

NJIT Guidelines for Hybrid Course Delivery

The guidelines outlined below are based on three rationales: Organization and Design, Regular and Substantive Interaction, and Time-on-Task.

Organization and Design

Syllabus. In hybrid courses, syllabi should reflect the [course requirements and expectations](#) outlined by the Provost's office.

In keeping with these requirements, the syllabus should include a meeting-by-meeting outline that identifies when students will be on campus and when students will be working remotely (asynchronously). It is recommended that the syllabus outline for on-campus learning includes the topics to be covered and any major learning activities students will participate in. Regarding the remote, asynchronous learning weeks, the same general structure is permitted.

LMS-Based Course Organization. Canvas course organization should take on a modular approach where the meeting-by-meeting outline closely resembles the syllabus structures per the policy above.

Regarding on-campus modules, instructors will, again, only be required to outline the topics to be covered and the major learning activities that may unfold.

Regarding asynchronous modules, each asynchronous week or session should have a well-organized module structure that reflects intentional, advanced planning, prior to the term start. The asynchronous components of the course should be organized in ways that align with the syllabus but also attend to Regular and Substantive Interaction (RSI) and time-on-task, which are outlined below.

*Importantly, the majority of substantive asynchronous course-based content and activities students engage with must reside within the Canvas LMS.

Regular and Substantive Interaction (RSI)

When students are working asynchronously, they should have opportunities to interact with both their instructor and classmates. These kinds of interactions should be deliberately scheduled, and they should also be instructionally relevant, meaning directly related to the course material. This reflects best practice as well the interactivity standards (Standard 5.2 and 5.3) contained within the Faculty Senate-sanctioned [Quality Assurance in eLearning Rubric](#).

These interactions might take the shape of discussion forums, peer review activities, or group projects, for example. Each of these activities require regular and substantive engagement from both students and the instructor. Some of these instructor-based engagements could take the form of participating in or summarizing discussion forums and providing meaningful feedback on assignments.

Time-on-Task

Each asynchronous week or session should be designed with course learning outcomes in mind. Each of the learning outcomes should be aligned with well-planned, rigorous learning activities that require students to prospectively engage in a combination of recorded lectures, readings, activities, group projects, and assessments. The planned learning activities should attend to Carnegie Unit [time-on-task credit-bearing guidelines](#). Though these guidelines are framed here for fully online students, they will be applied to asynchronous course module planning and structures.