

**Monroe Community College  
Hybrid Proposal Rubric**

Proposer's Name: \_\_\_\_\_

Categories	Instructor and Hybrid Criteria	Comments
<b>Attachments</b>	Required documents are completed and attached: <ul style="list-style-type: none"> <li><input type="checkbox"/> Proposal</li> <li><input type="checkbox"/> Course Information Sheet/Syllabus</li> <li><input type="checkbox"/> Narrative</li> </ul> Narrative includes instructor's: <ul style="list-style-type: none"> <li><input type="checkbox"/> Applicable teaching background</li> <li><input type="checkbox"/> Online training background</li> <li><input type="checkbox"/> Experience with developing asynchronous, web-enhanced and hybrid courses</li> <li><input type="checkbox"/> Rationale for hybrid</li> <li><input type="checkbox"/> Ideas on how components will be utilized face-to-face versus online</li> </ul>	
<b>Online Training Experience</b>	The instructor completed: <ul style="list-style-type: none"> <li><input type="checkbox"/> SLN Workshops.</li> </ul> <p style="text-align: center;"><i>OR</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CourseSpace Faculty Training.</li> </ul>	
<b>Online Teaching Experience</b>	The instructor: <ul style="list-style-type: none"> <li><input type="checkbox"/> Has taught online courses through SLN.</li> </ul> <p style="text-align: center;"><i>OR</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Web-enhanced a face-to-face course utilizing CourseSpace.</li> </ul> <p style="text-align: center;">~~~~~</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implemented various online components for a minimum of one semester, including discussions, written assignments and quizzes/tests.</li> </ul>	
<b>Pedagogy and Objectives</b>	The proposal: <ul style="list-style-type: none"> <li><input type="checkbox"/> Promotes the best use of face-to-face time with the best use of online time to meet objectives and learning outcomes.</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Makes a strong case that course objectives would be met as effectively in a hybrid format as they are in other instructional modes.</li> </ul>	
<b>Fostering Interactions</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The proposal makes a strong case that faculty-student and student-student interaction approximate the amount of engagement students would experience in traditional or online courses.</li> </ul>	
<b>Course Meeting Schedule</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 50% or less of contact hours are assigned to a classroom, lab or other campus facility.</li> </ul> <p style="text-align: center;">~~~~~</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Course meeting schedule promotes maximizing room usage. OR the level of instructional innovation supersedes the interests of space use.</li> </ul>	
<b>Evaluating Student Learning</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Course grading sheet includes student participation in both face-to-face and online environments.</li> </ul>	