# **SSU Hybrid Course Planning Chart** (see guidelines on next page before using)

Instructor: Department Course name/number:

Frequency and duration of face-to-face class meetings:

Online expectations: hours per week ( ) Synchronous \_\_\_\_\_\_\_\_ Asynchronous  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Is this a GEP course? Yes **☐** No **☐**

Most department approved course learning outcomes cannot be altered; modification of learning outcomes depends on curricular policies.Start with your syllabus.

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| **Course Learning Outcome**After successful completion of this course, students will be able to . . .  | **Assessment** (C = in class; O = online) How will mastery of outcome be measured? | **Learning Activities** (C = in class; O = online) What will students do to achieve mastery? **Formative Assessments**  | **Integration between In-Class & Online Learning Activities**How are online and in-class components functionally woven together? |
| *Describe and explain major theories of personality.*  | *Make a research-based multimedia presentation about a major personality theory (O).**Rubric* | *Readings from text and journals (O)* *Discussions comparing learning theories (C & O)**Lectures on personality theories (C and O)**FA+ short quizzes*  | *Classroom discussion of online readings* *Online discussion of classroom lectures Presentation assignment will be explained by instructor) and online (via video) .* |
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## **How to Use the Hybrid Course Planning Chart**

This chart guides your course development and ensures that you maintain alignment in your course. Each element of your course supports (“aligns with”) one or more of your course outcomes. This chart is useful in showing you where you may be missing an activity or perhaps have a non-aligned element in your class. Strive to create intentional and reasonable course assignments and activities to meet your objectives both f2f and online. Sometimes, less IS more.

### **First, should you re-visit SSU GEP requirements?**

### Prior to completing this chart, determine whether your course is part of the GEP and review the GEP requirements to ensure course assessments are aligned with the required outcomes. You do not need to write anything down to do this. Most of this work has been done for you here. [General Education Program Learning Outcomes | Shawnee State](https://www.shawnee.edu/areas-study/university-college/general-education-program/learning-outcomes)

### **Course Learning Outcomes**

Use a separate row to list each major course outcome in your class. Ideally, each course outcome should be measurable and specific. Use action verbs when **describing what students will be able to do.** If course outcomes are mandated by your department, you may not be able to alter them. In that case, think about *measurable unit-level (module) learning outcomes that would support the broader course outcomes.*

### **Summative Assessment (high stakes assessments)**

Indicate what types of formal, final measurements/assessments will be used to provide evidence of the degree to which a student has mastered each course learning outcome. For instance, this may be an exam, essay, written project or presentation. Indicate whether each assessment will take place online or in class.

### **Learning Activities**

List the learning activities that students will do to reach the course learning outcomes. This can be a broad range of individual or group activities such as discussing, conducting experiments, interviewing, debating, reading, researching or journaling. Be sure to indicate which will take place online and which will happen in class.

### **Formative Assessments (low-stakes, coaching moments)** What types of formative assessment will you provide? Chec sheets? surveys? draft check? peer review,s? self-reflection? etc. Usually these take place in the middle of units/ modules.

### **Integration between Online and In-Class Components**

Explain how the online components will support the in-class activities and vice versa. How will the pieces be woven together? When one ends, where will the content or activity in the other modality take off? Where will students see the explicit connections between the online and in-class materials?