

## Creating a Hybrid Course Syllabus

**As you create or convert a syllabus for a hybrid course, you can add information to the following syllabus sections to help students understand the hybrid format and its requirements.**

<b>Trent Syllabus Template</b>	<b>Hybrid Syllabus Considerations</b>
Instructor Information	Consider whether you want to offer office hours in-person, virtually, or both. Provide times and instructions for joining virtual office hours.
Meeting Times	List time and location of in-person meetings and the number of hours you expect students will be working asynchronously online.
Course Description	In addition to the general course description, you may wish to explain how hybrid learning will advance the goals of the course.
Learning Outcomes	Consider whether you can link some of the course objectives to the hybrid format.
Course Texts	Specify if students will be accessing texts online or in hardcopy and/or whether they need to purchase any texts or materials.
Assessments/Assignments/Tests	Consider whether you will offer marks for in-person participation and how you will mark students on completion of asynchronous course activities.
Course Guidelines	Explain the specific hybrid format the course will take. Consider including a hybrid statement such as the one below.
Schedule	Be as clear as possible about when in-person meetings will take place; when asynchronous content will be posted and due; and what asynchronous activities students must complete before and after in-person meetings.

### Sample Hybrid Statement:

This course will be delivered using a hybrid format. Hybrid courses are organized to take advantage of the strengths of both in-person and digital spaces; students will attend some in-person class meetings, and will also engage with a significant amount of content and activities asynchronously online. This course will include the following in-person and online components:

#### **In Person**

This course will meet in-person for \_\_\_\_\_ hours per (TERM/WEEK). Students are expected to attend all in-person meetings. During these meetings, students will engage in the following types of activities with their instructor and classmates: (FILL IN THE TYPES OF IN-PERSON LEARNING ACTIVITIES IN WHICH STUDENTS WILL ENGAGE.)

**Online:**

This course will include asynchronous online activities and content that should take students approximately \_\_\_\_ hours to complete each (WEEK/TERM). Online activities will include: FILL IN THE TYPES OF ONLINE LEARNING ACTIVITIES IN WHICH STUDENTS WILL ENGAGE.)

**Resources:**

Agresar G. & Andreoli, J. (2020). Adapting your syllabus for hybrid and online teaching. University of Michigan Center for Teaching and Research in Engineering. <https://crlte.engin.umich.edu/wp-content/uploads/sites/5/2020/10/Adapting-Your-Syllabus-for-Hybrid-and-Online-Teaching.pdf>

Oregon State University. (2021). Hybrid syllabi. *Center for Teaching and Learning*. <https://docs.google.com/document/d/1FBmAW8guPXztPMaFcJc8IYR0asKokyn36OGw-EVVm2s/edit>