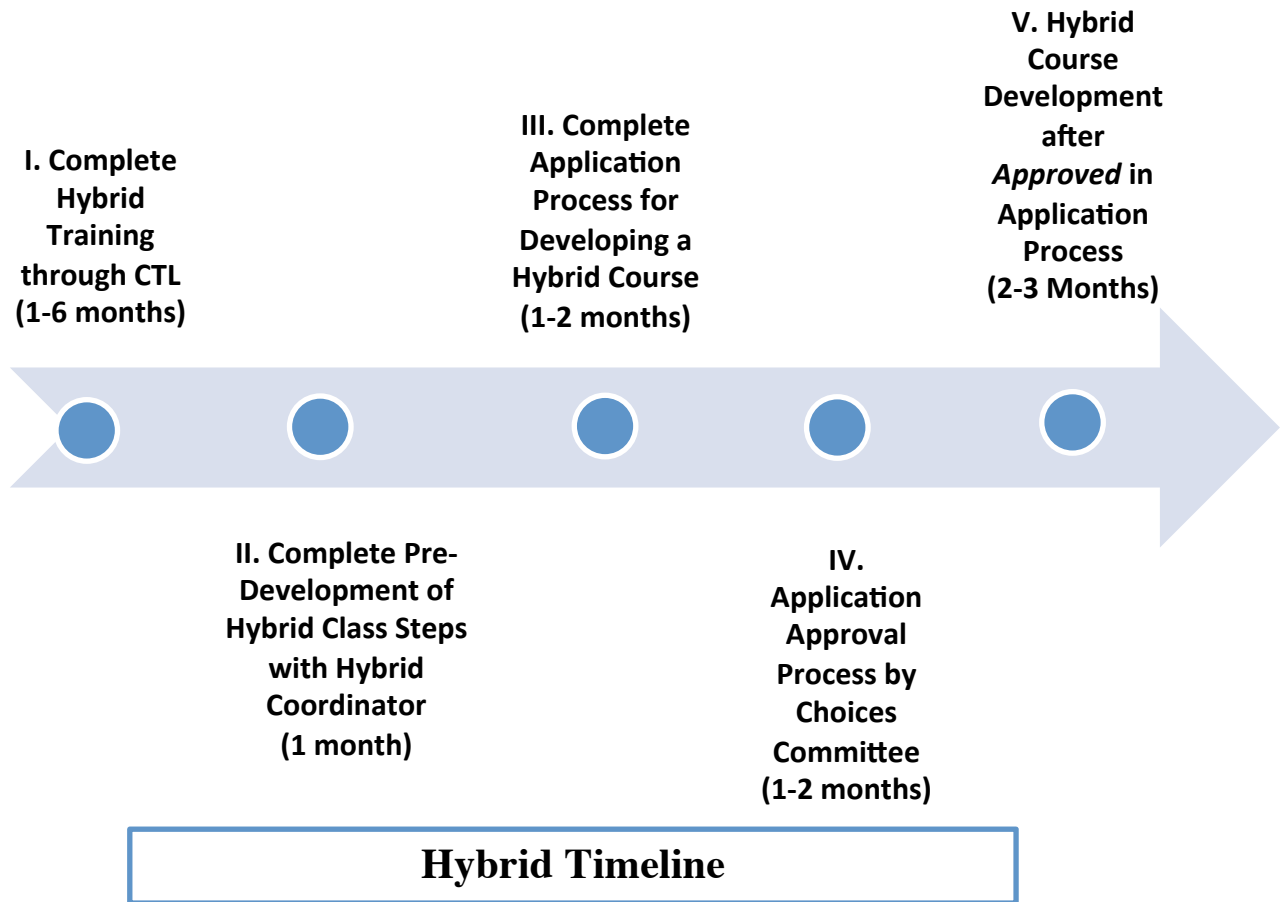


## Preparations for Developing a Hybrid Class 2016/2017



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 the hybrid class, a significant part of the course interaction takes place online and students can expect to spend at least as much time online 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.

# Preparations for Developing a Hybrid Class 2016/2017

## I. Necessary Hybrid Training Requirements

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

1. Basic and Advanced **Canvas** workshops
2. "Preparing to Teach"
3. "Course Design"

## 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. Residential and Adjunct Faculty member meets with their Division Chair to review the possibility of developing a hybrid class, specifically relating it to the division's goals and PVCC's goals.
3. The faculty member and Chair must review "Preparations for Developing a Hybrid Class." (Adjunct faculty may develop a Hybrid class with the Division Chair's approval and they must have a residential faculty mentor who has either taught an online or hybrid course at PVCC.)
4. The division chair must plan to provide a partner class (another Hybrid class) in order to efficiently use classroom facilities. In addition, they must agree on when the course will be offered and all course materials to be used including OER.

### Process for Developing and Delivering a Hybrid Class

After reviewing the "**Preparations for Developing Hybrid Classes**," faculty interested in developing and teaching these classes should complete the following steps based on hybrid format:

## III. Application Process for Developing a Hybrid Course

### STEP 1

1. **Residential and Adjunct Faculty who are interested in developing** a Hybrid course are required to make an appointment with the Hybrid Learning Coordinator to:
  - a. Review process for developing a hybrid course
  - b. Answer question about developing a hybrid course.
  - c. Discuss expectations
  - d. Review faculty responsibilities for course development, and
  - e. Review application process
  - f. Discuss timeline for development
2. **After meeting**, the Hybrid Learning Coordinator will forward the electronic version of the Hybrid application form to faculty who are interested and invested in developing a Hybrid course.

## **Preparations for Developing a Hybrid Class 2016/2017**

### **STEP 2**

1. Faculty member completes the current Hybrid application form.
2. Faculty forwards the application form to Hybrid Learning Coordinator for review and feedback. ([cathy.mendoza@paradisevalley.edu](mailto:cathy.mendoza@paradisevalley.edu)) Allow a certain number of days for feedback.
3. The Hybrid Coordinator will review to ensure the application is complete. If not, it will be returned to faculty to be updated. If complete the faculty member will move to the next step.
4. If the application is complete with all signatures, the faculty member will submit 10 copies to the Hybrid Coordinator by the designated deadline for distribution to the Choices Coordinating Team.

### **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.
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 have been notified by the Hybrid Coordinator.

### **V. Hybrid Course Development Timeline**

1. After approval to develop, meet with Carolyn Miller, Instructional Designer 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, Mary Lou Mosley, 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 Quality Matters (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.

## **Preparations for Developing a Hybrid Class 2016/2017**

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. If course has to make before development funds are given and the course starts, faculty and division chair need to contact Carolyn Miller to process the stipend.

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).

### **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 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/>

### **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 after the course starts.
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 unless your proposal clearly explains how it fits a unique need.
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.

## **Preparations for Developing a Hybrid Class 2016/2017**

### **Guidelines for the Proposed Course (continued)**

6. You must submit a development timeline to Carolyn Miller, Sheri Bakunowski and Dr. Mary Lou Mosley.
7. 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.
8. Make sure you have the following in Canvas: (1) Home Page, (2) Start Here-Getting started and How to navigate the course, (3) Syllabus, (4) Instructor – bio and contact, and, (5) Grades

### **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.

### **Workshops**

“Preparing to Teach;”, “Course Design;” AND the Canvas: Basics workshops:  
<http://www2.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**

Mary Lou Mosley, Vice President of Academic Affairs (VPAA), 602-787-6607  
Dean of Information Technology, 602-787-7789  
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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