OLD GUIDELINES DRAFTED IN 2008
BEING REVISED BY THE COMMITTEE NOW
NEW GUIDELINES WILL BE READY BY FALL 2015

KINGSBOROUGH COMMUNITY COLLEGE

GUIDELINES AND PROTOCOLS FOR TEACHING HYBRID/ONLINE COURSES

Developed by:

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DEFINITION OF HYBRID AND ONLINE COURSES AT KCC

Both hybrid and online courses REDUCE the number of face-to-face classroom hours required by providing electronic interaction through Blackboard or some other online platform. The difference is in the amount of classroom hours reduced. Both hybrid and online will list FEWER hours in SIMS and require less assigned room space. Note: If a course uses Blackboard (or some other platform or electronic service) but does not reduce its classroom hours, it is neither hybrid nor online, simply "Blackboard Assisted."

Here are some (hopefully) helpful definitions and examples:

1. An "ONLINE" course is 100% online; that is, no face-to-face hours occur in a "physical" classroom. Such courses are coded "DL" by Academic Scheduling. EXAMPLE:

    a. 100% ONLINE COURSE: A 3-hour course that has NO weekly meetings in a classroom (fully-online).

2. A "HYBRID" course is any course that has at least 1 hour of online course replacement but not 100%. These courses are also defined as partially online; that is, at least one hour is online and at least one hour occurs in a physical classroom. [1]

TEACHING HYBRID AND ONLINE COURSES

PHASE I

Faculty who wish to teach a hybrid/online course on or after **Fall 2011** must adhere to the criteria outlined below. Since teaching online is a distinctively different experience, faculty who would like to teach a hybrid or fully-online course (see definitions above) are asked to satisfy (A), (B), or (C):

A. **Be a Sloan Fellow.** Faculty who are Sloan Fellows may choose to teach a fully-online courses (after consultation with their departmental chairpersons and notification of the Associate Provost), moving on to Phase II.

OR

B. **Demonstrate that you have experience developing and teaching a hybrid (or fully-online course) at Kingsborough or elsewhere.** To do so, please submit to the Faculty Committee on Hybrid/Online Instruction an online portfolio including syllabi, sample online assignments, sample student work (good and bad), sample instructor responses, a reflective statement about the semester's work and experience with references to readings and instructor/student work.

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[1] A hybrid course is 16.67% to 83.33% online with the remainder taking place in a physical classroom.

OR

C. 1. **Demonstrate/develop Bb technical skills**
If you have already taught online/hybrid courses, you must demonstrate your ability by going through the certification process. If you have not yet taught a fully-online or hybrid course, please schedule to visit the director of the Kingsborough Center for Advanced Technology Training (KCATT) who will provide you with access to the online "Blackboard Competency Training Program for Faculty." Upon completion of this training you will be able to demonstrate your ability to do a number of tasks in the Blackboard environment.
These include:
- Posting announcements by section and groups
- Using email to contact section and group members
- Posting threads on *Discussion Boards*
- Accessing and returning student assignments via the *Assignment* feature
- Implementing chat room functions
- Grading assignments
- Providing feedback to students
- Creating student groups on the course website
  Creating a sample evaluation tool

Once you demonstrate that you have successfully taught an online or hybrid course, you may choose to develop and teach a fully-online course (after consultation with your departmental chairperson and notification of the Associate Provost), moving on to Phase II. Efforts will be made to introduce your class at the next available time; please allow sufficient time for preparation and proper scheduling before.

2. **Arrange to teach a hybrid course:**
   a)   Ask your department chair and notify the Associate Provost to arrange for you to teach a hybrid course in the near future allowing ample time to fit the course into the academic schedule. You will then proceed to develop a course that includes the components described in (B) above. In the interim, you are encouraged to begin to populate your blackboard site and integrate technology in your current classes to demonstrate your proficiency.

   b)   Participate in faculty development activities around technology and online teaching:
- Join the KCTL Teaching with Technology (TWT) Faculty Interest Group (FIG).
- Take advantage of training and support for the use of technology for pedagogical and professional purposes available at KCATT.
- Join the Bb-based "Online and Hybrid Instruction at Kingsborough Community College" site for pedagogical information, exchange of ideas, and other resources.
- Get a mentor (either a departmental go-to person or a member of the Faculty Committee on Hybrid/Online Instruction)

   b. **Teach a Hybrid Course**

4. **Collegial Mentoring:**
   If it is your first time teaching a hybrid/online course, you will give access to your course to a colleague in your department (or a designee) assigned by your chair. This colleague will serve as a mentor who will **unofficially** peer-review your course and provide you

with feedback regarding your progress with and mastery of Blackboard technology.

5. **Student Evaluation:**
As in a regular course, students will be asked by midterm to complete evaluation forms. (Student evaluation form has been developed by the Instruction Committee of the College Council.)

Once you have successfully taught a hybrid course, you may choose to teach a fully-online course (after consultation with your departmental chairperson and notification of the Associate Provost).

PHASE II

Fully-online courses should include the minimal components described in (B) above. Faculty teaching fully-online courses:

1. **Are strongly encouraged to participate in faculty development activities around online teaching:**
   - Join the KCTL Teaching with Technology (TWT) Faculty Interest Group (FIG).
   - Take advantage of training and support for the use of technology for pedagogical and professional purposes available at KCATT.
   - Join the Bb-based "Online and Hybrid Instruction at Kingsborough Community College" site for pedagogical information, exchange of ideas, and other resources.
   - Get a mentor (either a departmental go-to person or a member of the Faculty Committee on Hybrid/Online Instruction)

2. **Collegial Mentoring:**
You will give access to your course to a colleague in your department (or a designee) assigned by your chair. This colleague will serve as a mentor who will **unofficially** peer review your course and provide you with feedback regarding your progress with and mastery of Blackboard technology.

3. **Student Evaluation:**
As in a regular course, students will be asked to complete evaluation forms.

BLACKBOARD COMPETENCY TRAINING PROGRAM FOR FACULTY

Blackboard Competency Training Program for Faculty is administered by the Kingsborough Center for Advanced Technology Training (KCATT), L705, ext. 6622.

If you are a faculty member who has not yet taught a fully-online or hybrid course, please arrange to visit the director of KCATT who will arrange for you to go through the online, Bb-based, "Blackboard Competency Training Program for Faculty" to learn and/or demonstrate your ability to do a number of tasks in the Blackboard environment. After you have successfully completed the online module, you are certified for Bb 8.

DISTANCE LEARNING STUDENT CERTIFICATION PROGRAM

The Distance Learning Student Certification will work to prepare students for fully-online, hybrid and/or Blackboard (technology) assisted courses. In an effort to simulate the experience of the distance learning environment, a hybrid format has been chosen for this training session. Students will attend a "live" (on-campus) training session for approximately one hour, and they will also complete the equivalent of one hour's worth of work at home (or wherever they can access the Internet). The trainer will be available for questions through e-mail during this time period.

The Distance Learning Student Certification will use a number of "Virtual Tour" videos and have an interactive component that will walk students through the common areas of a Blackboard course shell, as well as introduce them to some of the obstacles they may face in a distance learning environment. In addition, students will practice the various interactive areas of Blackboard, including assignments, internal tests, external links, course documents, discussion boards, etc.

Finally, students will remain enrolled within the course shell for the next term; as a result, they will have the opportunity to review the "Virtual Tour" and/or interactive areas as often as they would like.

Distance Learning Student Certification process is administered by the Kingsborough Center for Advanced Technology Training (KCATT), L705, ext. 6622.

SUGGESTIONS FOR PEER OBSERVERS FOR REVIEWING BLACKBOARD COURSE SITE

1. What do you think of the initial **"look"** of the site? Is there a banner bearing the course title, a good look to the buttons and color scheme?

2. Does the **Announcement** present clear information about the course, instructions for starting to navigate the course site, and/or a strong sense of welcome?

3. Is the information under **Staff Information** clear, complete, and appropriate? (If you were a student, would this be what you needed?)

4. Does the **Course Information** section have folders or items giving the description/ overview/ goals of the course, the syllabus, and/or the evaluation/grading policies?

5. Does the **Course Documents** section seem to have at least a start on adequate and appropriate folders and items (e.g., folders for lecture notes, discussion notes, "hand-outs," reading material, PowerPoint slides, and so forth)?

6. Does the **Assignments** section have not just assignment folders but some (if only initial) sense of organization to them (e.g., weekly assignment folders with assignments or homework in each folder)?

7. Does the **Books** section have something explaining the required book(s) or materials?

8. Does the **External Links** section have useful and appropriate links? Is each link given an annotation, or do you need to click on it to find out what it's a link to?

9. Is there something for each button above? If there isn't, would you urge that the instructor remove (or, in the parlance of Blackboard, disable) the button?

10. If linked files require plug-ins (e.g., Acrobat Reader), are there directions about how to download these plug-ins (in case students don't have them)?

11. When you click each linked file, does it load so that you can read it? Is it easy to read?

12. Is there a least one forum on the **Discussion Board**?

13. Are there basic instructions about how to use the **Discussion Board** (either in the forum description or elsewhere the students are referred to -- e.g., a document in the **Course Documents** section)?

14. What else will students need to see in this course site as they begin to use it for this course?

15. What suggestions can you offer the course developer to improve the course site?

SUGGESTED NARRATIVES FOR HYBRID AND ONLINE COURSES FOR eSIMS

HYBRID

XXX 0XX00 **DH**01 is offered in a partially online format.

Students are expected to know Blackboard, Word and email (including attachments); have access to the internet; and spend significant time doing online assignments.

If you need help meeting these expectations, please visit the *Kingsborough Hybrid/Online Resource Page* at: http://www.kingsborough.edu/classschedule/online.html

NO SPECIAL PERMISSION REQUIRED TO REGISTER

ONLINE

XXX 0XX00 **DL**01 is offered in a fully-online format.

Students are expected to know Blackboard, Word and email (including attachments); have access to the internet; and spend significant time doing Online Assignments.

If you need help meeting these expectations, please visit the *Kingsborough Hybrid/Online Resource Page* at http://www.kingsborough.edu/classschedule/online.html before seeking permission to register for this course.

Please contact the eSIMS Help Center at 718 368-6551 or esimshelp@kbcc.cuny.edu to be granted permission to register for this section.

SPECIAL PERMISSION REQUIRED TO REGISTER

Teaching Online for the First Time – The Quick Guide.
(http://www.designingforlearning.info/services/writing/ecoach/tenbest.html)
Ten practices that contribute to an effective, efficient, and satisfying teaching and learning
experience for both faculty and students. By Dr. Judith V. Boettcher, Nov. 8, 2008.

(My) Three Principles of Effective Online Pedagogy
(http://www.sloan-c.org/publications/jaln/v8n3/pdf/v8n3_pelz.pdf)
The recipient of the 2003 Sloan-C award for Excellence in Online Teaching, Bill Pelz,
Professor of Psychology, Herkimer County Community College, shares his thoughts regarding
effective online pedagogy.

Theory and Practice of Online Learning (http://cde.athabascau.ca/online_book/)
Edited by Drs. Terry Anderson and Fathi Elloumi, *Theory and Practice of Online Learning*
compiles the online and distance education expertise developed at Canada's Open University
during the past 30 years. In 454 free-to-download pages, it addresses the practical issues all
online educators face, from infrastructure and course development to student support and
copyright issues.

The Quality Matters Rubric (http://www.qualitymatters.org/Rubric.htm)
Quality Matters created a set of forty specific elements, distributed across eight broad standards,
by which to evaluate the design of online and hybrid courses. The web-based, fully interactive
rubric is complete with annotations that explain the application of the standards and relationship
between them. The eight broad standards include: Course Overview and Introduction; Learning
Objectives; Assessment and Measurement; Resources and Materials; Learner Engagement;
Course Technology; Learner Support; and Accessibility.

Enhancing Online Learning: A Quick Guide for Online Instructors
(Print copies available at KCATT and posted on the "Online and Hybrid Instruction at
Kingsborough Community College" Bb-based resource site)
Prepared by the Consortial Faculty of the CUNY Online Baccalaureate Program, the guidelines
reflect the trials and errors derived from individual and collective experiences with online
teaching.

Guidelines for Hybrid Course Development
(Print copies available at KCATT and posted on the "Online and Hybrid Instruction at
Kingsborough Community College" Bb-based resource site)
A very useful guide on hybrid instruction developed by the Committee on Academic Computing
at Hostos Community College.

**Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review
of Online Learning Studies**
(http://www.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf)
According to this U.S. Department of Education report, by Barbara Means, et al., students on
average performed better in online learning conditions than those receiving face-to-face
instruction. The report argued that the difference in learning outcomes was actually larger for
hybrid vs. face-to-face conditions and perhaps that could be attributed to the fact that "these
blended conditions often included additional learning time and instructional elements not
received by students in control [face-to-face or F2F] conditions."