**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 |