

# **Distance Learning and Hybrid Courses as Vehicles for Teaching and Learning at Hillsborough Community College**

## **Distance Learning and Hybrids as Delivery Methods**

As defined by the HCC President’s Cabinet, distance learning and hybrids are recognized as delivery methods offered by the college. As such, distance learning and hybrid courses are bound by the same guidelines and administration as all other courses at the college. Likewise, students and faculty in distance learning and hybrid courses are supported by the college’s resources to every extent possible.

## **Types of Delivery Methods**

Instructional Technology Services provides technology and instructional design support to three specific delivery methods. The three delivery methods are outlined below.

<b>Delivery Method</b>	<b>Percent of Instruction Delivered only via Technology</b>
Distance Learning	80-100%
Hybrid	50-79%
Web Enhanced*	1 – 49%

\*Note: Web Enhanced courses are not considered to be a delivery method as defined by the college.

## **Overview**

**Distance learning** courses are defined as those course sections in which at least 80 percent of instruction occurs the in absence of direct face-to-face instructional presence. However, the college encourages development of distance learning courses which have no restrictions on time or place.

**Hybrid** courses can be defined as course sections that utilize technology in place of a percentage of in-class seat time. Hybrid course sections operate in the absence of direct face-to-face instructional presence between 50 to 79 percent of the scheduled seat time; therefore hybrid courses are not classified as distance learning. The most common model for hybrid course sections consists of a 50/50 split between traditional seat time and technology activities.

## **The Learning Management System (LMS)**

- The college recognizes O {J EE as its official Learning Management System (LMS). Any evaluation of the college's LMS will be conducted by faculty, Academic Administration, and the Instructional Technology Services department. Faculty may choose to use other internet-based platforms, but the college only supports the official LMS.
- Access to the LMS is restricted to faculty, staff, and students of the college. Any request for external parties to be provided access to the LMS will need express written permission from the Director of Instructional Technology. Administrative access to the LMS is also restricted to college personnel as determined by Instructional Technology Services.
- In certain situations, faculty may choose to use a system other than MyHCC to facilitate Web Enhanced, Hybrid, or Distance Learning courses at the college. The college will not provide support for these third party systems, and faculty will be responsible for:
  - Using MyHCC to provide initial access to the third party system and to provide information about accessing technical support for the system.
  - Assisting their Dean to demonstrate proficiency in the third party system prior to being evaluated in these distance learning/hybrid courses.

## **Roles and Definitions**

### **Center for Innovative Teaching and Technology (CITT)**

The mission of the Center for Innovative Teaching and Technology is to provide an environment that fosters the development and delivery of engaging, innovative instructional strategies and technologies promoting successful student learning opportunities.

In particular, for distance learning and hybrid courses, CITT:

- Maintains an environment that is conducive to student and faculty success in the delivery of distance learning and hybrid offerings.
- Manages the college recognized and supported platform.
- Provides recommendations regarding any policies and processes involving use of the platform.
- Provides training and ongoing support for full-time and adjunct faculty who are teaching or developing distance learning/hybrid courses using the LMS and/or other instructional technologies and delivery methods supported by the college.
- Certifies and may provide compensation to Faculty Trainers who have been recommended by Faculty Instructional Technology Committee (FITC) as experts in the LMS and/or discipline-specific technology.
- Certifies faculty who are proficient in the use of the LMS and other methods of instructional delivery as a result of training by CITT staff or Faculty Trainers.
- Certifies that Deans have an appropriate level of proficiency in the use of the LMS prior to the Dean's evaluation of faculty using distance learning or hybrids.
- Coordinates the Distance Learning/Hybrid Implementation Plans filed by full-time and adjunct faculty.

- Compiles data as they relate to student success and efficient management of the distance learning and hybrid program at the college.
- Uses the data to recommend changes in existing policies and processes, and as a tool to manage the administration and scheduling environment of distance learning and hybrid course offerings.
- Serves as a resource for the FITC

#### The Faculty Instructional Technology Committee (FITC)

It is the mission of FITC to provide input, advice and direction to the V. P. for Information Technology, the V.P. of Academic Affairs and to the Director of Instructional Technology; to establish faculty priorities for instructional technology at HCC; to reflect the real impact on faculty, students and teaching as technology decisions are made.

In particular, for distance learning and hybrid courses, the FITC:

- Serves as the primary college advisory committee dealing with distance learning and hybrid courses.
- Formulates strategic planning and policy recommendations, provides guidance for training considerations, and recommends quality standards for distance learning and hybrid course delivery.
- Will collaborate with CITT to identify Faculty Trainers as well as develop and implement a faculty training certification program which will be delivered through a combination of the college's LMS and traditional activities.

#### Full-time Faculty

In Distance learning and Hybrid courses, faculty maintain the rights and responsibilities as defined in the bargaining agreement agreed to by the college.

In particular, for distance learning and hybrid courses, the faculty:

- May teach an existing college course through distance learning or hybrid delivery or request additional sections of distance learning or hybrid courses as needs are identified.
- Will file a Distance Learning/Hybrid Implementation Plan (see Appendix A) with their Academic Dean and the CITT prior to developing:
  - i) A distance learning/hybrid approach for an existing HCC course.
  - ii) A distance learning/hybrid approach for a new HCC course.
  - iii) A distance learning/hybrid course re-design.
- Are encouraged to use the recognized platform for distance learning, hybrid or web-enhanced courses.
- Must demonstrate proficiency in the use of the LMS or chosen course delivery system as certified by the CITT or a designated Faculty Trainer.
- May participate in a team to develop a distance learning/hybrid Master Course template (or shell) for use by adjunct faculty.
- Will select textbooks and E-Packs for distance learning/hybrid courses in accordance with the FUSA contract.

- May be compensated for developing a distance learning/hybrid course as stipulated in the FUSA contract.
- Will be expected to meet their classes at times and locations as advertised in the schedule. The dean must be notified of any change and appropriate leave forms must be completed.

#### Adjunct Faculty

- May teach distance learning/hybrid courses created by full-time faculty at the college through one of three avenues:
  - i) Master course templates for adjunct faculty.
  - ii) Course shells created by full-time faculty but owned by the college.
  - iii) Course shells owned by faculty to be used by adjuncts with the express permission of the full-time faculty member.
- Are expected to uphold the quality and integrity of college distance learning/hybrid courses as developed, and are bound by the same training certification process as full-time faculty.
- When an HCC course shell is not available for use, may develop their own distance learning/hybrid course shell by completing a Distance Learning Course Implementation Plan in collaboration with and final approval of a committee of three full-time faculty members within the discipline when possible.

#### Administration

- All administrators are encouraged to participate in professional development courses and training that cover the pedagogical approaches to and demands of distance/online education.
- V.P. for Academic Affairs and the CITT will coordinate with Academic Deans to facilitate the coordinated and managed enrollment growth of distance learning/hybrid courses and programs.

#### Academic Deans

- provide administrative support and encouragement whenever possible to faculty in distance learning/hybrid courses.
- are responsible for scheduling distance learning /hybrid courses.
- are responsible for assigning, compensating, and evaluating full-time faculty in distance learning/hybrid courses.
- are responsible for approving that a need exists for new distance learning/hybrid courses, and may possibly collaborate with the CITT regarding needs analysis.
- demonstrate proficiency in the LMS and/or other delivery methods prior to evaluating full-time faculty in distance learning/hybrid courses.
- are encouraged to participate in professional development courses and training that cover the pedagogical approaches to and demands of distance/online education.

#### Student Services Deans and Staff

- provide student services support and encouragement whenever possible for faculty and students in distance learning/hybrid courses.

- provide online services for advising, registration, and student enrollment, to be comparable to face-to-face services whenever possible.
- provide on-campus services to meet the needs of distance learning students and faculty
- demonstrate a basic level of understanding of the LMS and distance learning offerings
- are encouraged to participate in professional development courses and training that cover the pedagogical approaches to and demands of distance/online education.

### Master Course Shells

- Fully functional distance learning/hybrid courses developed by a collaborative effort among more than one faculty member
- Faculty may choose to collaborate with an Instructional Designer from the CITT in their development.
- Are recommended to be used in high enrollment courses (courses with multiple distance learning/hybrid sections being offered), or may be used by full-time faculty if they choose.
- Are designed to provide consistency in quality and content across adjunct faculty and campuses, and provide assurance that the course content was developed to meet prescribed learning outcomes.
- Approval of Master Course Shells for use by one campus will follow the same process as the campus's textbook approval.
- Approval of Master Course Shells for college-wide use will require committee approval from a multi-campus intra-disciplinary group.

### **The Distance Learning/Hybrid Course Development Plan**

Faculty developing a new distance learning/hybrid course will:

1. Obtain approval from their Academic Dean (and possibly the Program Manager) that need exists.
2. File Distance Learning/Hybrid course Development Plan with the Director of Instructional Technology. As part of the Course Development Plan, faculty will:
  - a. Request the V.P. of Academic Affairs approval for course development compensation, if desired.
  - b. Research available resources (such as a CITT Instructional Designer, HCC instructors, other institutions, publishers, professional conferences).
  - c. When necessary adopt E-packs using the same procedures for textbook selection.
  - d. Consult with the CITT for technology support and compatibility requirements of E-Packs.
  - e. Choose platform for course delivery and consult with the CITT regarding system requirements.
  - f. Receive certification through the CITT or designated Faculty Trainer as having demonstrated proficiency in course delivery platform and course

- software, if applicable.
- g. Develop course syllabus/schedule/assignments which address all course performance objectives and learning outcomes.
3. Contact Academic Dean or Program Manager for class scheduling.

\*Note: Any brand new HCC course must first be approved through the Cluster and Academic Affairs Committee new course proposal process.

## **Web Enhanced Courses**

### **Definition**

Web Enhanced courses are sections that meet 50 percent or more of the scheduled seat-time, but also use web technologies to support instruction. Faculty may choose to use the college's learning management system or the college portal as a mechanism to enhance their courses. Note: Web Enhanced courses are not considered to be a delivery method as defined by the College.

### **College Committee Alliance**

There are no formal committee alliances to address web enhanced courses. However, the Faculty Instructional Technology Committee may recommend procedures or policies regarding web enhanced courses as appropriate.

### **Implementation**

Web Enhanced courses do not require academic administration approval or notification.

### **Technology Utilization**

Faculty members who web enhance their course typically do so through the college LMS or portal. However, there are many tools external to the college network which are well suited to web enhanced courses.

### **Class Meeting Schedule**

Faculty are expected to meet their classes at times and locations as advertised in the schedule. The dean must be notified of any change and appropriate leave forms must be completed.