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| Lesson Topic / Week #  *Topic or unit to be covered during lesson.* | Course Learning Outcome  *Align your CLOs* | Assessment  *How will the outcome be measured?*  *(O = On-Campus/ V=Virtual)* | Learning Materials & Activities  *How will students achieve the outcome?*  *(O = On-Campus/ V=Virtual)* | Integration between On-Campus & Virtual Activities  *How are on-campus and virtual components connected?* |
| Week 2: Personality Theories | Example: Describe and explain major theories of personality. | Present a research-based multimedia presentation about a major personality theory (O). | Voice-over PowerPoint recording on personality theories (V)  Readings from text and journals (V)  Discussions comparing learning theories (O) | On-Campus discussion of virtual readings, and virtual discussion of on-campus lectures.  Presentation assignment will be explained both on-campus and virtually. |
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**How to Use the Hybrid Course Planning Chart**

This chart guides your hybrid 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.

**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.

**Assessment**

Indicate what types of measurements/assessments will be used to provide evidence of the degree to which a student has achieved each course learning outcome. For instance, this may be an exam, essay, written project or presentation. Indicate whether each assessment will take place on-campus or virtually.

**Learning Materials and Activities**

List the learning materials and activities that students will do to reach the course learning outcomes. This can be a broad range of individual or group activities such as lectures, readings, discussions, debates, journals, research etc. Be sure to indicate which will take place on-campus and which will happen virtually.

**Integration between On-Campus and Virtual Components**

Explain how the virtual components will support the on-campus 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 on-campus and virtual materials?

***Source:*** *Content adapted from Oregon State University,* [*Planning Chart*](https://ctl.oregonstate.edu/blended-course-planning-forms?term_node_tid_depth=61) *March 23, 2021*