

Northern Virginia Community College: Hybrid Course Template

Section I: Blackboard Design

This section includes a table that provides a template for setting up a hybrid course's Blackboard site. The guidelines for this come from the Hybrid Review Checklist used by the Technology Applications Center (TAC) to review the hybrid courses designed by faculty at Northern Virginia Community College.

Section II: Designing Weekly Modules/Assignments

This is a template for designing a week's assignments of your hybrid course.

I. Blackboard Design

This table provides a template for designing your hybrid course Blackboard site prior to the beginning of your hybrid course.

Column one suggests content areas for your course site.

Column two lists the requirements used by TAC to review your hybrid course.

Column three provides a description of what the TAC requirement means.

Column four is for self-checking purposes to make sure that you complete all requirements.

Notes:

1. Some items have been recommended in multiple course content areas to help emphasize key items to students. These are listed as **suggested** in the description column

2. Some requirements are worded differently but are the same as another requirement mentioned earlier in the template. These are listed as **restated** in the description column.

| Blackboard | TAC Hybrid Course Checklist | Description | Status |
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| <p>Syllabus</p> <p>I. Syllabus must be in adherence to VCCS and college policies- per Faculty Handbook 3.334</p> <p>II. Students should have easy access to a copy of the syllabus prior to the first meeting. This may be located on the instructor's or department website.</p> | The course syllabus is easily accessible in the online course itself. | <i>You should have a word document or pdf version of the syllabus available for students to download. This should include all sections. Students should have access to the same information in the print version and in the course Blackboard site.</i> | |
| | Course syllabus contains course number and title. | <i>Already included in Blackboard.</i> | ✓ |
| | The course syllabus includes the attendance Guideline for the course (see Section 4.300), including the minimum number of times the student is required to log into the course each week. | <i>You should have clear attendance policies listed for the face to face component of the class and the online component</i> | |
| | Course syllabus contains description of how the course is going to be conducted (this is typically a proposed schedule of class meetings). Topics must be consistent with those described in the course content summary. | <i>This is the schedule of assignments. You can separate this into a separate Blackboard content area if you prefer.</i> | |
| | The course syllabus contains a list of the assignments with clear instructions on where they are located and when they are due. | <i>State clearly if an assignment is due f2f or online. If it is due online, inform student of which content area in Blackboard the assignment will be located.</i> | |
| | The course syllabus describes the assessments that will be used in the course. | <i>It should be clear what students will be graded on and how they will be assessed.</i> | |

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| | The grading policy is stated clearly in the course and/or course outline. | <i>The way that grades are calculated is clear for students.</i> | |
| | REQUIRED: In a hybrid course the division of the face-to-face and online portions is clearly defined. *QM | <i>There should be a clear delineation between face-to-face (f2f), online and homework assignments.</i> | |
| | The course syllabus details policies for makeup and late work. | <i>State your specific policy.</i> | |
| | Semester-specific course data are correct | <i>Dates, assignments, textbooks etc are all up-to-date</i> | |
| | RECOMMENDED: The course syllabus includes Emergency Preparedness information for the campus. | | |
| Course Information | Course syllabus contains prerequisites and level of preparation expected to succeed in course. | | |
| | Course syllabus contains student responsibilities, including required textbook(s), assignments, and other requirements of the course. | <i>Set forth any classroom policies that you have.</i> | |
| | The course syllabus includes the course description as found in the VCCS Master Course File with any prerequisites for the course included. | <i>Course description and course content summary and goals should all adhere to the standards set by the VCCS.</i> | |
| | The course syllabus states minimal technical requirements for the course which should include Internet access and access to Blackboard. | | |
| | Course syllabus contains objectives that students are expected to achieve upon successful completion of the course. These must be consistent with the objectives in the course content summary. | <i>These are the course goals.</i> | |
| | The learning outcomes are stated from the student's perspective.*QM | <i>Connect activities and assignments in your class to specific course objectives.</i> | |
| | The course learning outcomes are clearly stated and are measurable. *QM | <i>Specifying learning objectives makes it clearer to the student. Use Blooms's taxonomy to define measurable outcomes (summarize, analyze, research etc.)</i> | |
| | The students are given clear and adequate instructions on how they can meet the learning outcomes. *QM | <i>Assignment information is clear and complete, which includes assessment criteria.</i> | |
| | The course syllabus lists important dates for the semester. | <i>Important course and college dates.</i> | |

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| | The course syllabus includes the college's honesty policy statement. | <i>If you have a department or personal Academic Honesty policy, you should also include that.</i> | |
| | Etiquette expectations for online discussions, emails, and other forms of communication are clearly stated. *QM | <i>There should be a clear explanation of how students should communicate online with one another (for instance what type of language, showing respect etc)</i> | |
| Instructor Information | Course syllabus contains instructor's name, college phone number, e-mail address, and office hours. | | |
| | The course syllabus includes the instructor's policy for communicating with students that states the turn-around time for preferred communication method either email or phone responses. | <i>Specify clearly the frequency with which you will respond to students and the best method to contact you.</i> | |
| | Etiquette expectations for online discussions, emails, and other forms of communication are clearly stated. *QM | <i>Online communication policy is worth repeating here especially how to communicate with instructor.</i> | |
| | RECOMMENDED: A self-introduction by the instructor is appropriate and available online. *QM | <i>Post an introduction similar to what you want students to do for their introductions.</i> | |
| Course Grades | Course syllabus contains statement of how grades will be determined. | <i>Provide information of how the class is graded i.e. what numbers are equal to letters/ pass or fail.</i> | |
| | The course syllabus includes a clear statement of the instructor's grading policy. | <i>Suggested: How will a student's grade calculated for the course of the semester. You should also include any penalties or extra credit information.</i> | |
| | The instructor clearly states the time required before grades will be posted on the assignments. | <i>Articulate the time frame for returning graded work to students.</i> | |
| | The course syllabus describes the assessments that will be used in the course. | <i>Assignment rubrics or evaluation tools should be included.</i> | |
| | The assessment instruments are varied and appropriate. *QM | <i>Assignments are appropriately evaluated i.e. the assessment is based on the type of assignment.</i> | |
| | Specific descriptive criteria are provided for evaluating student work and postings. *QM | <i>Rubrics or other tools used for grading are posted for students to see.</i> | |
| | The grading policy is stated clearly in the course and/or course outline. | <i>Suggested: The way that grades are calculated is clear for students.</i> | |

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| | The course syllabus includes the college's honesty policy statement. | <i>Suggested: You should include this in this section also especially since it affects students' grades.</i> | |
| College Resources and Information | The course syllabus includes the college's disability policy statement. Links are provided to the college web pages dealing with accessibility and how to obtain accommodations for disabilities. | <i>Specific links to college resources along with any campus specific information.</i> | |
| | Tutoring information is available for students to access in the course. | <i>Specific links to college resources along with any campus specific information.</i> | |
| | Library information is available for students to access in the course if the library is being used for course resources. | <i>Specific links to college resources along with any campus specific information.</i> | |
| | The course incorporates ADA Guidelines and conforms to the college policy on accessibility. The college policy is stated in the course outline. *QM | <i>College policy on student accommodations.</i> | |
| Course Orientation and Technology | The instructor sends students an email at the beginning of the class letting them know where to go and how to access the course. | <i>At the start of the semester send students an email using Blackboards email feature.</i> | |
| I. Create a "Start Here" content area which includes all the orientation information besides the welcome statement. | A welcome announcement is posted on the opening page of the course. Instructions there clearly indicate how the student should get started. | <i>In the welcome announcement point students to the "Start Here" section of the course.</i> | |
| | An orientation is included to familiarize the students with course components and their location in the course. | <i>In the "Start Here" section list the organization of your course such as where students will find information about the course, instructor, assignments, weekly information etc.</i> | |
| | Navigation throughout the course is logical, consistent, and easy to follow. *QM | <i>Have established sections for where students can access materials. Try to reduce the number of areas or clicks students have to go through to get information. For example, you can create modules for each week, or have separate information and assignment sections. Regardless of how you set it up, it needs to remain consistent for the semester.</i> | |

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| | Students are asked to introduce themselves to the class either online or during the 1st face to face course session. *QM | <i>In Blackboard create a discussion board where students can introduce themselves or a blog post, or another activity that fosters communication. This should be in addition to any f2f activities you might do.</i> | |
| | Minimum technical skills expected of students are clearly stated. *QM Which can include the following basic computer skills, internet research skills, any computer program requirements. | <i>Restated.</i> | |
| | Students have ready access to the required technologies for the course. | <i>Ensure that students have the appropriate login information.</i> | |
| | Information regarding technical support is clearly communicated to the students. *QM | <i>There should be a permanent posting which provides information for the IT Help Desk and the Help information for any other technical programs used in the course.</i> | |
| | Links to tutorials for using the required course technology are available. | <i>Include links for using Blackboard (like uploading assignments, creating discussion threads etc) and for any other type of technology.</i> | |
| | Instructions on accessing and using the technologies in the course are sufficient and easy to understand. | <i>Restated.</i> | |
| | The course ensures screen readability. *QM | <i>Make sure font size and colors are easy to see. Put new information towards the top so that students don't have to scroll down and hide content or announcements after a certain period of time so that there is not a lot of clutter on the page.</i> | |
| Learning Modules | The learning activities foster interaction between the student and the course materials. | <i>Students should not be passive receivers of the material. They should engage with the materials through activities and/or assignments in both f2f and online settings.</i> | |
| | The learning activities foster interaction between the instructor and the student and, if appropriate, between students. *QM | <i>Instructors should build a community within the class and foster interaction between students both f2f and online. There should be a variety of activities such as instructor led, student led, whole class, small groups, pairs etc.</i> | |

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| The instructions and due dates for the learning activities are clearly stated. | <i>Assignment due dates are clear. Directions and submission guidelines should be stated.</i> | |
| All materials and resources used in the course are appropriately cited. *QM | | |
| The links and course media function properly. | | |
| Intuitive labels are used on hyperlinks rather than generic labels such as “click here.” *QM | <i>Hyperlinks should have labels.</i> | |
| Course pages have links that are self-describing and meaningful.*QM | <i>Restated.</i> | |
| Interactive technologies work correctly. | | |
| There is evidence of a course evaluation plan being built into the course that will collect student feedback. | <i>Conduct a survey after the first month to see if students have settled in or at mid-semester or include information about an end of semester evaluation.</i> | |
| RECOMMENDED: Practice assignments are provided with timely feedback. *QM | <i>To acquaint students with the types assignments, graded practice assignments can help students receive feedback prior to submitting the assignment for a grade.</i> | |

II. Designing Weekly Assignments/Modules

This is a template for designing a week's assignments of your hybrid course.

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| Week: Dates: | Topic(s): Objective(s): | |
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| Face to Face (f2f) | Online | Homework |
| <ul style="list-style-type: none"> i. Instructor Led Instruction ii. Course Materials iii. Student pair work iv. Small student groups v. Classroom vi. Practice exercises vii. Information Application viii. Other | <ul style="list-style-type: none"> i. Discussion threads (class or small groups) ii. Course Materials iii. Educational software programs/applications iv. Blog entry/comments v. Journal entry vi. Videos vii. Presentations viii. Online/Web Resources ix. Survey x. Other | <ul style="list-style-type: none"> i. Topic Exercises ii. Course Readings iii. Writing Assignments iv. Group work v. Practice exercises vi. Other |
| Assessment | | |
| Informal: Formal: | Informal: Formal: | |