LANGSTON
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Blended Courses Learning Policy
Faculty Credentials & Course Certification

Langston University maintains rigorous standards regarding all methods of classroom instruction. This University Policy outlines the standards regarding Blended/Hybrid learning in two distinct phases: (1) Blended instructor credentialing and (2) Blended course requirements. This policy is exclusive to Blended courses. For guidelines on online course Policy see the "**Online Learning Policy**."

Phase I
Blended Course Instructor Credentialing

Faculty seeking to teach Blended courses at Langston University must submit to the Online Learning Committee (OLC) evidence of compliance in each of the following three categories: LU LMS Review Course, Blended Course Design/Alignment, and continuous Improvement for Blended Teaching. Successful completion of Category I through II results in initial blended instructor credentialing. Instructors must complete at least one activity from Category III every two years to maintain Blended Instructor credential status.

1. Category I – Current LU LMS Review Course
   ● Purpose: Faculty must demonstrate the ability to utilize the communication, assessments, and content components of LU LMS Review Course.
      ○ Completion of the LU LMS Review Course. (offered as needed)

2. Category II - Blended Course Design/Alignment
   ● Purpose: Faculty must demonstrate ability and expertise in blended course design.
      ○ Completion of Applying Quality Matters Rubric (APPQMR) course

4. Category III - Continuous Improvement for Blended Teaching
   ● Purpose: After two consecutive years of Blended Instructor credential status, faculty must demonstrate a continuous improvement to blended learning by engaging in activities focused on improving the quality and standards of their blended teaching. Continuous improvement may be demonstrated through a variety of means including, but not limited to the following recommended evidence or professional development:
      ○ Training in multimedia products pertinent to their proposed course material delivery;

- ○ Mentoring from an experienced online or blended instructor for at least one semester and longer if deemed appropriate;
  - ○ Continuing professional development in Blended teaching;
  - ○ Continuing education courses with a focus in delivering Blended methodology;
  - ○ Participation in conferences, webinars, forums or workshops related to Blended or online teaching; or
  - ○ Mentoring new instructors for teaching Blended courses.
- At least one activity from this Category must be completed every two years to maintain Blended Instructor credential status.

Phase II
Online Course Requirements

The purpose of this process is to provide sufficient evidence to demonstrate the content of the Blended course has to be designed to meet the rigorous standards and requirements of Langston University for Blended teaching. Faculty seeking to teach Blended courses at Langston University must also comply with the following Blended course requirement processes in coordination with the Online Learning Committee (OLC) and the relevant Department Chair/Dean:

1. The course syllabus must state clearly the percentage of online and face-to-face for the Blended course.
2. The online course components of a Blended course must meet all requirements of online teaching such as:
   a. Objectives of online sections, modules, or weeks must be clearly defined.
   b. The assessment of online section and the type of assignment should be defined to identify the students' accomplishment
   c. The online content interactions, assessment tools and students' achievements from objectives must be aligned clearly so that students know what is expected of their online activities.

Approval Process of a Blended Course:

- Step 1 Faculty members teaching and designing the Blended course will work in advance of the course offering with the CTI team especially the Instructional Designer on the online components of the course.
- Step 2 The faculty members teaching/designing the Blended course will submit the finished Blended course to the CTI review team for a preliminary review.
- Step 3 After CTI approval of the course, the CTI review team will submit the completed review process to the OLC, and the OLC will take CTI review process and recommendations for the course approval. Course review teams must contain a team chair, another qualified reviewer, and whenever possible, a subject matter

expert to evaluate course content. The initial review process should take no more than one week to complete.

- ○ **Approval:** If the Blended course online components meets 85% current Quality Matters Expectations as stated on the Quality Matters Scoring Sheet of Quality Matters Higher Education Rubric, the course will be approved for teaching with no restriction.
- ○ **Approval, with stipulations:** In this case the course will refer to the CTI Instructional Designer for assistance and improvement.
- ○ **Denial:** If the course denied approval, the course designer or instructor must review the QM Rubric; and/or go through additional training or credentialing.

- **Step 4** The OLC will conclude the result of the review process and provides an announcement for the course status to the relevant Department Chair/Dean.

Note: If revisions are required, course instructors should take no more than two weeks to resubmit the revisions. Follow up reviews will be conducted by the team chair and Instructional Designer.

If a Blended course has to be offered with an instructor that did not design the course, that instructor must go through a minimum of one day or 5 hours of training with the CTI team. If additional training is needed, the CTI team will schedule more trainings until the new instructor teaching the blended course becomes efficient in online activities.

Questions? Please contact the CTI Director, OLC members, or your respective Department Chair/Dean.

The Online Learning Committee (OLC) Members
Please check the box next to your name if you approve of this draft.

1. ☒ Ebrahim Soltani (Chair)
2. ☒ Desmond Delk
3. ☒ Donna Foster
4. ☒ Kelly Henderson
5. ☒ Lonnie Johnson Jr.
6. ☒ Chongo Mundunde
7. ☒ Cherie Ognibene
8. ☒ Alexandra Sharp
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