# **Oregon State University EcampusHybrid Course Planning Chart** (see guidelines on next page before using)

Instructor: Course name/number:

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

Is this a Bacc Core course? Yes[ ] No[ ] If so, indicate the Bacc Core category: Skills [ ]  Perspectives [ ]  DPD [ ]  WIC [ ]  Synthesis [ ]

Bacc Core learning outcomes cannot be altered; modification of other learning outcomes depends on curricular policies. Use “IGLO” to designate any instructor-generated learning outcomes (that is, ones you have created) in the table below.

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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? | **Integration between In-Class & Online Learning Activities**How are online and in-class components functionally woven together? |
| *Example: Describe and explain major theories of personality. (IGLO)* | *Make a research-based multimedia presentation about a major personality theory (O).* | *Readings from text and journals (O)* *Discussions comparing learning theories (C & O)**Lectures on personality theories (C and O)* | *Classroom discussion of online readings* *Online discussion of classroom lectures Presentation assignment will be explained both in class and online.* |
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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.

### **Bacc Core requirements**

### Prior to completing this chart, determine whether your course is part of the [Baccalaureate (Bacc) Core Curriculum](https://catalog.oregonstate.edu/earning-degrees/bcc/) and review the [Bacc Core Learning Outcomes](https://main.oregonstate.edu/baccalaureate-core/current-students/learning-outcomes-criteria-and-rationale) and requirements to ensure course assessments are aligned with the required outcomes. The Bacc Core Learning Outcomes cannot be modified and must be assessed in the course.

### **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 learning outcomes that would support the broader course outcomes.

### **Assessment**

Indicate what types of 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, debating, journaling, reading, researching or journaling. Be sure to indicate which will take place online and which will happen in class.

### **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?