



Keystone College
Hybrid Course Proposal Form
(Fall proposals due by 1/15, Summer by 1/15, Spring by 5/15)

Faculty Name: _____ Course Title & Number: _____

First Semester To Be Offered: _____ Will an on-campus lab be required for this course? Yes No
Maximum Class Size _____

1. **Need/Justification**
- Weekender offering Summer offering Other/ Meets Department Schedule Needs

What is the intent in offering the course as a Hybrid course? What student needs will this offering meet? Are there learning opportunities made possible in a Hybrid course that might not be available in a traditional course? Is this course part of a program or institutional priority?

2. **Course Content Delivery/Assignments/Methods of Evaluation**

- Attach a completed syllabus:
 - We **require** using the online syllabus template. If you choose to use your own design, the syllabus must include clear information about items detailed on the Hybrid Course Checklist.
 - The syllabus should describe both face- to -face and online portions of the course. Information should specify the requirements for participation in both the online and face-to-face portions.
 - The syllabus must clearly state when and where students should participate each week and must include a structured set of topics and schedule. **(N.B.** If this course is being developed for a Weekender offering, the face-to-face meeting dates are prearranged by Weekender Coordinators.)
- Attach a completed course schedule with online components in **bold** type. Questions to consider:
 - How do you plan to divide and schedule the percent of time between face-to-face and the online portion of your course?
 - What means will you use to assess students’ work in each of these components?
 - Note that the total number of online contact hours should approximate the equivalent number of hours required in an on-campus setting.
- Attach a completed Hybrid Course Checklist.
 - Hybrid teaching is not just a transferring a portion of your traditional course to the web. Instructors should explain the purpose of both online and face-to-face portions of the course, and how they compliment and reinforce each.

- List the learning activities you will use for the online portion of your course. N.B Homework is not an acceptable course component. (Choose activities that reinforce and feed back into the face-to-face components)

3. Technology

- What steps will you take to assist students to become familiar with Blackboard’s features?
- Describe any special software or multimedia tools you plan to utilize in your course (PowerPoint, Captivate, Flash, podcasts or other audio, etc.). This is helpful to determine technology support needs.
- If you plan to use any multimedia (video, podcasts, specialized software), will it be accessible to your students in terms of both software and internet availability (dial-up access) at home?

4. Accommodations for Students with Disabilities

- The Blackboard Course Management system is compliant software that accommodates students with disabilities. If you plan to use any other multimedia or any other software systems (video, podcasts, specialized software), how will you insure that they are accessible to your students with disabilities?

5. Submit your signed proposal to the Online Learning Committee. (The committee meets on the third Thursday of the month September to May.)

Instructor Acknowledgement

I understand that once this proposal is approved by the Online Learning Committee:

- I will complete a Blackboard competency training provided by the College. Initial _____
- I will enroll and complete the required Hybrid training course provided by the College.
For Summer & Fall courses, you must receive training by March 1st.
For Spring courses, you must receive training by October 1st. Initial _____

Faculty Developer Signature Date

Division Chair Signature Date

Online Learning Committee Review

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accept	Provisional	Reject

Academic Dean Signature Date