

Converting an Existing Graduate Course from Conventional to Blended-On-Ground

This document describes the process for proposing the conversion of an existing graduate course to blended (formerly web-assisted) delivery. The blended course must offer similar content and rigor to a conventional in-person course.

For information about proposing a new course, please ask the Program Director.

MTSU provides the following information about blended courses:

University Requirements for Blended-On-Ground Courses

- Instruction is a combination of in-person and online. All in-person instruction occurs during the course's scheduled days/times. A minimum of 50 percent of class sessions must meet in person.
- In Pipeline, these courses have scheduled days/times and assigned classrooms. These courses are designated with the attribute of "Blended Course."
- Online course instruction is asynchronous.

Converting an Existing Graduate Course to Blended-On-Ground Delivery

1. Graduate faculty who wish to convert an existing course to blended-on-ground delivery should submit a brief course proposal to the Graduate Director. To ensure timely consideration for scheduling, this proposal should be submitted at least one academic year before the course may be offered (e.g., if a faculty member were proposing to convert a course for blended delivery in Fall 2022, the proposal must have been submitted during the Fall 2021 semester at the latest).
2. The Graduate Director will send the proposal to the Graduate Committee for discussion and a vote.
3. The proposal should address the following questions:
 - What is the rationale for converting the course to blended delivery?
 - How many hours of instruction will be conducted in person?
 - What activities will take place during in-person instruction?
 - What activities will take place during online instruction?
 - What technologies will be used to deliver course content during the asynchronous online portion of the course? These technologies may include but are not limited to:
 - lecture notes, video lectures, slideshow presentations, or other materials posted to D2L;
 - peer reviews or workshops conducted electronically, either via email exchanges or online discussion boards;
 - D2L quizzes and/or exams;

- instructor-mediated discussions of assigned material via D2L discussion boards; and/or
- video conferencing, online text chats, or other forms of synchronous instruction.