

ACADEMIC PROGRAMS & CURRICULUM

Standards for accreditors

Standard 1: Curriculum Design and Development

The curriculum is intentionally designed and regularly updated to meet the needs of students in a hybrid learning environment. It aligns with institutional mission, goals, and relevant learning outcomes.

Sub-standard 1.1: Alignment with Institutional Mission: The curriculum reflects the institution's commitment to its mission and values, as demonstrated through program learning outcomes and assessment practices. [] Comment Box:

Sub-standard 1.2: Curriculum Mapping: Curriculum maps clearly articulate the alignment between course objectives, program learning outcomes, and assessment methods. [] Comment Box:

Sub-standard 1.3: Regular Review and Revision: The curriculum undergoes regular review and revision based on feedback from students, faculty, and relevant stakeholders, ensuring currency and relevance. [] Comment Box:

Standard 2: Hybrid Learning Modality Design

The hybrid learning modality is thoughtfully designed to leverage the strengths of both in-person and online learning experiences. This design is based on best practices in pedagogy and technology.

Sub-standard 2.1: Integration of Learning Activities: The hybrid design purposefully integrates in-person and online learning activities to enhance student engagement and promote deeper understanding of the material. [] Comment Box:

Sub-standard 2.2: Technology Integration: Technology is effectively integrated into the hybrid learning environment to support instruction, collaboration, and assessment. [] Comment Box:

Sub-standard 2.3: Accessibility and Equity: The hybrid learning design ensures accessibility and equity for all students, regardless of their learning styles, abilities, or access to technology. [] Comment Box:

Standard 3: Assessment of Student Learning

Student learning is assessed through a variety of methods that are aligned with course and program learning outcomes. Assessment strategies are appropriate for the hybrid learning environment and provide meaningful feedback to students.

Sub-standard 3.1: Alignment of Assessments: Assessment methods are clearly aligned with course and program learning outcomes, ensuring that students are evaluated on their mastery of the intended knowledge, skills, and abilities. [] Comment Box:

Sub-standard 3.2: Variety of Assessment Methods: A variety of assessment methods are used to evaluate student learning, including formative and summative assessments, in-person and online activities, and individual and group projects. [] Comment Box:

Sub-standard 3.3: Timely and Meaningful Feedback: Students receive timely and meaningful feedback on their assessments, enabling them to understand their strengths and weaknesses and improve their learning. [] Comment Box:

Standard 4: Faculty Support and Development

Faculty members receive adequate support and professional development to effectively design, deliver, and assess learning in the hybrid environment. This support includes training on pedagogy, technology, and assessment.

Sub-standard 4.1: Pedagogical Training: Faculty members receive training on effective pedagogical practices for hybrid learning, including strategies for engaging students in both in-person and online settings. [] Comment Box:

Sub-standard 4.2: Technology Support: Faculty members have access to adequate technical support and resources to effectively use technology in the hybrid learning environment. [] Comment Box:

Sub-standard 4.3: Assessment Training: Faculty members receive training on designing and implementing effective assessment strategies for hybrid learning, including methods for providing meaningful feedback to students. [] Comment Box:

Summary

This document outlines the standards for accreditors evaluating academic programs and curricula within hybrid learning models. The standards encompass curriculum design, hybrid modality design, assessment of student learning, and faculty support, providing a framework for ensuring quality and effectiveness in hybrid education.