

# Hybrid Courses

## Organization and Structure

	Poor	Can Improve	Satisfactory	Above Average	Exemplary
<b>1.1 Getting started</b> Detailed instructions are provided on how the alternating delivery format works.	No course orientation is provided (1)	Basic information on class meeting days are provided (2)	Thorough coverage of each week's class and online activities (3)	Thorough coverage of each week's class and online activities with information on how each meeting regardless of delivery method reinforces each other (4)	A calendar is provided in class and online with detailed expectations on the integration of classroom and online activities to show how the two delivery methods reinforce each other (5)
<b>1.2 Syllabus elements</b> Students must be able to access course information on a constant basis. The syllabus should cover: <ul style="list-style-type: none"> <li>• Instructor contact information</li> <li>• Student responsibilities</li> <li>• Class and online distinctions</li> <li>• Participation expectations</li> <li>• Grading policies</li> <li>• ADA accommodations</li> <li>• Academic integrity</li> </ul>	Many syllabus elements are missing; errors may be present (1)	Some elements missing; not detailed; errors may be present (2)	Syllabus is complete and detailed; typos may be present (3)	Syllabus is complete and detailed with no errors (4)	Syllabus is complete and detailed with no errors; a printable version of the syllabus is included (5)
<b>1.3 Learning objectives / student expectations</b> Objectives, performance and assessment criteria are clearly articulated.	Learning objectives are not stated (1)	Learning objectives are stated at the course level only (2)	Learning objectives are stated at the course level and at the learning unit level (3)	Learning objectives are clearly stated at the course level and at the learning unit level; most are aligned to course content, activities and assessments (4)	Learning objectives are clearly stated at the course level and at the learning unit level; all objectives are measurable and aligned to content, activities and assessments (5)
<b>1.4 Content structure</b> Course structure is designed for clarity and organized for ease of use.	Course content is missing (1)	Course content is sparse, and may be difficult to follow; information may be difficult to find (2)	Course content is complete (3)	Course content is complete and well-sequenced (4)	Course content is complete and well-sequenced; each learning unit begins with an advance organizer and ends with a summary (5)
<b>1.5 Instructions for assignments and activities</b> Assignments and activities require specific products even with asynchronous tools that encourage reflection.	Instructions for assignments and activities are missing or unclear (1)	Most assignments and activities include instructions (2)	Most assignments and activities include instructions and student expectations (3)	Most assignments and activities include detailed instructions, student expectations, and are tied to goals (4)	All assignments and activities include detailed instructions: student expectations are tied to goals; grading rubrics are provided (5)

## Communication

	Poor	Can Improve	Satisfactory	Above Average	Exemplary
<b>2.1 Instructor's communication and feedback plan</b> Online and hybrid courses have fewer opportunities for face to face interaction between faculty members and students, and so the course should contain explicit information on instructor responsiveness, availability, and protocols.	Instructor contact information is missing; there is no current "welcome" announcement or page; instructor's communication plan is missing <b>(1)</b>	Instructor contact information is present but limited; an introductory announcement may be in place; instructor's communication plan may be missing or unclear <b>(2)</b>	Instructor contact information present and complete; an introductory announcement is in place; instructor's communication plan is in place <b>(3)</b>	Detailed instructor contact information present; an introductory announcement is in place; discussion threads have been created; instructor's communication plan is in place <b>(4)</b>	Detailed instructor contact information present; an introductory announcement is in place; discussion threads have been created; instructor's communication plan is clear and detailed <b>(5)</b>
<b>2.2 Social rapport activities</b> Opportunities exist for online communication.	Social activities are not suggested or provided by the instructor; students are "on their own" <b>(1)</b>	The instructor encourages students to introduce themselves with a discussion post, web page or bio <b>(2)</b>	The instructor requires students to introduce themselves; a discussion area is set up for student socializing <b>(3)</b>	The instructor requires student introductions; a social discussion; area is set up; social networking tools are provided <b>(4)</b>	The instructor requires student introductions; a social discussion area is set up; social networking activities are required <b>(5)</b>

## Course Content

	Poor	Can Improve	Satisfactory	Above Average	Exemplary
<b>3.1 Clarity</b> Text content is clear and unambiguous.	Presentation of content is unclear or difficult to follow; course is difficult to read; many typos or grammar problems found; inconsistencies found in writing style <b>(1)</b>	Presentation of content is sometimes unclear or difficult to follow; some text may be difficult to read; typos and/or grammar problems found; inconsistencies found in writing style <b>(2)</b>	Presentation of content is clear; few typos or grammar problems found; writing style is consistent throughout the course <b>(3)</b>	Presentation of content is clear and logically sequenced; text is well-written; writing style is consistent throughout the course <b>(4)</b>	Presentation of content is clear and logically sequenced; writing is exemplary <b>(5)</b>
<b>3.2 Learning resources</b> Resources and links to campus support services are provided.	Information on campus resources or other external support is missing <b>(1)</b>	A few support resources are identified; instructions and contact/access information may be vague or incomplete or missing <b>(2)</b>	Some support resources are identified; most instructions and contact/access information are present <b>(3)</b>	Many support resources are identified; clear instructions and contact/access information are included for all resources <b>(4)</b>	A wide range of support resources are identified; instructions and contact /access information are included for all resources <b>(5)</b>

## Usability and Scalability

	Poor	Can Improve	Satisfactory	Above Average	Exemplary
<b>4.1 Navigation</b> Navigation is obvious and consistent across learning units.	Navigation is confusing or inconsistent; page numbers may not be present in multi-page units; navigation in multi-page lessons is linear <b>(1)</b>	Most navigation is consistent; page numbers may be present; navigation may be linear only in multi-page lessons or units <b>(2)</b>	All navigation is consistent; most page numbers are present in multi-page lessons or units <b>(3)</b>	Navigation is easy to follow and consistent; page numbers are always present in multi-page lessons or units <b>(4)</b>	Navigation is easy to follow and consistent; page numbers are always present in multi-page units; advanced navigation options are presented <b>(5)</b>
<b>4.2 Technical issues and support</b> The course itself is free of technical problems and technical support services are identified.	Many links, etc. are broken; empty pages may be present; technical support contact information and technical requirements information is missing <b>(1)</b>	Some links, images and media files are broken; technical support contact information is vague <b>(2)</b>	Few links, images or media files are broken; technical support contact information is clear <b>(3)</b>	All links, images and media files work; technical instructions may be provided; technical support is clear <b>(4)</b>	All links, images and media files work; clear technical instructions are provided; technical support contact information is clear <b>(5)</b>
<b>4.3 Visual design</b> The visual design of the course reinforces the content presentation.	Design is inconsistent; use of colors and/or graphics is missing or distracting; course is text-heavy and difficult to read; horizontal scrolling may be required <b>(1)</b>	Design may be inconsistent; use of colors and graphics may be distracting; some pages are enhanced by colors and/or graphics; horizontal scrolling may be required <b>(2)</b>	Design is consistent; most text is well-formatted; most pages are enhanced by colors and/or graphics; no horizontal scrolling is required <b>(3)</b>	Design is consistent; all text is well-formatted; all pages are enhanced by pleasing, unobtrusive colors and graphics; no horizontal scrolling is required <b>(4)</b>	Design is consistent; text is well-formatted and easy to read; most pages are enhanced by quality graphics which illustrate or explain course material; no horizontal scrolling is required; vertical scrolling is limited <b>(5)</b>
<b>4.4 Accessibility</b> To comply with Federal and State guidelines, courses should offer an equivalent educational experience for all students.	Frames and/or tables used for all content positioning; alt/title tags are missing for all images and links; text-equivalents are not provided for any media; keyboard-only navigation is not functional; text is not re-sizable and has poor contrast ratio with background <b>(1)</b>	Frames and/or tables are used for most positioning; alt/title tags are missing for some images and links; text-equivalents are not provided for most media; keyboard-only navigation is not functional; text is not re-sizable and has poor contrast ratio <b>(2)</b>	Frames and/or tables are used for some positioning; alt/title tags are present for most images and links; text-equivalents are not provided for some media; keyboard-only navigation is functional but awkward; there is a choice of text size and mediocre contrast ratio <b>(3)</b>	Frames and/or tables are not used for positioning; alt/title tags are present for all images and most links; text-equivalents are present for most media; keyboard-only navigation is functional; there is a choice of text size and good contrast ratio <b>(4)</b>	Frames and/or tables are not used for positioning; alt/title tags are present for all images and links; text-equivalents are present for all media; keyboard-only navigation is functional and intuitive; text is re-sizable and has a good contrast ratio <b>(5)</b>

## General Instructional Design

	Poor	Can Improve	Satisfactory	Above Average	Exemplary
<b>5.1 Interactivity</b> Opportunities exist for student-student, student-content, and student-instructor interaction.	No two-way interaction between instructor and students; content is static and delivered one-way only (e. g., instructor lectures, text delivery) <b>(1)</b>	Students and faculty communicate on an individual basis only (asking/ responding to instructor questions); most content is static and delivered one-way only <b>(2)</b>	Students are required to interact (via discussions or chat) and/or work with one another on at least one assignment; most content is static and delivered one-way only <b>(3)</b>	Students are regularly required to interact (via discussions or chat) and/or work in groups on at least one assignment and present their work to the class; some content is interactive <b>(4)</b>	Students are required to interact (via discussions or chat) and/or work with one another on several assignments and present their work to the class; students may participate in peer reviews and assessments; some content is interactive <b>(5)</b>
<b>5.2 Assessment</b> Varied assessments engage multiple levels of student cognition and align with activities, content and objectives.	Students are evaluated through objective testing only; tests do not align with learning objectives <b>(1)</b>	Students are evaluated through objective and subjective testing only; tests may not align with learning objectives <b>(2)</b>	In addition to testing, students are required to complete homework or other reinforcing assignments; tests and some activities align with learning objectives <b>(3)</b>	In addition to testing and homework or other assignments, students are required to complete major projects or papers; most tests and activities align with learning objectives; opportunities for self-assessment or peer assessment exist <b>(4)</b>	In addition to testing and homework or other assignments, students are required to complete a major project or paper; students may be required to keep a portfolio or learning log; all tests and activities align with learning objectives; self-assessment and/or peer assessment is required <b>(5)</b>
<b>5.3 Active learning</b> Active learning opportunities are incorporated to mitigate the loss of instructor socialization activities that *result from reduced time in the face to face classroom.	Most activities and/or assessments focus on recitation or recall of course material; learning events are primarily passive (lectures or reading assignments) <b>(1)</b>	Activities and/or assessments focus on concept identification; may include discussion assignments or writing assignments <b>(2)</b>	Activities and/or assessments focus on the comparison or contrast of course material; may include discussion activities, writing assignments, etc. <b>(3)</b>	Activities require students to hypothesize about a real-world scenario; may include discussion activities, writing assignments, etc. <b>(4)</b>	Activities require students to apply what they have learned to a real-world scenario; a variety of learning events exist for learning reinforcement, including opportunities for student self-assessment <b>(5)</b>