The Good, the Bad, and the Ugly for Hybrid and Online Co-requisite Courses

Linda Hunt, Ed.D
Shawnee State University
# Hybrid Courses

<table>
<thead>
<tr>
<th>Good</th>
<th>Bad</th>
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<tbody>
<tr>
<td>• Trust but Verify</td>
<td>• Breaks the pajama rule</td>
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<tr>
<td>• Meet, Greet, and Get started (optional)</td>
<td>• Students may need to drive a distance to go to campus</td>
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Co-requisite Online Courses

The Good

- Reach a population that on-campus classes can’t/don’t reach
  - Stay-at-home parents/caregivers
  - Students with
    - Physical disabilities
    - Academic issues
    - Social anxieties
  - Veterans/Active military
  - Students who work when classes are normally offered (8 am – 9 pm)
Co-requisite Online Courses
The Good (page 2)

• Reach a population that on-campus classes can’t/don’t reach
  – Students with inconsistent schedules and health problems
  – Students sit down to study when it’s best for them
  – Students can pause/rewind/fast forward and take breaks
Co-requisite Online Courses
The Bad

- Sketchy Internet service
- Not having a computer (only a phone)
- Tech savvy?
- Family sharing computers which limits time
Co-requisite Online Courses

The Ugly

- Co-req QR course
  - 1st half of the semester – Spring 2019 (Good)
    - Originally 7 weeks
      - 2 students successfully completed the work in 7 weeks
    - Changed to 14 weeks
  - Vs.
  - 2nd half of the semester – Fall 2019 (Really Ugly)
    - Welcome announcement/email
    - Individual emails followed by phone calls
    - Contact success advisors
    - Blue post cards