

## Guidelines for Documentation of Hybrid Course Hours

Developed by Committee on Online Learning (COOL)

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Hybrid courses are those scheduled with one or more **weekly** “hybrid” hours that are conducted via the Internet rather than in a face-to-face class session on campus. In the Schedule, these “hybrid” courses are designated with a “Y” at the end of the section number; Time/Days are listed as TBA, and Location is listed as ONLINE. Hybrid courses must have separate DE approval (*Course Outline of Record Course Approval Application for Online/Distance Learning Delivery*) from the division curriculum committee.

Faculty who teach “hybrid” courses need to document **weekly** student attendance/participation in “hybrid” hour activities. This documentation must be turned in to the Division office at the end of the Quarter.

Faculty teaching a hybrid course must submit the syllabus to the division office at the beginning of the Quarter.

### The Syllabus must indicate:

- The number of hours that are “hybrid” per week
- Whether the “hybrid” hour(s) is/are lecture or lab, as indicated in the Course Outline of Record.
- Student attendance/participation during the “hybrid” hour(s) is mandatory

### Sample Syllabus Statement about Hybrid Hours

Below is a sample statement in the syllabus that can be used to inform all enrolled students of “hybrid” instructional activities and expectations for completion.

*This course includes [NUMBER FROM CURRICULUM SHEET] “hybrid” hour(s) per **week**. These “hybrid” hours are conducted via the Internet and not in a face-to-face class session on campus. In order to fulfill the participation requirements for these “hybrid” hours, students are expected to complete the following online activit(ies) **each week**: [LIST RELEVANT ACTIVIT(IES) HERE].*

### Sample Hybrid Hour Activities

Faculty use weekly “hybrid” hours in many different ways to provide instruction. Some examples include:

- Instructor-facilitated Discussions
- Private Messages
- Live Chat or Instant Messaging
- Lab Assignments, including student-created content
- Webconferencing of lecture or discussion\*
- Collaborative group work \*
- Portfolio submissions with instructor feedback
- Student peer-review postings \*
- Quizzes with instructor feedback

\*Webconferencing could include use of CCC Confer, Skype, Zoom and other software.

\*Collaborative group work could include the use of (e.g., Google docs, Crocodoc, and other online services.)

\*Student Peer-review postings could include Flickr, Voicethread, Blogger, youtube and other sharing forums.

## Sample Hybrid Hour Documentation

Examples of ways that faculty can document **weekly** student attendance/participation in “hybrid” hours include:

- Discussion postings
- Email messages
- Chat transcripts
- Student-created content with instructor feedback
- Assignment submission of student performance with instructor feedback
- Attendance sheet for live (synchronous) activities such as webconferencing
- Quiz results