Marshall University Hybrid Course Checklist

Worksheet

Purpose

In line with the Design Center's mission statement, the purpose of this worksheet is to be a self-directed guide to support faculty as they are developing their hybrid courses. It includes the same principles and goals as the Hybrid Course Checklist Dynamic Form, as well as strategies and resources to help course developers meet these goals. Please contact the Design Center for help during any part of this process.

Terms

Hybrid Course: At Marshall University, "*Hybrid course* refers to any distance education course in which a portion of the course is delivered synchronously with scheduled and required online, face-to-face, or on-site attendance requirements; the remainder of the course is delivered asynchronously" (MU BOG Policy No. AA-46).

Key Principles: We use the term "key principles" to refer to the five guiding principles for creating exceptional hybrid courses.

Goals: We use the term "goals" to refer to the checklist items needed to meet each principle. When, according to the developer, reviewers, and department, a course meets each item on the checklist, it will be approved.

Key Principles

Exceptional hybrid courses do the following:

1. Employ purposeful, learner-centered **course design**
2. Promote a variety of **engagement** opportunities with instructor, content, and peers
3. Integrate **accessibility and inclusion** practices
4. Use transparent and relevant **assessment** methods
5. Provide learner **support** and resources

Hybrid Course Checklist Goals

Principle 1: Course Design
❏ 1A: Include Marshall's "Start Here" module as the first module, which contains syllabus, instructor welcome, and learner introductions.
❏ 1B: Articulate measurable course-level learner outcomes that can be segmented into distinct learning units or modules.
❏ 1C: Communicate how course content, technology tools, and learning activities support the course-level outcomes.
❏ 1D: State the expectations for required synchronous and asynchronous sessions and their purposes.
❏ 1E: Provide a course schedule and an accessible syllabus that articulates the purpose and structure of the course, relevant course and institutional policies, minimum technology requirements, and expectations for prerequisite knowledge or competencies, including digital literacy skills.

- ❑ 1F: Situate content and learner workload to course-level and disciplinary norms[1]

Principle 2: Engagement
- ❑ 2A: Establish communication norms that support an inclusive, welcoming learning environment
- ❑ 2B: Encourage learner-instructor engagement through multiple means throughout the course
- ❑ 2C: Promote learner-learner engagement through multiple means throughout the course
- ❑ 2D: Communicate the anticipated time frames for response to email and other online communication
- ❑ 2E: Provide learners with multiple means of engaging course content in active, meaningful ways

Principle 3: Accessibility and Inclusion
- ❑ 3A: Ensure course policies align with institutional guidelines for accessibility
- ❑ 3B: Establish an inclusive learning environment
- ❑ 3C: Provide alternative ways for learners to engage where appropriate
- ❑ 3D: Invite learners to give feedback on course design and content

Principle 4: Assessment
- ❑ 4A: Design measurable assessments that align with course outcomes and are appropriate for the level of the course
- ❑ 4B: Articulate the purpose of assessments and the transparent criteria for evaluating learner work
- ❑ 4C: Provide multiple opportunities for learners to receive feedback to track their learning progress and communicate the anticipated time frame for receiving this feedback
- ❑ 4D: Define and communicate the consequences for academic misconduct that align with university standards

Principle 5: Learner Support
- ❑ 5A: Communicate strategies that can support distance learner success
- ❑ 5B: Describe the tech support offered and communicate how to access it
- ❑ 5C: Promote Marshall University academic support services and student support services so that learners are aware of resources that can support their success
- ❑ 5D: Communicate opportunities for students to connect with the Marshall University community outside of the class

Optional Comments to Reviewer