**Hybrid Course Development Checklist**

## Section I: Course Overview & Organization

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| Criteria | Is this item present? |
| Course Syllabus was created using the Saint Leo standard template. | No Developing Yes |
| Course Syllabus includes a weekly schedule specifying modality, activities, assignments, and assessments. | No Developing Yes |
| The course learning outcomes are measurable. | No Developing Yes |
| D2L course shell is used to provide all materials, resources, assignments, assessments, and grades. | No Developing Yes |
| D2L course modules provide a clear organizational structure for the course. | No Developing Yes |

## Section 2: Course Materials and Content

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| Criteria | Is this item present? |
| Course content is sequenced and scaffolded in a way that enables students to achieve stated learning outcomes. | No Developing Yes |
| Each module includes directions or an explanation about how the content, instructional materials, and learning activities are addressed in each modality. | No Developing Yes |
| Readings, images, and videos are copyright compliant. | No Developing Yes |
| All resources and materials used in the course are appropriately cited. | No Developing Yes |

## Section 3: Navigation

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| Criteria | Is this item present? |
| Each class session, whether online, on ground, or virtual is represented in the D2L modules. | No Developing Yes |
| Course activities are easy to navigate and logical, consistent, and efficient. | No Developing Yes |
| Course modules are featured in a comprehensible sequence. | No Developing Yes |
| Hyperlinks are displayed clearly, work properly, and are relevant and functional. | No Developing Yes |
| External links open successfully in a new tab | No Developing Yes |

## Section 4: Collaboration

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| Criteria | Is this item present? |
| A variety of course activities in a variety of modalities engage learners in student-to-student interaction and collaboration. | No Developing Yes |
| Collaborative activities are designed to promote positive interdependence. | No Developing Yes |
| Assessment criteria address both group and individual outcomes | No Developing Yes |
| Guidelines that outline student expectations, procedures for absent group member(s), assessment methods, team roles, etc. are provided. | No Developing Yes |
| Collaborative learning activities support student learning and development of power skills, including teamwork, cooperation, and consensus-building. | No Developing Yes |

## Section 5: Assessment

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| Criteria | Is this item present? |
| The syllabus provides clear information about how students will be assessed in the course. | No Developing Yes |
| All Student Learning Objectives/Outcomes are specific, well defined, and measurable. Summative assessments measure student mastery of the objectives. | No Developing Yes |
| Clear description and instructions for all assignments are provided in D2L and match any descriptions in the course syllabus. | No Developing Yes |
| All assignments are linked to items in the gradebook, and assignment names match in gradebook and syllabus. | No Developing Yes |
| Specific criteria are provided for the evaluation of student work and participation. (i.e. rubrics, checklists, or other assessment guidelines) | No Developing Yes |
| A variety of formative and summative assessments are planned throughout the duration of the course. | No Developing Yes |

**Section 6: Learner Engagement**

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| Criteria | Is this item present? |
| Course creates a safe and productive environment for active learning. | No Developing Yes |
| The requirements for student interaction in each modality are clearly articulated. | No Developing Yes |
| Structure of each activity fits the modality (face to face, virtual/Zoom or asynchronous-online) | No Developing Yes |
| Course utilizes active learning strategies that promote critical thinking.  (Examples: role playing, jigsaw, case studies, four corners, either/ or, informal paper, graphic organizer, simulations, think-pair-share, presentations, muddiest point, concept mapping, collaborative notetaking, peer review, silent discussion, etc.) See CTLE Active Learning webpage for other strategies. | No Developing Yes |
| Course allows students to contribute knowledge and perspectives. Students are encouraged to bring in knowledge from diverse perspectives and sources of information in their course interactions and are reminded to be open to others’ perspectives. | No Developing Yes |
| The course content is represented in multiple ways (i.e. text, audio, video, images, graphs, etc.), to meet the varied needs of diverse learners. | No Developing Yes |
| Activities allow students to practice what they have previously learned. | No Developing Yes |

## Section 7: Classroom Community

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| Criteria | Is this item present? |
| An introductory email and/or course announcement is provided to communicate 1) a warm welcome and 2) important logistics about the course. | No Developing Yes |
| Community expectations are communicated regarding face-to-face, virtual, and online interactions, so students feel respected, safe, and valued, thereby establishing a place where students can take intellectual risks. | No Developing Yes |
| Beginning of course activities (ex. Introductions) are provided to build a sense of community. | No Developing Yes |
| Graphics used in the LMS represent diverse backgrounds, genders, cultures. | No Developing Yes |
| Course communications are frequent, clear, and designed to foster a community of learners. | No Developing Yes |
| Course materials, syllabus, and/or communications affirm the Saint Leo Core Value of *Community.* | No Developing Yes |
| Course design prompts the instructor to be present, active, and engaged. | No Developing Yes |

## Section 8: Discussions (if discussion boards are used)

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| Criteria | Is this item present? |
| Discussion questions, if used, are open-ended and promote student engagement. | No Developing Yes NA |
| Instructions and expectations for successful student participation are provided. | No Developing Yes NA |
| Discussions are located within the module in which the student will complete them. | No Developing Yes NA |
| Discussions are set up as topics and not forums. | No Developing Yes NA |
| If option is selected that students cannot see other posts until they start a thread, alert is included in directions to students. | No Developing Yes NA |
| Each graded discussion topic is associated with a grade item in the gradebook. | No Developing Yes NA |

## Section 9: Accessibility

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| Criteria | Is this item present? |
| Learning activities use [ALT tags](https://webaim.org/techniques/alttext/) | No Developing Yes |
| Captions or transcripts are included for all audio or video elements that deal with core content. Content includes text for all of the elements. | No Developing Yes |
| Audio or video can be controlled by the user (i.e. paused) | No Developing Yes |
| Any tables present are compatible with screen readers. | No Developing Yes |
| Course content pages were checked using the [native LMS accessibility checker](https://www.d2l.com/resources/videos/new-accessibility-checker-in-brightspace-html-editor/) | No Developing Yes |