Guidelines for Deans and Chairs for Selecting Future Online & Hybrid Courses

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In order to plan for the expansion of online and hybrid course programs at NEIU, consider the following criteria when deciding on which courses to create as online or hybrid courses. These criteria are not exclusionary. Courses that do not match some of these measures may still be good candidates for online or hybrid development.

Individual-Course Level

- **Content Changes:** Is the course content stable from semester to semester, or does it change with each offering of the course? Prefer to develop courses with more stable content first. On one end of the scale are math courses, which seldom change, and the other end contains topical courses such as those dealing with recent history.

- **Current Demand:** During the most recent sessions, was there consistent demand for the face-to-face version of the course? Were there overflow situations or were sections canceled for low enrollment? Prefer to develop courses with steady demand first.

- **Potential for Repeat Offerings:** During the most recent year, was the course offered in more than one semester? Has there been a year in which the course was not offered? Prefer to develop courses that are offered repeatedly throughout the course-offering cycle first.

- **Level of Self-Motivated Student Learning:** Is the course a) intended to be for students who are academically at-risk, b) the first course in a program or minor, or c) a zero-hundred-level course? Prefer to develop courses first for audiences who do not require extra help with academic basics.

Program/Department Level

- **Contribution to a Sequence:** Is the course an elective or part of the required core for a degree program or minor program? Prefer to develop the following types of courses first:
  - courses that are part of existing degree or minor sequences,
  - anchor courses,
  - writing-intensive program courses,
  - courses that currently meet in multiple campus locations (especially those with single-location enrollments under 10 each),
  - courses whose students typically cannot come to campus (e.g., school principals, employees at Abbott Labs), and
• interdisciplinary courses co-taught by an NEIU instructor and a professional in the field.

• **Existing Related Online/HybridCourses:** Are there already online or hybrid courses that are related to this course as pre-requisites or as part of an existing degree or minor sequence? Prefer to develop courses that extend existing online offerings.

• **Potential as an Elective:** Does the course count as part of a major/minor sequence and as an elective in sequences within the department? Prefer to develop courses that can fulfill multiple transcript roles first.

**College Level**

• **Potential as an Elective:** Does the course count as part of a major/minor sequence and as an elective in sequences outside the department? Prefer to develop courses that can fulfill multiple transcript roles first.

• **Governing Body Encouragement:** Is the area in which the course is offered part of an initiative supported by a governing body or outside funding entity? For example, courses may support the “Green Illinois” initiative by reducing utility and travel costs associated with a face-to-face course offering. Prefer to develop courses that align with governing-body funding and programming streams first.

• **Availability of Comparable Courses at Other Institutions:** Is a comparable course already offered in the desired medium (i.e., online or hybrid) at another institution with which NEIU holds a transfer-of-credits agreement? Prefer to develop courses first that complement rather than replace identical courses that could transfer in.

*Exception:* NEIU core-curriculum courses should be preferred for development regardless of the availability of similar courses at other institutions.

**University Level**

• **Application to Statement of Values:** Is the course an exemplar of one or more of the core values of NEIU (i.e., Integrity, Excellence, Access to Opportunity, Diversity, Community, and/or Empowerment through Learning)? Prefer to develop courses first that highlight the university’s core values.

• **Application to Mission and Vision Statements:** Is the course an exemplar of the NEIU mission and vision?

  o Provide an exceptional environment for learning, teaching, and scholarship.
  o Prepare a diverse community of students for leadership and service.
Lead metropolitan universities via an urban mission, program quality, graduate success, and learning-environment diversity.

Prefer to develop courses first that advance the standing of NEIU’s urban-education mission and vision.

- **Application to Strategic/Baccalaureate Goals:** Would the course, in its online or hybrid form, contribute to one or more of the university’s strategic goals?

  - **Student Success:** Especially 1.3: “Raise undergraduate and graduate student recruitment, retention, and graduation rates, including those for students from historically underrepresented groups.”

  - **Academic Excellence and Innovation:** Especially 2.8: “Establish technology-enriched curricula to include hybrid and online courses.”

  - **Urban Leadership:** Especially 3.3: “Encourage and support research projects that focus on such contemporary urban issues as education reform, immigration, economic development, and the environment.”

  - **Exemplary Faculty and Staff:** Especially 4.2: “Utilize innovative approaches to recruit and retain faculty and staff committed to student success.”

  - **Enhanced University Operations:** Especially 5.4: “Invest in technology infrastructure to support academic and operational goals.”

  - **Fiscal Strength:** Especially 6.3: “Identify and capitalize on providing extended learning services.”

Prefer to develop courses first that help to support one or more of NEIU’s strategic goals.
Select Bibliography


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