Policy and Procedure for Approval of Blended or Online Courses
Rev. May 2012

Definitions for Blended and Online Learning

In AY 2007-2008, the Long Island University Web-mediated Instruction Task Force recommended the adoption of the definitions of Sloan-C, (The Sloan Consortium) for traditional, web facilitated, blended and online courses. These definitions are based upon the percentage of course content delivered online *and* the quantity of face-to-face meetings, as outlined in the table below. It should also be noted that the Sloan-C definitions below, as adapted by LIU, serve as *guidelines* with respect to the percentage of content delivered online, as it may not be possible, or even desirable, to calculate these percentages so specifically in every case.

Type of Course	Content Delivery Via Online Instructional Technology	Typical Description
Traditional	None No online instructional technology; **no reduction in contact hours**	Course with no online technology used—content is delivered in writing or orally. (A *face-to-face* course.)
Web Facilitated	Variable Integrated use of online instructional technology; **no reduction in contact hours**	Course which uses web-based technology to facilitate what is essentially a *face-to-face* course Ex. Uses a CMS or web pages to post the syllabus and assignments.
Blended	30-79% Extensive use of online instructional technology; **30-79% reduction of contact hours***	Course that blends online and face-to-face delivery. Substantial portion of the content is delivered online, typically uses online discussions, and **typically has some *face-to-face* meetings**.
Online	80+% Predominant or exclusive use of online instructional technology; **80+% reduction in contact hours**	A course where most or all of the content is delivered online. **Typically has no *face-to-face* meetings**.

*Blended courses outside of approved blended programs may not exceed 50% reduction in contact hours.

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Blended or Online Programs

Blended and Online Program Development

LIU wishes to encourage degree offerings in blended and online formats. Blended and online programs are developed collaboratively by the faculty, academic department, and administration. Existing policies and practices for the approval of academic degree programs, including blended/online programs, are unchanged (see LIU Program Approval Process, http://www.liu.edu/Academic-Affairs/Program-Development-Accreditation.aspx). The final authority for approval of blended and online programs, as with all academic programs, rests with the LIU administration and Board of Trustees.

Faculty Development

Faculty who teach blended/online courses at LIU must demonstrate relevant competencies as determined by their academic department and receive appropriate training (e.g., LIU blended/online teaching certification, Sloan-C Certificate program or equivalent) as part of their course development process. Equivalency of prior blended or online teaching experience and/or training will be determined in consultation with the Associate Vice President for Instructional Technology & Faculty Development.

Institutional Resources

It is understood that blended/online learning requires additional university support for both students and faculty. LIU will provide faculty with the necessary resources and training to assure quality in development, delivery and assessment of approved blended and online programs, courses, or course sections as described below.

Scheduling Format for Blended Courses

Blended courses must be scheduled such that face-to-face class sessions are held at regularly scheduled intervals throughout the entire semester (from the first through the last regularly scheduled class session), unless otherwise approved.

Blended or Online Courses Outside of Approved Programs

A. Graduate Courses

It is understood that some faculty members may wish to offer a blended or online graduate course or course section(s) outside of an approved blended or online program. In order to be

approved as a blended or online graduate course outside of an approved blended or online program, the following review processes apply:

Courses that are part of a registered academic program may be considered for delivery in a blended or online format. Only those courses approved by the appropriate chairperson and dean, as well as the Associate Vice President for Instructional Technology & Faculty Development, may be offered in a blended or online format. The format review process will employ the California State University: Chico Rubric for Online Instruction (see attached Rubric for Online Instruction and ROI Assessment Form).

Courses approved for a blended or online format will be assigned a registration designation to inform students of the special delivery mode. Only those courses assigned such a registration designation may be offered in a blended or online format. Again, it should be noted that blended courses outside of approved blended programs may not exceed 50% reduction in contact hours (see page 1).

B. Undergraduate Courses

No replacement of face-to-face contact hours with online teaching and learning activities may occur in undergraduate courses outside of approved blended or online programs except during summer or intersession, and according to the review and approval process described above.

C. Assessment of Student Learning

Assessment of student learning outcomes is critically important for all academic courses and programs at LIU. However, it is especially so in blended and online courses and programs, where the reduction in contact hours requires the instructor to make *explicit* all student learning goals, objectives, and outcomes in the blended/online environment. Faculty feedback in this assessment process also heavily influences the allocation of future resources and professional development activities. To ensure that appropriate student learning goals, objectives and outcomes are achieved, faculty participating in blended or online courses outside of approved blended or online programs must participate in the same end-of-course assessment process as faculty teaching in approved blended or online programs (including faculty and student blended course surveys and end-of-semester student course evaluations).

Blended/Online Courses Implemented Prior to February 2012

All blended and online courses implemented prior to the effective date of this policy (outside of approved blended and online *programs*) must be re-submitted for review and approval according to the process described above. As of spring 2013, only formally approved blended and online courses will be placed on the course schedule for student registration.