

Vision Statement for Blended and Online Learning: Guiding Principles

LMU's Strategic Plan calls for excellence in transformative undergraduate education, leadership in graduate education, and strategic use of resources to maintain our effectiveness in a competitive environment. In addition, LMU values innovation and encourages faculty to explore new approaches in teaching. Technology can play a key role in achieving these aims.

Blended and online learning strategies offer unique opportunities to develop innovative pedagogies that engage the learning styles of 21st-century students and foster the knowledge and skills required of a rigorous 21st-century education. In addition, online and hybrid methods of instruction facilitate the goal of expanding access to lifelong learning opportunities in post-baccalaureate programs and provide opportunities to make efficient use of scarce resources in light of the new economic realities of higher education. Consistent with Theme 6 of the Strategic Plan, LMU is committed to implementing blended and online learning in a strategic manner that is mindful of true costs and the continuing value of traditional instructional models.

In working toward these goals, LMU will be guided by the following principles:

1. Any use of technology in delivering education at LMU will be guided by the principles of the university's mission, including a commitment to academic excellence and a focus on student-centered education as embodied in the ideas of *cura personalis* and the education of the whole person.
2. LMU's use of technology will include select online courses and various blended learning strategies. Any of these approaches should be directed towards the following:
 - Making course materials more readily accessible to students;
 - Enhancing learning through intentional course design and innovative pedagogies;
 - Addressing key competencies and learning outcomes;
 - Expanding access to courses, especially summer and graduate courses, for LMU students who might not be in residence; and
 - Addressing resource issues.
3. Fully online programs will be selected based on their strategic potential to enhance the reputation of LMU; strengthen an existing program; expand access to education; or address areas of opportunity, the educational demands of society, and student need. These programs will be of high academic quality, conforming to the following guidelines:
 - Fully online programs will only be offered at the post-baccalaureate level.
 - They will use the same admissions standards as LMU's other graduate programs;
 - They will employ high quality pedagogy;
 - They will be reviewed on an appropriate schedule, using the same criteria as new and existing on-campus programs;
 - Faculty resources must be appropriate to ensure the quality of the program;

- The tuition will be set at the same levels as face-to-face programs; and
 - Online post-baccalaureate programs must at minimum be financially self-sustaining. That is, the revenue generated by the program must meet or exceed the cost of delivering the program.
4. LMU is committed to providing *appropriate* infrastructure and resources to support the use of technology in delivering instruction. Such infrastructure and resources will include:
- Hardware and software infrastructure commensurate with agreed upon goals;
 - Professional development opportunities for faculty, identified in coordination with faculty;
 - Online course design support and continuing readily available technology support for faculty as they teach courses;
 - Guidelines for the look, feel, and navigation of online courses to facilitate a consistent experience for students and appropriate for the teaching needs and learning goals of the courses and programs; and
 - Readily available support services for students.
5. The development and teaching of hybrid or online courses and programs will be undertaken in a collaborative manner between faculty and administrators. Decisions about the use of online technology in instruction are fundamentally academic decisions and will be guided by principles of shared governance (see <http://www.aaup.org/report/1966-statement-government-colleges-and-universities>), by program curricular needs and opportunities, and by the learning objectives of programs and colleges/schools. Such decisions include:
- Guidelines for evaluating quality;
 - Approval of online courses and programs including student learning outcomes;
 - Assessment of online courses and programs;
 - Protection of faculty intellectual property; and
 - Selection of campus-wide instructional software.

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