

CONSIDERATIONS FOR DEVELOPING



A Hybrid Class



What is a hybrid course at Paradise Valley Community College? A hybrid course is defined as a course which includes *classroom meetings* and an *on-line component*. A learning management system (LMS) such as Blackboard, must be used. Approximately ½ of the time is spent in class, the other online.

A hybrid course combines face-to-face instruction and web- or computer-based learning in an educational environment that is non-specific as to time and place. Common features of hybrid courses include the delivery of the syllabus, lectures, readings and assignments on web pages; discussions and presentations through online message boards, e-mail and chat software; interactive tutorials and labs; and online assessments (or any combination of the above). In a 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 an on-campus section of the 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.

A faculty member who wishes to create and offer a hybrid class should be able to 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?
2. How will classroom space be efficiently utilized (2 courses must share the same room)?
3. Do you have experience using BlackBoard to teach in a distance format?
4. Do you have the skills to use the chosen technology for course creation and facilitation or how long it will take to gain those skills?
5. Do you understand the differences between the delivery of traditional face-to-face course content and the delivery of faculty facilitated online delivery including assessment?
6. What support do you need to develop, deliver, and maintain the course using the web?
7. Does the online portion of your course meet and exceed the standards of the "Quality Matters" grant designed to ensure online course quality? The self scoring rubric is located at <http://www.esac.org/fdi/rubric/finalsurvey/demorubric.asp>



Process for Developing and Delivering A Hybrid Class

Currently, Sue Van Boven and Jim Patterson will act as “Hybrid Area Coordinator”. Sue will be the initial contact and help with the process, Jim will assist with online resources. After reading the "Considerations for Developing Hybrid Classes," faculty interested in developing and teaching these classes should complete the following steps:

1. Faculty member meets with Division Chair to review the possibility of developing a hybrid class, specifically relating it to the division's goals and PVCC's focus and priorities, and considerations for developing a hybrid class. The division must plan to provide another hybrid class or hybrid section to mirror the first one, in order to efficiently use classroom facilities.
2. After consulting with the Chair, the faculty member meets with Hybrid Area Coordinator to:
 - a. review "Considerations for Developing a Hybrid Class,"
 - b. answer questions about developing hybrid classes,
 - c. discuss expectations,
 - d. review responsibilities of faculty for course development and maintenance,
 - e. review application process, and
 - f. create time lines

The Hybrid Area Coordinator may suggest that the faculty member consult with PVCC’s Instructional Technology team regarding technology/instructional resources needed to support a class in the choices@pvc program.

3. Faculty member completes the 2 forms (Request for Approval to Create a Hybrid Course and Technology/ Instructional Resources To Support a class in the choices@pvc program). The faculty member will meet with Hybrid Area Coordinator to finalize the request forms.
4. After the request forms have been finalized, the faculty member will submit **10 copies** to Hybrid Area Coordinator (Sue) for distribution.
5. Once the request has been submitted to the Hybrid Area Coordinator, the process will continue as follows:
 - a. The application will be reviewed by the Hybrid Area Coordinator and the Choices Coordinating Team. Their comments will be noted on the proposal before the proposal is forwarded to the Vice President of Academic Affairs.

- b. The Vice President of Academic Affairs and the Dean of Academic Affairs will review the request package with the Hybrid Area Coordinator. The Vice President of Academic Affairs may contact the faculty member for additional input.
 - c. The Vice President of Academic Affairs or the Dean of Academic Affairs will notify the Hybrid Area Coordinator and the faculty member of his/her decision.
 - d. The Hybrid Area Coordinator will notify the the Choices Coordinating Team of the Vice President of Academic Affairs's decision.
6. 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/online version of the course may be supported by college funds (for example, if an archived version of ENG101 online already exists, no development funds will be allowed for a hybrid version of the course.) Compensation may given in the amount of $\frac{1}{2}$ of the course load, i.e. a 3 credit course would receive a service contract up to $1\frac{1}{2}$ credits.

Online Instruction Basic Guidelines For Faculty

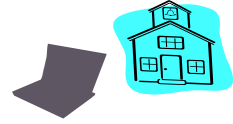
- The instructor needs to be computer literate as related to online instruction.
- The instructor will need a PVCC email address and have daily internet access.
- The instructor should have participated in all sessions of Blackboard training within the last year prior to teaching online: a) course setup, b) course tools, and c) assignments, assessment, and grade book

Resources

Blackboard training – attend PVCC workshops

Sam Fraulino, Blackboard & web problems 602-787-7786

Sheri Bakunowski, Center for Distance Learning 602-787-6754



Request for Approval to Create a Hybrid Class

Faculty member(s): _____

Department /Division: _____

Email _____

Phone: _____

Course number and title: _____

Proposed start date of course development: _____

Proposed start date of course delivery: _____

Course Day/Time: _____ Classroom: _____

Course & Room Approval by Division Chair: _____

Division Chair Signature/Date

1. How will classroom space be utilized? Which 2 hybrid classes/sections will share the space?

2. Describe the skills that you need to acquire to develop this course. Include a timeline of when and how you will acquire them before developing the course.

3. Describe any additional support you will need while developing this course. From whom will this support be given?

4. What is the student niche created or served by the course you will offer and what is the target audience for the course?

5. Other special information or considerations?

If I am compensated for development of the online materials, I agree the material will be archived and owned by PVCC

_____ (your signature)

Technology/Instructional Resources to Support a Class in the choices @ pvc Program

1. How do you intend to maintain student engagement and support in the online portion of the class?
2. What email system will you use? How will you incorporate this component to communicate with your students (for example: homework attachments, feedback to students)?
3. Will development and/or delivery of this course require Internet access and/or computer and software resources at your home? If so, do you have this access and equipment now and if not, what is your plan for acquiring it?

The type of computer used by students participating in the course is a critical consideration in the development of online course material. Be cautious not to develop components of the course that could be technically unavailable or inaccessible to your students.