Effective Date: Aug 2017	Replaces: None

HYBRID COURSE POLICY

1.0 POLICY STATEMENT

Hanson College, hereinafter called "Hanson", is committed to providing an accessible, supportive learning environment for its students. Hanson recognizes the importance of technology integration in the learning process to create a more efficient and flexible learning environment. For that reason, Hanson developed this policy to support the institutional learning and teaching of hybrid courses.

2.0 RATIONALE

2.1 To establish a foundation of minimum standards and best practices on which to build quality hybrid courses. As well, avenues for enforcement and remediation will be clearly defined, to ensure all Hanson hybrid courses adhere to high standards of quality.

2.2 Hanson is also committed to helping students prepare for the world of work after graduation. Therefore, the Hybrid Course policy also serves to ensure all Hanson hybrid courses follow Citizenship and Immigration (CIC) regulations regarding students' eligibility for a Post-Graduate Work Permit (PGWP), particularly students who have undertaken distance (online) learning via a hybrid course. As the PGWP distance learning requirements state:

> 2.2.1 "When *less than the majority* of all the credits earned by the student toward the completion of a program of study were earned by completing online courses, a PGWP *may be issued* on the length of the program and the credits earned from both in-class and online courses;
>
> 2.2.2 When a *majority* of all the credits earned by the student toward the completion of a program of study were earned by completing online courses, the applicant is *ineligible* for PGWP."
>
> (taken from http://www.cic.gc.ca/english/resources/tools/temp/students/post-grad.asp)

3.0 SCOPE

This policy applies to all Hanson program areas offering hybrid courses as well as departments that are involved in supporting the development and delivery of hybrid courses instruction.

4.0 DEFINITIONS

4.1 Level 1 (Web-enhanced courses):

1-24% delivered online with no reduction in seat time. No formal review required.

A web-enhanced course is a traditional, in-class course utilizing a web-based technology (such as a Schoology) that serves as a source for content and resources that supplement the in-class component.

4.2 Level 2 (Hybrid courses):

25-40% delivered online; thereby allowing a reduction in seat time by 40%. A formal review is required through the Hybrid Course Approval Process in accordance with policies under 5.0 of this document. The online component must provide student assessment that will not be available on-site (unless a re-take).

5.0 PROCEDURES (Hybrid Course Approval Process)

All approved hybrid courses will be governed by Hanson Hybrid Course Policy. An upgrade from a face-to-face course to a hybrid course can be suggested by either Hanson or faculty. In both cases, the following procedures shall take place after the suggestion.

5.1 Any faculty member scheduled to teach a hybrid course shall be required to complete a stipulated program of training prior to course approval and start.

5.2 If a suggestion for upgrade is to replace level 1 course with level 2 course, then faculty shall develop the course online contents in accordance with Hybrid course design standards (appendix C) and online design template (on Schoology).

5.3 If the suggestion is for a face-to-face course, the faculty shall develop the course from face-to-face to level 1 in one semester. The following semester he/she shall apply for hybrid course approval and follow the instruction in 5.2

5.4 The Hybrid Learning Designate will review each course content against Hybrid course audit criteria. The approval process will require that the course is designed in accordance with policies under 6.0 of this document.

6.0 HYBRID COURSE DESIGN, DEVELOPMENT, AND DELIVERY

6.1 Hanson, through the HLD, shall provide specific quality standards for hybrid courses.

6.2 Course design, development, and delivery will be in accordance with the Campus' general Principles for Teaching and Learning, and the specific Principles for Hybrid Learning.

6.3 Courses in which 40% or less of face-to-face time is to be replaced by online activity shall be designed as a process of consultation with the HLD under the coordination of the Academic Department.

6.4 Hanson, through the HLD, shall provide, on an ongoing and systematic basis, appropriate training in course design for hybrid learning for faculty and relevant staff.

6.5 Hanson, through the HLD, shall provide readily accessible information and resources on best practices in hybrid learning to inform approaches to course design and development.

6.6 Hanson, through the HLD, shall provide guidelines for calculating student workloads in hybrid courses.

6.7 Hybrid course design, development, and delivery, including the preparation of learning materials

shall take account of the needs of students with disabilities.

7.0 QUALITY ASSURANCE AND EVALUATION

This Hybrid Course Policy recognizes the following quality elements for a hybrid course:

7.1 The institution's assessment policies will support the use of assessments and examinations appropriate for hybrid learning.

7.2 Hanson Quality Assurance (QA) policies, systems, and processes shall take account of any special requirements with respect to hybrid courses.

7.3 The instruments used for student evaluation of learning shall take account of elements unique to hybrid learning.

7.4 The instrument used for academic evaluation of teaching shall take account of elements unique to hybrid learning.

7.5 Hanson Hybrid Course Policy shall be subject to review on an annual basis.

8.0 RESPONSIBILITY

Associate Director, Academics, Hybrid Learning Department, Student Services.

9.0 RELATED POLICIES

Cheating Policy, Code of Conduct Policy, Grade Appeal Policy, and any related Academic Policies.

10.0 Copyright, Intellectual Property, and Ownership

As stated in the collective agreement

11.0 Roles and Responsibilities

11.1 Faculty Roles and Responsibility

Responsibilities:

- The faculty member is the subject matter expert who provides the course online content. The HLD lends expertise in designing the course in a professional and pedagogically sound manner.
- Faculty shall maintain Hybrid course content in accordance with Hybrid course templates, standards, and guidelines at all times.
- The faculty should maintain regular interaction with students and provide timely feedback on the student's performance. It is suggested that grading should be done within seven days after the deadline.
- Faculty should ensure three types of interaction presented in the online components: learner-learner, learner-content, and learner-instructor interaction.

- The faculty should do his/her best to attend all established training workshops/seminars designed by HLD.
- Faculty shall support student online learning needs whenever required through the course time.
- Faculty instructing hybrid courses must successfully demonstrate student attendance for the on-line components of the course.

Support and Recognition

- Hanson shall offer compensation, in accordance with the collective agreement, to faculty for the development of Level 2 hybrid courses that meet identified institutional or departmental needs and priorities.
- Institutional HR policies shall make provision for recognition of faculty's work in designing and developing hybrid courses, for performance review and promotion.
- Hanson, through the HLD, will provide training for faculty on an ongoing and systematic basis, in course design, development and delivery strategies for Hybrid courses
- Hanson, through the HLD, will provide readily accessible information and resources for faculty on best practices in Hybrid learning
- Each Faculty will have HLD support in the development and delivery of hybrid courses at both Levels 1 & 2 as defined earlier in this document (4.0 above)
- Hanson Information Technology Services shall provide timely and effective technical support for staff in a timely manner via email, telephone, FAQ archives, and other appropriate channels.
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11.2 Student Responsibility, support, and preparation

Responsibilities

- Students are expected to follow their instructor's online part instructions of hybrid courses and adhere to course schedules and deadlines to achieve their academic goals.
- Students are also responsible to attend on-line components of the hybrid courses and active on-line class participation, in addition to on-site components and participation.
- All Hanson policies that govern Student conduct while on campus, will govern student conduct while online. These policies are attendance policy, cheating policy, code of conduct, procedures for student misconduct, and students' rights and responsibilities. Available on Hanson College website.

Support and preparation

- Students must be made aware prior to entering the college of the technological and other special requirements of a hybrid learning environment.
- Hanson, through HLD and the other relevant service areas, shall offer schemes to assist students in the acquisition of hardware and software necessary for study in a hybrid

learning environment.

- Hanson' induction and orientation programs for new students, including programs and services offered by Faculties, student service and academic department, such as advising and orientation activities specific for course or degree programs, information literacy or study skills workshops, electronic resources or help desks, shall be designed to assist students in becoming familiar with the different teaching methods, new technologies and independent learning skills needed for the hybrid learning environment.
- Hanson's admission and registration policies and processes shall ensure that all students have access to the e-learning tools for learning in the hybrid environment from the first day of teaching and learning or before.
- Hanson Information Technology Services/HLD shall provide timely and effective technical support for students in a timely manner via email, telephone, FAQ archives, and other appropriate channels.
- Hanson shall make available to student's online tutorials on the use of hybrid tools and strategies for success in a hybrid learning environment.

Appendix A

Hybrid Course Design Standards

The following standards are mandatory in every hybrid course design:

- Posting of an up-to-date course syllabus and teaching calendar.
- Contact information for instructors and tutors.
- Details of coursework and assignments, including deadlines.
- Ground rules/policies for the course including how the learner site will fit into delivery, how often students are expected to log on, what communication channels will be used in the course and policies guiding their use, including the instructor's policy time frame for responding to student email or online discussion posts.
- Course notices and announcements.
- A Q&A forum where students can post questions related to the course.
- Rubric for all assignments.
- Topic/unit overviews including unit objectives /learning outcomes and assessments.
- Lecture notes and handouts.
- Release of course work grades.

Appendix B

Instructing a Hybrid Course: Best Practices

- Provide an in-class orientation to the online portion of the course.
  - o Explain the hybrid course format, meeting schedule, and assignments.
  - o Make sure that students understand the workload expectations in both environments.
  - o Highlight any technical needs or assignments that may require additional resources.
- Clearly state in the syllabus all the information students will need to know about both delivery media.
  - o Make all assignments and other course expectations as explicit as possible right from the start.
  - o Clearly present the schedule of in-class and online work, with due dates stated explicitly and repeatedly. Intentional redundancy is necessary for hybrid courses.
- Provide online feedback at the end of each module/week.
- Stay current and engaged. Set aside time to focus on the online components, including reading and responding to student postings.
- Provide students with resources for live technology help.
- Develop back-up plans when technology fails, and share these with students.
- Evaluate the effectiveness of the course by soliciting student feedback and evaluating results.
- Have student attendance and participation be accounted for both on-line and on-site components.

Appendix C

Online activities and assessments workload calculation

Including but not limited to quizzes, discussions, case studies, assignments (individual or group), and learning journals. The activities and assessments should be aligned with the learning objectives and should help students to achieve learning objectives. Also, the estimated total time students spend on these activities should meet or exceed the time allocated for online components (i.e. on average 1.5 hours per week for a 3-credit course, 2 hours per week for 4-credits course).

Examples of time estimation:

• One-hour-quiz should include at least 20 questions, (10 for calculation questions)

• One-hour-discussion should include one main reply to the teacher's question (approximately 150 words), and one replies to the classmates' posts (approximately. 50 words). Discussion questions are based on the course materials and will require students to read the textbook, demonstrate critical thinking, perform research and apply their knowledge and experience.

• Assignments/case studies/learning journal: one-hour work equivalent to approximately 225 words

Appendix D

Hybrid Course Syllabus Template

Course Title:
Program:

Course Code: **Semester date:**

Class Time:
Online time:

Instructor's name: **Email**:

Method of delivery: This is A hybrid course where students are on-campus with online Schoology study.

Course Description

Required Resources

Evaluations:		**Grading Scheme**	
Test1		A	80% - 100%
Test2		B	70% - 79%
Test3		C	60% - 69%
Class activities		D	50% - 59%
Online activities		F	0% - 49%
	100%		

Academic Policies
Students must adhere to the following policies: attendance policy, cheating and plagiarism policy, code of conduct, procedures for student misconduct, Hybrid course policy, and students' rights and responsibilities. Available on Hanson College website.

Attendance Expectations
Students are expected to attend all classes (face-to-face and online) and complete evaluations on stated dates.

Missed tests
Missed tests/ examinations/ quizzes will receive a grade of zero if not submitted within 5 business days of due date unless there has been a valid reason to miss. In such cases, the student is to notify and makes arrangements with their instructor prior to the absence. For medical or other deferments, documentation must be submitted to Academic Administration within 5 business days of missed evaluation. ***When emailing instructors, please use courteous and professional and include in the subject line: your English name, student ID number, course name, and course code, and the title of the evaluation missed.***

Intellectual Property
Intellectual property, be it visual, photographic, verbal or written, belongs to the individual who created it. Using someone else's intellectual property improperly (plagiarizing) is a serious professional and academic offence which carries severe penalties. Submitting work that you have not drawn, designed, photographed or

written, you are likely to be plagiarizing. If plagiarism is suspected, your instructor will refer you to the Academic Administration. Create original work using the APA style referencing: http://www.apastyle.org

Schoology Discussion/Participation Policy (Example)

Daily Schedule (Monday is counted as the first day of the week)

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

- Every week, students will be responsible to post a response of 150 to 250 words to the discussion questions by the end of Day 3.

- All students are expected to respond to at least 2 classmates' initial posts by the end of Day 7 (minimum of 50 words each). General guidelines for discussion posting are:
    i. Comprehensive, In-Depth, and Focused Writing: Need to show critical thinking. Demonstrate that you read and understand the course materials. Comments such as "I agree" or "nice job" do not count.
    ii. Proper Citations and references: There should be no "cut and paste". Ideas that are not yours need to have proper citations and references (APA format). A direct quotation should not exceed 10% of your posts.
        a. Simple APA examples: http://library.flcc.edu/APA_FLCC.pdf
    iii. The relevance of the Topic including knowledge, experience, news, research and etc. Probing questions are encouraged and welcome.
- High-quality posts are expected, refer to the discussion rubric.

All assignments or discussion posts are due by 23:59 on the assigned day.

Participation Evaluation Components

Component description (sample)	Point Value
Discussion (6 discussions, each worth 100 points)	600
Quiz (10 quizzes, each worth 80 points)	800
Individual assignments (4 assignments, each worth 150 points)	600
Total	**2000**

To access Hanson College Schoology website go to https://hansoncollegebc.schoology.com/

Discussion Rubric

Score	Knowledge	Understanding	Writing Skills	Application/ Analysis	Peer Responsiveness
5	Comprehensive, in-depth and wide-ranging	Outstanding ability to grasp concepts and relate theory to practice	Excellent mechanics, sentence structure, and organization	Grasps inner relationship of concepts, Excellent use of a wide range of supporting materials	Demonstrates an exceptional ability to analyze and synthesize student work, asks meaningful extending questions
4	Up to date and relevant	High level of ability to conceptualize essential ideas and relate theory to practice	Significant mechanics, structure, and organization	Demonstrates the ability to analyze and synthesize, independent analysis, good use of a range of supportive material	Demonstrates good ability to analyze other student work, and ask meaningful extending questions
3	Relevant but not comprehensive	Some ability to conceptualize essential ideas and relate theory to practice	Some grammatical lapses use emotional response in lieu of relevant points	Informed commentary with some evidence of genuine analysis; some supportive materials used	Some ability to meaningfully comment on other student work and ask bridging questions
2	Limited superficial knowledge/ response	Limited ability to draw out concepts and relate theory to practice	Poor grammar, weak communication	Some observations, some supportive evidence used	Lack of ability to comment on other students' work and ask meaningful questions
1	Little relevance and some accuracy	Minimal awareness that external concepts exist	Lack of clarity, poor presentation of thinking	Lacks evidence of critical analysis, poor use of supportive evidence	Demonstrates poor ability to comment on other student work asks no meaningful questions

Course Schedule

Week	Dates	Day	Session #. Important Date Description	Topics	Reference # Of Learning Outcomes Covered	Evaluation (%)

1.	Jan 9-13	Jan.10 Jan. 14	Session #1 Session #2	In class Online		
2.	Jan. 16-20	Jan. 17 Jan. 21	Session #3 Session #4	In class Online		
3.	Jan. 23-27	Jan. 24 Jan. 28	Session #5 Session #6	In class Online		
4.	Jan. 30 - Feb. 3	Jan. 31 Feb. 4	Session #7 Session #8	In class Online		
5.	Feb. 6-10	Feb. 7 Feb. 11	Session #9 Session #10	In class Online		
6.	Feb. 13-17	Feb. 14 Feb. 18	Session #11 Session #12	In class Online		
7.	Feb. 20-24	Feb. 21 Feb. 25	Session #13 Session #14	In class Online		
8.	Feb. 27-Mar. 3	Feb. 28, Mar. 1, 2	**Midterm**	**1st part of online activities marks on my campus**		
9.	Mar. 6 - 10	Mar. 7 Mar. 11	Session #15 Session #16	In class Online		
10.	Mar. 13 - 17	Mar. 14 Mar. 18	Session #17 Session #18	In class Online		

11.	Mar. 20-24	Mar. 21 Mar. 25	Session #19 Session #20	In class Online		
12.	Mar. 27-31	Mar. 28 Apr. 1	Session #21 Session #22	In class Online		
13.	Apr.3 - 7	Apr. 4 Apr. 8	Session #23 Session #24	In class Online **2nd part of online activities marks on myca,pus**		
14.	Apr. 10 - 14	Apr. 10-11-12	**Final exam**			
15.	Apr. 17 - 21	Apr. 19		Final exam grade review (9:30 am – 11:30 am)		