



Online Learning Policy Faculty Credentials & Course Certification

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

Phase I Online Instructor Credentialing

Faculty seeking to teach online courses at Langston University must submit to the Online Learning Committee (OLC) evidence of compliance in each of the following four categories: LU LMS review course, online course design, online pedagogical learning, and continuous improvement to online learning. Successful completion of Category I through III results in initial online instructor credentialing. Instructors must complete at least one activity from Category IV every two years to maintain Online 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 - Online Course Design**
 - Purpose: Faculty must demonstrate ability and expertise in online course design.
 - Completion of the following courses:
 - Quality Matters Rubric course, and
 - Quality Matters Improving Your Online course

3. **Category III - Online Pedagogical Learning**
 - Purpose: Faculty must demonstrate the ability and aptitude to teach in the online learning platform.
 - Completion of one of the following courses:
 - Florida State course;
 - Langston University pedagogy course;
 - Oklahoma Distance Learning Association (ODL) course;
 - University of Central Oklahoma course;
 - Softchalk Online Course Strategy; or
 - Evidence of completed pedagogical course from another institution

4. **Category IV - Continuous Improvement for Online Teaching**

- Purpose: After two consecutive years of Online Instructor credential status, faculty must demonstrate a continuous improvement to online learning by engaging in activities focused on improving the quality and standards of their online teaching. Continuous improvement may be demonstrated through a variety of means including, but not limited to the following recommended evidence or courses:
 - Training in multimedia products pertinent to their proposed course material delivery;
 - Mentoring from an experienced online instructor for at least the first semester and longer if deemed appropriate;
 - Continuing professional development in online teaching;
 - Continuing education courses with a focus in delivering online pedagogy;
 - Participation in conferences, webinars, forums or workshops related to online teaching; or
 - Mentoring new online instructors.
- Instructors must complete at least one activity from Category IV every two years to maintain Online Instructor credential status.

Documentation illustrating satisfactory completion of biannual Continuous Improvement for Online Learning will be submitted to the faculty member's school.

Emergency Online Instructor Credentialing

If the department chair determines that Langston University needs or that resources require emergency online credentialing of potential faculty members without evidence of all four categories above, the potential faculty member may be granted temporary credentials upon submitting the following to the OLC:

- Complete Category 1;
- Complete at least 1 course form Category 2 or 3
- Complete remaining required training **within one year**.

After reviewing the submission, the OLC will make a recommendation to the appropriate Department Chair/Dean for the granting of temporary credentialing status.

All emergency online credentialed instructors will be supervised and mentored by a credentialed online instructor.

Phase II ***Online Course Certification***

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

- **Step 1** Faculty member performs an official Modified QM Self-Study Course Review (SSCR).
- **Step 2** Faculty member submits the SSCR to the CTI review team for a preliminary review.
- **Step 3** After CTI approval of the course, the CTI review team submit the completed SSCR to the OLC, and the OLC Chair assigns peer reviewers who perform a comprehensive course review. 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 three weeks to complete.
- **Step 4** The OLC provides recommendations for course certification and submits the SSCR to the relevant Department Chair/Dean for final approval. Possible recommendations might include:
 - Approval (If the course meets the 85% current Quality Matters Expectations as stated on the Quality Matters Scoring Sheet of Quality Matters Higher Education Rubric)
 - Approval, with stipulations
 - Referral to the CTI Instructional Designer for assistance
 - Denial
 - Review of the QM Rubric; and/or
 - Additional training or credentialing.
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If revisions are required, course instructors should take no more than one month to resubmit the revisions. Follow up reviews will be conducted by the team chair and instructional designer.

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.

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| 1. <input checked="" type="checkbox"/> Ebrahim Soltani, Chair | 6. <input checked="" type="checkbox"/> Marsha Herron |
| 2. <input checked="" type="checkbox"/> Angie Thomas | 7. <input checked="" type="checkbox"/> Lonnie Johnson |
| 3. <input checked="" type="checkbox"/> Elicia Pollard | 8. <input checked="" type="checkbox"/> Sarah Gray |
| 4. <input checked="" type="checkbox"/> I-Lin Huang | 9. <input checked="" type="checkbox"/> Alexandra Sharp |
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