The goals of the College of Education Hybrid Course Funding Program are:

- To support the development of effective, high-quality instruction that meets the needs and expectations of 21st century learners
- To support the design and implementation of technology-based materials that enhance the quality and effectiveness of coursework in the College of Education
- To provide instructors with the financial support necessary to transform appropriate courses into a hybrid model

Definition of a Hybrid Course

The College of Education defines a hybrid course as one in which:

- **At least 30% but less than 70% of the regularly scheduled in-class time is transferred to an online context.**
  - Note: The ideal balance may vary widely as appropriate to individual courses. This number is provided as guideline only and is consistent with hybrid definition developing on campus.

1 Hybrid courses differ from web-enhanced courses and from online courses.

A **web-enhanced course** relies on traditional, face-to-face meetings, but it uses various technologies for distributing information or supplementing class meetings. Technologies are used for communicative/interactive purposes that would normally occur outside of class meeting times. For example: submission of homework, provision of electronic textbooks, PDFs, or online readings. Many web-enhanced courses use online tools such as learning management systems (Canvas), e-mail, and the web. However, the use of technology in a web-enhanced course does not change the nature of learning activities, student interactions, or in-class activities.

In an **online course**, all regularly scheduled classroom time is replaced by required activities completed at a distance and managed online. Online courses allow students to take courses from geographically remote locations, without any need to come to a university campus classroom or other predetermined location, but the student is responsible for arranging a location suitable to the course requirements. In an online course, visits to particular sites, for instance for tests, internships, service learning, interviews, field research, or other curricular activity may be required, but the location and scheduling of these activities is flexible. Unlike a hybrid course, no face-to-face meetings are necessary.
• The online component of the course serves to change or enhance the learning activities that occur during face-to-face meetings.
  o For example, moving background lectures online can allow more face-to-face time spent on discussion or hands-on application. However, hybrid courses can take many forms and instructors are encouraged to be creative in developing a course design that is appropriate for their course content and objectives.
  o Note: the success of face-to-face work in a hybrid course is relatively dependent on a high percentage of students having done the online component effectively. Therefore, instructors must be able to track completion of online work and it must account for a portion of the student grade/credit.
  o Note: the success of online activities also may depend on student attendance of face-to-face activities. Instructors are encouraged to design courses in which the online and face-to-face activities are integrated and complementary.

• Online course components take advantage of technological capabilities (and/or innovative technologies) to facilitate student attention and interaction.
  o Avoid videos or lectures that are passive with no opportunities for knowledge testing or questions. Whenever possible, embed questions or assessments into “lectures” or presentations to facilitate student thinking.
  o When possible, break online materials (especially videos and audio files) into smaller chunks (typically no more than 10 minutes each).
  o Use cues (e.g., highlighting) to guide student attention during online videos or slides.

• The combination of online and face-to-face activities preserve (or enhance) the development of a learning community in which students actively construct knowledge and engage in academic discourse.

Award Information:

You may apply for a maximum award of $2500. The typical purpose of the funding is summer salary to support course development. Specialized hardware/software purchases will be considered, but the program will not fund the purchase of typical hardware/software provided by departments (e.g., faculty laptop). Each course will be eligible for one-time funding only. Ongoing costs (e.g., renewal of software licenses or upgrades) will not be funded through this program. Funding may not be used for travel.

Preference will be given to courses that are frequently taught, have large programmatic impact (percentage of students who would benefit from the course) and have long-term commitments from the department that will offer the proposed hybrid course. You should attach a brief letter of commitment/support from your department chair that articulates department support for the course,
the anticipated frequency that the course will be offered and the number or percentage of students in a program that will be impacted.

Proposals must be no more than 4 pages in length (plus a budget and course syllabus attached as appendices, which do not count against the 4 page limit).

This program will fund projects that transform existing courses in the College of Education to a hybrid model or that seek to develop new hybrid courses (Note: If this is a new course (i.e., never been taught before), it must already have been approved by the COE Curriculum Committee in order to be considered for this funding).

Every proposal should clearly address the following major sections. Additional details for each section are described below.

**Hybrid Proposal: Required Sections (100 points)**

- **Basic Information (10 points)**
  - Course Subject, Number, & Title
  - Credit Hours
  - How frequently is the course taught (if new offering, what is anticipated frequency)? How many sections are offered per semester? Are all sections hybrid or will some be face-to-face?
  - Is this a required course for an endorsement or degree program?
  - What number/percentage of students will be impacted by the hybrid course?

- **Justification for Hybrid Course Design (15 points)**

Hybrid teaching is not just a matter of converting a portion of your current course to the Web. Rather, it involves developing challenging and engaging learning activities that occur within and outside the classroom. Please provide a succinct justification for your hybrid course design.

- **Course description and explanation (15 points)**
  - What aspects of the course will occur online?
  - What aspects of the course will occur face to face?
• Provide a clear explanation of the course organization.
  • How many classes will be online vs. face-to-face?
  • How will online and face-to-face classes be interweaved throughout the semester?
  • How will online activities change or enhance the activities in face to face meetings?

• Connection between Course Design and Student Learning (15 points)
  • How do the proposed online and face-to-face activities combine to improve student learning or understanding?
  • If transforming an existing course, explain how the hybrid course will differ from the current (face-to-face only) version of the course.
  • What are the course objectives and how does the class design align to these course objectives?
  • What are the assessment strategies that will be used to evaluate student learning? (Examples may include: discussions, essays/papers, peer review, journaling, portfolios, projects, quizzes, exams.) Please tie the anticipated assessments to your course objectives and identify how they will be administered (face-to-face/online).

• Detailed description of online platform, materials, and/or digital components (10 points)
  • What online platform (e.g., Canvas, Moodle, course website, etc.) will be used to implement the online components of the course?
  • What online materials will need to be developed for this course? (Examples may include graphics, presentations, audio, video, simulations, specialized software, internet documents, etc.)
  • To what extent will students engage actively vs. passively with these materials? (e.g., will questions, assessments, or other methods be used to facilitate active learning with online materials?)
  • What technologies (e.g., software or online tools) will be used to develop these materials?
How will the digital components of the course be used to facilitate the development of an active learning community? How will the instructor facilitate, monitor, and/or participate in this learning community?

- **Evaluation Plan (10 points)**
  - How will you evaluate the success of this hybrid course? (e.g., compare to a face-to-face course, conduct CTLE evaluations, etc.?)
  - If your proposal is funded, your end-of-semester course evaluation will include a small set of additional questions that the College of Education has established for the evaluation of hybrid courses.

**Appendices** *(Please note: These appendices do not count against your 4-page proposal limit.)*

- **Appendix A: Line-Item Budget (5 points)**
  - Provide a 1-page line-item budget that shows the breakdown of requested funding.

- **Appendix B: Sample Syllabus (10 points)**
  - As an appendix, provide a sample syllabus for the proposed hybrid course.
  - Please highlight key components of the syllabus that highlight the modifications that make this course a hybrid model and refer to them specifically where appropriate in the main text of your proposal.

- **Commitment/Support from Department Chair (10 points)**
  - Your proposal should include a statement of support from your department chair that briefly addresses the Basic Information and Justification sections of the proposal narrative.