



Policy and Procedures Manual
Application: All Faculty
Section F2.6 Online and Blended Course Development Policy

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F2.6.1 Training

The Center for Excellence in Teaching and Learning offers many training opportunities for all online teaching faculty. Faculty members are required to complete training in order to continue teaching online.

1. Required: CETL's Online Training for Faculty (in Blackboard)
 - This online, self-paced training course:
 - Will provide you with the basic tools for designing an effective online and/or blended course using Blackboard.
 - Is competency based.
 - If you are new to Blackboard, review each module and complete assignments.
 - If you have previous experience using Blackboard, go straight to the assignments area in each module and complete those first.
 - After completing the assignments for each module, you will receive a certificate of completion that will enable you to design your course.
2. Required: Quality Matters Improving Your Online Course (IYOC) or Applying the Quality Matters Rubric (APPQMR) training. This training is a two-week course. Faculty must complete and receive their certification.
3. Optional: Quality Matters seminars for online teaching faculty. These seminars were developed by CETL and focus on each of the QM standards within the rubric.

F2.6.2 Quality Matters Course Review

All online courses must be submitted for Internal Quality Matters Course Review.

1. Online teaching faculty will first complete their IYOC or APPQMR training course.
 - Online teaching faculty may also attend the QM seminar training provided by CETL.
2. Faculty must submit a course map for an online course they are currently teaching to CETL.
3. The course will then be submitted for an Internal or Official Quality Matters Course Review.
 - Online faculty will not be allowed to teach the submitted online course again until it has received a "Met" QM status.

Faculty teaching multiple online courses must submit at least one online course for an internal or official review once per year until all of their online courses have been reviewed and received a "Met" QM status or the course is Learning House Approved.

Once a course has received a "Met" status, the course does not need to be submitted for internal review for another 5 years. At this time, the course must be re-submitted and receive a "Met" QM status or go through the Learning House process.

Adjuncts should use Quality Matters course shells that have already received a "Met."

F2.6.3 Blended Courses

1. Blended courses must have at least 15% reduced seat time.
2. Blended courses may be scheduled to meet fewer than the normal number of days during a week or they may be scheduled to meet less than the full time in any single class session (in both instances the reduction in seat time shall be published in the class schedule book or syllabus).

Credit Hour	Total Course Time	Minimum Reduced Seat Time
1	800 min	120 min
2	1600 min	240 min
3	2400 min	360 min
4	3200 min	480 min

3. Blended courses are expected to meet during identified times. If the course meets on a limited basis, it should be considered an online course and be reviewed as such.
4. The online portion of the course must be academically comparable in content and methods of assessment to a traditional face-to-face course.
5. Blended courses must meet all the requirements as online courses. Additionally, blended courses must:
 - Make it clear to learners within the LMS that the course is a blended course.
 - Specify requirements of both the online and face-to-face aspects of the course.
 - Notify students of face-to-face meeting times each week.
 - Provide a course calendar/schedule identifying both online and face-to-face portions of the course.
 - See Quality Matters Rubric for additional requirements.

Synchronous Based Courses using Zoom are not expected to have reduced seat time. If they have reduced seat time, the course(s) should follow the Blended Course policy guidelines in this document