Guidelines for Deans and Chairs for Assigning Hybrid Courses

Last Update 10 December 2014

1. Current definition from the NEIU Schedule of Classes
   a. “Hybrid courses (also called blended courses) combine face-to-face sessions and online instruction in a pre-announced, regularly repeating pattern.”
   b. “Hybrid courses replace various percentages of the face-to-face sessions with online instruction; a 50-50 split enhances scheduling and room-sharing options.”
   c. “Face-to-face meeting times must be published in the course Notes section in the catalog.”
   d. “Note: Courses that provide online elements as supplements to face-to-face learning, or that replace only selected individual face-to-face meetings (e.g., to accommodate faculty travel), are considered face-to-face courses.”

2. Course assignment and CSM processes
   a. Schedule Type field on CSM for hybrid courses = HY
   b. Notes for hybrid courses need to include details on the schedule of face-to-face sessions to help students in developing their course and work schedules.
   c. Departments should share hybrid classrooms/time slots (e.g., two 50-percent hybrid classes could share the same Tuesday-Thursday room time/slot).

3. Selecting courses to be taught in hybrid format
   a. Many types of courses are suitable for teaching as hybrid courses. The key requirement is a sufficient level of use of online teaching, learning, and communication tools in the learning management system (LMS) to replace some percentage of the face-to-face class sessions. Consult with the Center for Teaching and Learning (CTL) if in doubt over whether courses should be offered as hybrids or remain as tech-intensive, face-to-face courses.
   b. The CTL has developed a document which provides criteria for use by departments in planning and in selecting courses which are good candidates for teaching online and/or hybrid. See “Administrator Tools” at http://homepages.neiu.edu/~ctl/.

4. Training and support for teaching hybrid courses
   a. The CTL offers a professional-development curriculum to faculty members who wish to teach hybrid courses and/or design hybrid courses.
b. *Desire2Learn General Training*

- A 3-hour face-to-face training or a 2.5-hour self-paced online training, the *Desire2Learn General Training* course covers content, grades, discussions, communication, dropboxes, assignments, quizzes, tests, and exams.

- Successful completion of the *D2L General Training* course is required in order to take the *Online Teaching* course.

c. *Hybrid Teaching*

- A 30-hour non-credit training course designed to provide faculty with the basic tools, techniques, and theories needed to be able to create and conduct hybrid, or blended-learning, courses.

- On completion of this 6-week hybrid course, faculty members will have a complete hybrid course environment, and are certified by the NEIU Center for Teaching and Learning (CTL) to teach hybrid courses.

- Successful completion of the *Hybrid Teaching* course is a minimum requirement for faculty members who will be assigned to teach hybrid courses.

5. Preparing to teach hybrid courses

a. Before preparing to teach a hybrid course, a faculty member should already have experience teaching that course in a face-to-face format.

b. When the course instructor is also the course-content designer, significant time and effort are required, prior to offering hybrid courses for the first time, for preparation of course materials (e.g., lectures, multimedia, tests/quizzes, discussion content) to replace face-to-face class sessions. The best practice is to allot approximately one hour of course-content development time for each contact hour being moved to online, prior to first offering. Allowing one-half to one full semester for content development prior to the first offering of a hybrid course.

c. Assign only one new hybrid course per instructor per semester.

d. The core structure and core materials for the entire course should be created and in place before the first day of class. Do not assign instructors to hybrid courses without verifying that class-meeting-replacement course materials are already developed.
e. Key 14 credit units (CUs) may be assigned to faculty members in recognition of the time and effort required to develop hybrid courses. This assignment should be well in advance of the term in which the course is being taught. Note that Key 14 levels a, b, and c credit units require prior approval by Dean and Provost.

6. Course-readiness review

   a. The CTL, in conjunction with faculty members from all three colleges, has developed a Course Readiness Checklist based on nationally normed models, such as the Quality Matters program. See “Administrator Tools” at http://homepages.neiu.edu/~ctl/.

   b. It is best to perform a peer review of course structure and content, prior to the first offering of an online course, by faculty members in the department or college who are experienced in teaching online. The CTL can provide a list of faculty members who have completed the Online Design course and who are familiar with the NEIU Course Readiness Checklist.

7. Student-rating processes

   a. Students taking online courses must complete their end-of-semester course ratings online. Departments with online course must, therefore, use the End-of-Semester eSurvey process (see http://homepages.neiu.edu/~ctl/esurveys.html).

8. Related resources

   a. For recommendations from the Task Force on Online Learning, see their final report at http://homepages.neiu.edu/~facsen/FCAA 2010-2011/TFOL Document FCAA Revised 102010.pdf.

   b. Contact the CTL with questions related to the Learning Management System (D2L-Faculty-Help@neiu.edu), eSurveys (Course-Evaluations@neiu.edu), or general questions (call x4467).