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6. Hybrid Learning at the Community College

Jason Snart

This chapter discusses how the community college represents a potentially ideal educational setting for hybrid learning to thrive. The multimodal nature of hybrids, combining both online and face-to-face learning, affords the opportunity to engage students in a variety of ways. Further, many community college students can benefit from the flexibility offered by the hybrid model. At the same time, however, underprepared and first-generation college students, many of whom depend on the community college’s open access mission, can still take advantage of the face-to-face support available in the hybrid format.

7. Collaborations Among Diverse Support Areas for Hybrid Success

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This chapter defines the various roles of professional developers who can assist with the design and implementation of hybrid courses and programs, and offers examples of the different institutional structures where collaborations among these positions can take place to help support faculty and students in hybrid settings.

8. Preparing Students for Success in Hybrid Learning Environments with Academic Resource Centers

Daniel Newman, Michael Dickinson

This chapter describes institutional and andragogical best practices for preparing students to succeed in hybrid courses through the programming of academic resource centers, offers information on how to create peer support systems for students, and outlines some of the common pitfalls for students encountering a hybrid course for the first time.

9. Accessibility Considerations for Hybrid Courses

Kirsten Behling

This chapter explores the central questions and issues that faculty and administrators need to consider when designing and implementing hybrid courses to ensure that all students, including those with disabilities, have equal access. The author offers resources on faculty development programs, accessibility checklists, and online resources on universal design that can be applied at a range of campuses. Institutional guidelines around choosing accessible platforms and online learning tools will be shared.
10. Creating an Online Presence for Hybrid Support  
*Darin Jerke, Eric Mosterd*
This chapter explores the web presence needed for faculty, students, administrators, and staff as hybrid courses are implemented at the institutional level and discusses the physical presence (office(s) and staff) needed to effectively provide and sustain online support for hybrid education.

11. Supporting Institutional Hybrid Implementations  
*Thomas B. Cavanagh, Kelvin Thompson, Linda Futch*
This chapter explores the institutional resources, staffing, and policies needed to successfully launch, implement, and sustain hybrid teaching and learning courses and programs.

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