

## Call for Proposals: SUNY Oswego Hybrid Course Pilot Program

### *Introduction*

It is with great enthusiasm that we solicit your participation in the Hybrid Course Pilot project. The Hybrid Oversight committee was formed during the summer 2005 and charged by the Provost to begin the process of promoting the project and formulating the processes associated with it. For details of the committee's charge and other public announcements by the committee, please visit the Communication page from the Provost Office: <http://www.oswego.edu/administration/provost/documents.html>

This project is expected to last two years with a final report presented in the spring 2007 semester. To begin the project, we are asking for faculty who wish to participate to fill out the attached form and provide the supporting documents required. We intend to select five to ten courses for spring 2006 and a similar number of courses for the subsequent semesters and summer and winter sessions until the end of the project.

In this call for proposal document, we will lay out the prerequisites for the hybrid courses and faculty that are candidates for participation and the expectations for the faculty as we engage in delivery and assessment of these courses. As it is true for most projects, all policies and procedures developed by the committee are expected to be refined as we go forward and gain experience. But, our charge is clear--we are going to promote the project, select courses to participate in it, and assist faculty with training or any other means needed to deliver them. We will also engage in the assessment of hybrid courses as we move forward; it is by no means our intention to evaluate the faculty for the purpose of retention or promotion or participate in any way in the departmental and peer-evaluation processes that are already in place. We encourage faculty that participate in this project to identify their contributions in their portfolios and to incorporate the assessment results of their hybrid course as well. We also expect that one of the outcomes of this pilot project will be to showcase the curriculums developed by the participating faculty as examples for the best ways to integrate online teaching and learning into our F-to-F courses.

### What is a Hybrid Course?

With the lack of a standardized set of terms describing the various levels integration between online teaching and learning and traditional face-to-face instructions, we feel that it is imperative that we make completely clear what is considered to be a hybrid course in this pilot project.

We consider a course to be a hybrid if it has been previously taught in a face-to-face mode and is being modified to reduce some seat-time with online teaching and learning content. The following figure is designed to visually illustrate where in the continuum of instructional modes hybrid courses fall.

### Continuum of Instructional Modes

Face to Face	Web Enhanced	Hybrid	SLN
100% in class	100% in class no reduction of class time	Seat time reduced: 1/3 for undergraduate courses 2/3 for graduate courses	100% on-line
Brick and Mortar	Meets regularly but uses the Web or Course Management Software tools to enhance course assignments.	Class time is adjusted because of web component utilizing CourseSpace extensively.	The majority of SLN courses do not have any face-to-face components.

### *The Proposal Guidelines*

While innovation is strongly encouraged and building the best possible instructional model is a goal of this initiative, we recognize that the pilot must be offered in a controlled environment while we learn about this new delivery system at Oswego. The guidelines for preparing a proposal are articulated in this section.

### Courses

For the purposes of the pilot, hybrid courses are defined as face-to-face instruction supplemented extensively by online instruction. Notification to the college community that a course is a hybrid will be posted in the same manner as online courses, with a unique section code. Students enrolled in hybrid courses will be informed of the format of the delivery via mailing before the semester that the course is offered. Here are some restrictions on the courses that can be considered for the pilot:

- 100-level courses are not eligible.
- Only those courses that have been approved through the normal governance process qualify.

- Courses must continue to meet for F-to-F instruction, Lab or Lecture. Seat-time can only be reduced by 1/3 for undergraduate courses and 2/3 for graduate courses; more details with examples on this later.
- CourseSpace must be used for the online portion of the course.

Participants

In the first year of the pilot, SUNY Oswego faculty members who have either taught an online course in the SUNY Learning Network (SLN) or a course using CourseSpace are invited to submit proposals to develop and teach hybrid courses in Spring/Summer/Fall 2006. Faculty who have not received either SLN or CourseSpace training to date may sign up to enroll in future **CourseSpace** training sessions by contacting Kathi Dutton ([Dutton@oswego.edu](mailto:Dutton@oswego.edu)).

Classroom (Virtual vs. F-to-F)

Hybrid courses taught at the undergraduate level must have a minimum of two thirds of their contact hours assigned to a classroom, lab, or studio facility. The remaining instruction, constituting a third or less of the course, will be taught online through CourseSpace. Undergraduate courses that have less than two thirds of the contact hours in a campus facility will not be considered for the Hybrid Pilot project.

While the reduction in class sessions is a departure from the norm, face-to-face instruction sessions will, for the most part, follow existing classroom scheduling practices.

The following table provides examples of acceptable reductions of seat time under the above criteria, but is not intended to be a comprehensive guide. Proposals that reduce seat time by up to one-third in a way other than those listed will also be considered.

**Classroom assignment examples for undergraduate courses**

<b>Credit hours</b>	<b>Room/Time Assignment</b>	<b>Face-to-face portion</b>	<b>Online portion</b>
3 credit hours	MWF 11:30-12:25	Two 55-minute classroom meetings weekly	Weekly participation in online discussion; using CBTs; online quizzes
3 credit hours	TTh 9:35-10:55	Weeks 1-4: two 80-minute classroom meetings  Weeks 5-11: one 80-minute classroom	Group projects during weeks 5-11 (online collaboration; keeping log books online, etc.)

		meeting  Weeks 12-14: two 80-minute classroom meetings	
3 credit hours	M 4:30-7:30	Weeks 1-6: one 3-hour meeting  Weeks 7-10: no face-to-face meeting  Weeks 11-14: one 3-hour meeting	4-week practicum with weekly online journal component and discussion
4 credit hours with lab component	MWF 11:30-12:25 (didactic) + 3-hour lab	On-campus lab; two 55-minute classroom meetings weekly	Preparation for and discussion of lab component; other online discussion

Graduate level hybrid courses must have a minimum of one third of their contact hours assigned to a classroom or lab facility. With a larger possible reduction in F-to-F instruction, graduate courses will have more possible ways of combining the online and F-to-F instructions. For example, it is possible to design a hybrid graduate course for the Pilot Project that meets one out of the three regular 55-minute meeting each week for the semester.

### Replacing Seat Time

Course objectives must be met as effectively in hybrid sections of a course as they would be in any other instructional mode. Proposals for the creation of hybrid courses must include an explanation of how face-to-face faculty-student interaction will be effectively replaced with non-classroom instruction. Faculty-student interaction in the course should approximate the amount of engagement students would experience in either a traditional or an entirely online course. The proposal must make clear how the faculty intends to replace seat time with activities in CourseSpace.

Faculty participating in the project must expect to continue to hold the same number of office hours on campus, as they would have if they were teaching their course in the traditional F-to-F mode.

### ***Hybrid Course Delivery***

Hybrid courses will be expected to have classrooms/labs assigned to them on campus. It is imperative that the format of the hybrid courses is made very clear to the students. The committee will assist the faculty in contacting students as early as possible with the details on how the course will be delivered. Students will need to also know in advance the level of engagement that will be expected of them in assessing the course. It is by no

means the committee's intention to inundate the students or the faculty with intrusive surveys and questionnaires all semester; but some inquiry should be expected. Students should have the opportunity to choose to participate in this project. Participation in this project should be portrayed as an opportunity for the students to not only master the content delivered in the course but to also learn about new and innovative learning environments.

It is important to think innovatively about hybrid courses. Crafting assignments and activities that integrate the work students do in the classroom or lab with the work they do online is a desired outcome for this project. This pilot project should yield best-practice examples for future hybrid courses offered at the University. It is our intention to engage in the assessment of each individual course involved and the large-scale assessment of the pilot project as a whole.

### Training and Support for Students and Faculty

As mentioned earlier, we are committed to providing training for the faculty as they prepare their hybrid courses. But, it is important to provide support for faculty as the course is in progress as well. The committee's membership includes the Campus MID, the CourseSpace Technical Support Professional, and several faculty with significant experience in online instruction. We don't presume that we already know what makes a good hybrid course but we are more than willing to help the faculty as they refine their hybrid courses in this project.

It is also imperative to provide training for the students as they learn to navigate the online part of their hybrid course. As mentioned earlier, we expect the courses in the pilot to be the ones we traditionally offer in the classroom; thus, it should be expected that the students taking them will not have much experience with online courses and their format. It is crucial to ensure that students know how CourseSpace works and what will be expected of them in the online component of the course. If the faculty wishes, mini-workshops on the use of this technology will be arranged for the students as well.

### Hybrid Course Assessment

There is a great deal to learn about hybrid courses. Of paramount concern is achieving the course objectives and student success. We need to share the information in order to address issues and maximize benefits as we move forward. Careful assessment of this initiative will need to be made and therefore instructors will be asked to provide data and submit to more assessment administration (e.g. student surveys), than might be required in traditional course sections. We may also employ other means of gathering data about the hybrid courses in this pilot project; for example, faculty may be asked to journal their experiences while teaching their hybrid course, or a committee member may attend a class and ask students questions in an informal context.

All assessments for hybrid courses should follow the guidelines for good practice, but should also include details about how time will be used in and out of class, student

responsibilities, and detailed contact information. Innovative assessments may be needed to maintain interest and participation of students in the assessment process. Detailed scoring guides (rubrics) may be required for evaluating student work as it relates to the course assessment process. Students are responsible for communicating and documenting competency more vigorously in the courses of the pilot project than in a face-to-face course.

The oversight committee will not distribute the results of the assessment of the individual courses; however, as discussed in the introduction, we encourage faculty to integrate the results in their portfolio when demonstrating their contributions in curriculum development and teaching.

### Hybrid Pilot Program Assessment

Courses must have an adequate number of course evaluations. The number of evaluations may be more than with traditional face-to-face courses and special attention may be paid to how students from various groups compare with one another in terms of factors such as success in the course, student satisfaction, graduation rates, enthusiasm for taking other hybrid courses. Factors for evaluation may include some or all of the following:

#### **Factors for Evaluation**

<b>Student Learning</b>	<b>Faculty response</b>	<b>Student response</b>
Quality of Student work		
Preparation for Hybrid course		
Timeliness of assignments		
Quality of Technical support		
Enthusiasm for future hybrid course		
Enthusiasm for future SLN course		
<b>Student Satisfaction</b>	<b>Faculty response</b>	<b>Student response</b>
Connection to Faculty/Students		
Connection to campus		
Rigor of Course		
Course organization		
Access to Academic support		

### **Hybrid Course Approval Process**

Faculty members interested in offering an existing course in a hybrid format will apply for authorization using the form titled *Proposal for Instructional Delivery in the Hybrid Format*. During this pilot period, new courses will not be considered for delivery as a hybrid course. **This form, which requires the signatures of the Department Chair and Divisional Dean, will be submitted, along with a course information sheet, a syllabus, and a detailed narrative, to the Office of the Provost electronically.** Given that a key concern of those reviewing the proposals will be how face-to-face instruction will be replaced with high quality alternative instruction; the narrative should explain

how the faculty-student interaction and student learning objectives will be maintained in the portion of the course using alternative instructional methods. The Hybrid Pilot Oversight Committee (HyPO) will review the signed proposal and will notify the Faculty Assembly chair that the proposal is under consideration. The Committee will then forward the proposal to the Provost for approval.

### Timeline

	<b>Spring 2006 Cohort</b>	<b>Summer 2006* Cohort</b>	<b>Fall 2006 Cohort</b>	<b>Winter 2007* Cohort</b>	<b>Spring 2007 Cohort</b>
<b>Proposals due to (Rameen Mohammadi)</b>	October 17 <sup>th</sup> 2005	November 8 <sup>th</sup> 2005	January 9 <sup>th</sup> 2006	August 2 <sup>nd</sup> 2006	August 2 <sup>nd</sup> 2006
<b>Proposals reviewed by the HyPO Committee</b>	November 1 <sup>st</sup> 2005	November 22 <sup>nd</sup> 2005	January 23 <sup>rd</sup> 2006	August 16 <sup>th</sup> 2006	August 16 <sup>th</sup> 2006
<b>Recommendations Reviewed by the Provost</b>	November 8 <sup>th</sup> 2005	November 29 <sup>th</sup> 2005	January 30 <sup>th</sup> 2006	August 23 <sup>rd</sup> 2006	August 23 <sup>rd</sup> 2006
<b>Approved cohort announced</b>	November 9 <sup>th</sup> 2005	November 30 <sup>th</sup> 2005	January 31 <sup>st</sup> 2006	August 24 <sup>th</sup> 2006	August 24 <sup>th</sup> 2006

**\* Only summer/winter hybrid course proposals will be accepted for courses that have been taught as hybrids already or the course has been taught in the summer or winter before and all other prerequisites for proposing the course as a hybrid are met.**

### Process Summary

Prerequisite: Must be an existing course. Instructor must have taught an SLN or a CourseSpace course before. Maximum reduction in seat-time is 1/3 for Undergrad and 2/3 for Grad courses. The course can not be 100-level course.

Initiate Action:	Download the proposal form titled <i>Proposal for Instructional Delivery in the Hybrid Format</i> (MS-Word format) from: <a href="http://www.oswego.edu/administration/provost/documents.html">http://www.oswego.edu/administration/provost/documents.html</a>
Prepare Required Documentation:	Complete the proposal form and prepare a detailed narrative. You will also need a course information sheet, and a course syllabus. All of these need to be in an electronic format (.doc, .rtf, etc.)
Gain Support + Signatures:	Proposal must have support from the home department and the appropriate dean. A printed version of the proposal form needs to be signed by both the department chair and the appropriate dean as well as the applicant.
Submit proposal:	The form and all supporting documentation must be submitted electronically. They must be emailed to <a href="mailto:provost@oswego.edu">provost@oswego.edu</a> . The printed version of the form with the necessary signatures needs to be submitted to the Office of the Provost in Culkin Hall.
Review and Recommendation:	HyPO Committee reviews all proposals and makes recommendations to the Provost.
Final Approval:	Provost/Vice President for Academic Affairs

Committee Membership and Contact Information

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