

If using Firefox, you must download the form. Click the download icon in the top right corner (looks like a down arrow on a sheet of paper). You will then be asked in the pop window if you want to open or save the form. Click save, then you will see an illuminated arrow in the very top right corner of the browser. Double click the arrow, then fill out and click file, select "save as" to save to the form to your desktop or USB.

If you are using Internet Explorer, double click to open the file. Once you have filled out the form, click on the floppy disk icon on the left upper hand side of your browser and your pop up to save will appear and you can save the file to your desktop or USB.



Hybrid/Blended Course Proposal Form

Approved by the University of the District of Columbia Academic Senate
April 26, 2011

Definition of a Hybrid/Blended Course:

A course that combines online and face-to-face (F2F) instruction utilizing a course management system. Hybrid/blended courses may include between 20-79% of the seat time online rather than in the traditional classroom.

The purpose of this form is to guide the approval and development of Hybrid/blended courses at the University of the District of Columbia (UDC). This form should be used when proposing to shift a traditional course (one that is currently taught in the classroom) to the Hybrid/blended format. Note all Hybrid/blended courses offered by the University of the District of Columbia must use Blackboard Course Management System as the online component platform for content delivery and all courses will be assessed by a peer-review committee. It should also be used to guide the development of new Hybrid/blended courses, which will also be guided by policies and procedures adopted by the Faculty Senate.

Faculty proposing to develop a wholly new course for UDC, please follow the guidelines set forth by the Academic Senate and also use the Quality Matters™ Rubric (QMR) as a guide.

Faculty proposing to designate a Hybrid/blended course (one which uses both the traditional classroom for face-to-face class meetings in addition to online components) please use this *Hybrid/blended Course Proposal Form*. Faculty proposing a fully online course should use the Online Course Proposal Form. Note: the QMR is the appropriate guide for the development of computer mediated modules in the Hybrid/blended or online course.

Please complete this form as thoroughly as possible and submit to your chair to begin the approval process. Appendix A lays out a detailed table of steps and procedures to begin the process of proposing and developing a Hybrid/blended course. Appendix B Quality Matters™ Assessment Rubric and Developmental Guidelines, and Appendix C (SME Worksheet) must be completed to guide the peer review team,

Note: The Quality Matters™ assessment rubric will be used during the peer review stage as a metric to assess the proposed online course. If you do not have a Quality Matters™ Assessment Rubric Booklet 2014 edition, please contact Dr. Carl Moore (carl.moore@udc.edu), Director of Research Academy for Integrated Learning.

Prior to proposing or developing a Hybrid/blended courses, **all faculty are required to complete a course in online course development or submit evidence of having completed such course to their Chair with a copy of certification submitted to the Research Academy for Integrated Learning (RAIL) for record keeping.** It is the expectation that the Research Academy for Integrated Learning will support and conduct online certification training open to all faculty or instructors wishing to develop the skills and abilities to develop and teach in the online environment.

Once you have completed the proposal form and attached relevant documents (including SME Worksheet), submit electronically to your Chair for approval and comment, your chair will forward to the Dean for review and comment. Please send a copy of your submission to Carl Moore (carl.moore@udc.edu), Director of Research Academy for Integrated Learning.

Upon approval at your department and Dean's level, your Dean will submit the approved and signed form and documents to the Director of Research Academy for Integrated Learning who will review collaboratively with members from the Committee for Online Learning (C4OL). Certified C4OL members will assess the course using the QM rubric and return feedback to the Director of Research Academy for Integrated Learning who in turn will communicate directly with the faculty proposing the course and copy the chair and dean. A feedback rubric will be returned to the faculty member.

The department chair is responsible to communicate with RAIL whether or not a Hybrid/Blended course proposal has been approved and to ensure online and hybrid/blended courses are properly advertised, are denoted with the appropriate section numbers prior to the registration process. At any time, you are welcome to seek guidance and assistance from the Research Academy for Integrated Learning in preparing your form and assessing available recourses to deliver your course.

2. What student audience do you anticipate will enroll in this course? What are the perceived benefits for students taking this Hybrid/blended course rather than than traditional face-to-face course?

Experience Teaching With Hybrid/blended Format

1. Please describe your qualifications to teach this course in an Hybrid/blended format. Be sure to address:
 - (a) why you want to develop and teach this Hybrid/blended course
 - (b) your past experience with distance or Hybrid/blended education, if any;
 - (c) your current use of technology in your current courses and level of competencies with technology.

Preliminary Course Design Plans:

1. Please provide a course overview and introduction. This must include a description of the course as it appears in the UDC Course Catalog. You should also attach a current copy of your course syllabus.

2. Please list your learning objectives for the course. Make sure the learning objectives align to the official course description found in the UDC course catalog and that they are measurable. You may find that using Bloom's Taxonomy is a helpful guide.

3. Please provide a description of how learning outcomes (both formative and summative) will be assessed. Also, please specify how you will document the effectiveness of the tools, applications, and modules constructed or selected to build knowledge.

4. How will you verify the authenticity of student work and exams? Meaning, how will you either proctor or verify that the students submitting work and taking exams is the same student registered in the course.

5. Please identify the instructional resources, tools, and materials that will be use to facilitate learning in the course. Indicate your level of competency or need for training. Use the table below.

Technology Tools	I plan to use this tool (yes / no / not sure)	I am competent this tool	I seek training with this tool
Blackboard			
SoftChalk			
Podcasting			
Course Cartidges			
Synchronous chats			
Video			
Respondus Lockdown			
Safe Assign			
Lecture Capture			
Ebrary resources			
NBC Learn			
Other special equipment or software			

6. Please indicate whether a textbook has been selected for this course. If so, provide the textbook name, publisher, and ISBN. Is this available as an e-book? If so, will you use the e-book version? Please provide the link to the e-book.

7. Describe (briefly) how you will facilitate student discussions, interaction, and collaboration in the online environment and the face to face (f2f) environment.

8. Describe some of the activities students will be engaged in during the course and indicate how the environments are mutually dependent.

9. Please describe the number of class meetings (contact hours) that will take place online. Please be very specific.

10. List any training beyond the applications above that you will need to effectively teach this Hybrid/blended course.

Submission Deadlines for faculty

Summer or Fall Online Courses

Please submit all documents to your Chair on or before one of the following dates:
The second Friday in January or The Tuesday after President's day

Spring Online Courses

Please submit all documents to your Chair on or before one of the following dates:
The first Tuesday after Labor Day or The first Tuesday after Columbus Day

Preliminary review and support to develop online course

1. Chair's Feedback and Support of proposal: Please indicate your feedback and approval for this proposal, and provide comments about the instructor and/or the need for the course, if needed.

2. Dean's Feedback and Support of proposal: Please indicate your approval or disapproval for this proposal, and provide comments about the need for the course. Then send Form electronically to Dr. Carl Moore (carl.moore@udc.edu), Director of Research Academy for Integrated Learning for committee review and signature. Dr. Ford will return a signed copy of the form to the chair.

3. Graduate Dean's feedback (if appropriate) for graduate level Hybrid/blended courses. Please indicate your approval or disapproval for this proposal, and provide comments about the need for the course. Then send Form electronically to Dr. Carl Moore (carl.moore@udc.edu), Director of Research Academy for Integrated Learning for committee review and signature. Dr. Moore will return a signed copy of the form to the chair.

Signatures

Initiated by: _____ Date _____

Department Chair: _____ Date _____

Please forward all documents to your Dean on or before the third Friday in January or on the first Tuesday following Labor Day.

Academic Dean: _____ Date _____

Please forward all documents to RAIL on or before the fourth Friday in January or on the second Tuesday following Labor Day.

Graduate Dean: _____ Date _____

Please forward all documents to RAIL on or before the last Friday in January or first Friday in February or on the third Tuesday following Labor Day.

Director, RAIL: _____ Date _____

Appendix A

Hybrid/blended Course Proposal Process

Phase I: Pre-Development And Approval Stage

Procedure	Responsible party
<p>1. Subject matter expert (SME)/course developer completes online course development training course and receives certification. Please allow 8 -weeks to complete the online certification course. If you have had online course training, please submit a copy of your certification to this proposal</p>	<p>SME Faculty in coordination with RAIL and C4OL- the training will take place in an online format with periodic face-to-face interaction as necessary. The UDC online certification course (OLA) is a 6 to 8-week hybrid course and the Online Teaching Express (OTE Track II) is shorter approach that includes a two-week online course supplemented by two additional workshops.</p>
<p>2. Identify need/ or course</p>	<p>Dean, Chair, Faculty SME</p>
<p>3. Identify Faculty – content expert</p>	<p>Dean, Chair, Self-identify (faculty)</p>
<p>4. Prepare “Hybrid/blended Course Proposal Documents and submit to your Chair to initiate the approval process. Please keep in mind that all proposals require time to process and assess. The QM peer assessment of a developed course may take up to 6-weeks for a comprehensive assessment.</p>	<p>Faculty SME</p>
<p>5. Chair provides approval and/or feedback and submits “Forms” to Dean for approval to proceed. <one week></p>	<p>Departmental Chair</p>
<p>6. Dean reviews proposal and provides feedback on “Forms” then forwards Forms to the Director, RAIL. <one week></p>	<p>Dean</p>
<p>7. RAIL will review proposal and assess the proposal and technological needs associated and sign and or return Forms to Chair. One complete copy of the proposal will remain on file with RAIL. <one week></p> <p>RAIL will contact the Chair, Dean and faculty (SME) and forward the QM Instructor SME worksheet to be completed as the course is built or redesigned.</p>	<p>RAIL</p>
<p>8. Chair communicates to faculty whether or not they have authority to begin Hybrid/blended course development.</p>	<p>Chair</p>

Phase II: Course Development

Procedure	Responsible party
1. Faculty make request to Bb office to create course shell in Blackboard	Faculty SME, RAIL-Bb office
2. Chair designates course in Banner as an online course for registration purposes with a section number 60-66.	Department Chair
3. Build Hybrid/blended content, objects, widgets & modules	Faculty SME
3a. RAIL will provide technical assistance and instructional design support as requested.	RAIL Faculty / Staff
3b. C4OL members will provide mentoring & feedback using QM Online Rubric for Online Courses Assessment & Development as requested.	C4OL and department C4OL liaison

Phase III: Peer Review And Assessment – *Note: May take up to 4-weeks to complete*

Procedure	Responsible party
1. Submit “QM Instructor SME Worksheet” - to RAIL to initiate a three-member QM certified peer review	Instructional Faculty (content expert), Chair, Dean, C4OL, QM external review team, QM certified internal review team
2. QM certified team reviews course	QM certified internal review team or QM external review team
3. Review Team submits written assessment to Peer Review chair; Peer Review Chair forwards a Chairs report and individual reviews to RAIL which are forwarded to faculty. RAIL will send the SME an approval or non-approval reporting rubric that identifies strengths and weaknesses.	QM certified internal review team or QM external review team

Phase III: Peer Review And Assessment (CONT)– Note: May take up to 4-weeks to complete

Procedure	Responsible party
4. Faculty makes revisions to Hybrid/blended course as needed to meet all essential elements.	Faculty SME
5. Course is reviewed again by internal review team to include certified QM reviewers, chair, department C4OL committee liaison, and or dean (graduate dean if it is a graduate course) alongside original assessment report Sign off	Certified QM reviewers, departmental C4OL liaison, Chair, college dean and or graduate dean.

Phase IV: Teach Course

Procedure	Responsible party
1. Teach course	Faculty SME
2. Assess course outcomes, both the learning outcomes and effectiveness, pre, midterm, and post.	Faculty SME / Department / RAIL Faculty / Staff
3. Provide outcome statistics to RAIL office	Faculty SME
4. Make course unavailable	Faculty SME
5. Archive course	RAIL Faculty / Staff

Quality Matters™ Rubric Standards 2014 edition with Assigned Point Values

Standards	Points	
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are stated clearly.	2
	1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2
	1.5 Minimum technology requirements are clearly stated and instructions for use are provided.	2
	1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.7 Minimum technical skills of learner are clearly stated.	1
	1.8 The self-introduction by the instructor is appropriate and available online.	1
	1.9 Learner are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies describe outcomes that are measurable.	3
	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 All learning objectives or competencies, are stated clearly and written from the learner’s perspective.	3
	2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the stated learning objectives and competencies.	3
	3.2 The course grading policy is stated clearly.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learner’s work and participation and are tied to the course grading policy.	3
	3.4 The assessment instruments selected are sequenced, varied, and suited to the learners work being assessed.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress.	2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3
	4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3
	4.3 All instructional materials used in the course are appropriately cited.	2
	4.4 The instructional materials are current.	2
	4.5 A variety of instructional materials is used in the course.	2
	4.6 The distinction between required and optional materials is clearly explained.	1
Course Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor’s plan for classroom response time and feedback on assignments is clearly stated.	3
	5.4 The requirements for learner interaction are clearly articulated.	2
Course Technology	6.1 The tools used in the course support the learning objectives and competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 Technologies required in the course are readily obtainable.	2
	6.4 The course technologies are current.	1
	6.5 Links are provided to privacy policies for all external tools required in the course.	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	3
	7.2 Course instructions articulate or link to the institution’s accessibility policies and services.	3
	7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help learners succeed in the course and how learners can obtain them.	2
	7.4 Course instructions articulate or link to an explanation of how the institution’s student support services can help learners succeed and how learners can obtain them.	1
Accessibility and Usability	8.1 Course navigation facilitates ease of use.	3
	8.2 Information is provided about the accessibility of all technologies required in the course.	3
	8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2
	8.4 Course design facilitates readability.	2
	8.5 Course Multimedia facilitates ease of use.	2

The course meets Quality Matters™ expectations, when all 3-point Essential Standards are marked “MET” AND a total overall score of 84 out of 99 points is achieved. (Source: Maryland Online, Inc. ©2014)

Appendix C

SME WORKSHEET: Instructor (SME) Worksheet to Inform the Assessment Team © Quality Matters

This worksheet represents the self-reporting component of the peer course review process. It is designed for the Course Faculty Developer to provide initial and supplemental information about the course that will assist the Peer Course Review Team.

1. Instructor's Name: _____

2. Course Name & Number (e.g., Poli206-65): _____

3. Course Access URL: _____

4. Discipline Area(s): _____

5. Who is the creator of this course?

Faculty Member Commercial Content Provider

Instructional Design Team (list members and their roles):

Other: _____

6. Is the course stand-alone or part of a sequence?

Stand-alone sequence Part sequence

If stand-alone, does it have online or hybrid course prerequisites?

Online Hybrid

If part of a sequence, is it the first, second, third, or other course in the sequence?

First Second Third Other

If part of a sequence, do all courses in the sequence use the same format and technology?

Yes No

If no, please explain:

7. Face-to-face components if any:

Fully Online Course:

- Proctored Exam
- Lab
- Other:

Hybrid Course:

Approximate proportion of face-to-face time (e.g., 50%):

Face-to-Face Activities (check all that apply):

- Lecture
- Discussion
- Presentations
- Exams
- Other:

8. Attach or list below a list of the course-level objectives and the module objectives for one or more course units.

What is the source(s) of the course objectives or expected outcomes?

- Created by the instructor
- Mandated by the institution
- Other:

9. Is the syllabus the standard syllabus developed by institution?

- Yes
- No

If YES, is the instructor required to use it?

- Yes
- No

10. Does the course use a standard textbook?

- Yes
- No

If NO, please describe or explain:

11. List the major instructional materials required in the course (e.g., textbook, etc.):

Explain why the selected instructional materials in the course were chosen to achieve the course objectives or outcomes and address the breadth, depth, and currency of these materials in your response.

12. Does the course use audio/visual components?

- Commercially produced components via CD-ROM or VHS?
- Audio/visual learning objects or links to audio/visual components on the Internet?
- College/instructor produced audio/visual components?
- Publisher produced audio/visual components?
- Other (please explain):

If you selected any of the above audio/visual components, please describe how reviewers will be able to gain access to the materials.

13. Are there any special computer skills or technologies required in order for the reviewers to access the course?

- Yes No

If YES, please describe or explain:

14. Does the course use support materials (other than audio/visual) provided by the textbook publisher?

- Yes No

If YES, please describe or explain:

15. Does the course use any synchronous instructor/student interaction?

- Yes No

If YES, please describe or explain:

If YES, is the synchronous component optional or mandatory?

- Optional Mandatory

16. Is any course content or instructor communication done by individual emails or by posting online?

Yes No

If YES, please describe or explain:

17. Are there any unresolved copyright issues apparent with regard to the materials used in this course?

Yes No

If YES, please describe or explain:

18. Are any course materials or activities located outside the course website?

Yes No

If YES, please explain what they are and how to access them:

19. How often per week are students required to interact online with the instructor or other students?

20. Is student-to-student interaction (e.g., on discussion boards and forums, or various forms of group work) appropriate in this course?

Yes No

If NO, please describe or explain:

21. Provide a copy of (or link to) any policies of your institution that set standards of accessibility that either explicitly or implicitly apply to online instruction:

Explain briefly how you have implemented these policies in your online or hybrid course. If your institution has no specific policies in this area, explain the accessibility principles you have implemented in your course.

22. Quality Matters encourages instructors and design teams to become familiar with the QM standards prior to submitting a course for review. Did you have any prior exposure to the Quality Matters Rubric?

Yes No

If YES, explain whether you built the course based on QM standards, or modified the course to meet QM standards.

23. Identify any particular areas and/or issues in this course that you want to ask for feedback from the review team:

24. Please provide any other information you want to communicate to the Review Team about your course.

25. Do you consent to have your course informally assessed by QM certified peer reviewers?

Yes No