NAVAJO TECHNICAL UNIVERSITY

FACULTY E-LEARNING POLICY & PROCEDURES

ONLINE EDUCATION COMMITTEE -04/05/21

ACADEMIC DEAN ENDORSED - 04/05/21

FACULTY ASSEMBLY ENDORSED - 04/21/21

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FREQUENCY OF REVIEW AND UPDATE: This policy will be reviewed annually by IT and E-Learning Departments for continued alignment with the appropriate federal regulations and policies and revised as necessary.

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NTU E-Learning Faculty Policies & Procedures Manual

1. Mission, Goals, Objectives

1.1 NTU Mission Statement

Navajo Technical University's mission is to provide university readiness programs, certificates, associate, baccalaureate, and graduate degrees. Students, faculty, and staff will provide value to the Diné community through research, community engagement, service learning, and activities designed to foster cultural and environmental preservation and sustainable economic development. The University is committed to a high quality, student-oriented, hands-on-learning environment based on the Diné cultural principles: *Nitsáhákees, Nahátá, Íína, Siihasin.*

Mission: Navajo Technical University honors Diné culture and language, while educating for the future.

Vision: Navajo Technical University provides an excellent educational experience in a supportive, culturally diverse environment, enabling all community members to grow intellectually, culturally and economically

Philosophy: Through the teachings of Nitsáhákees (thinking), Nahátá (planning), Íína (implementing), and Siihasin (reflection), students acquire quality education in diverse fields, while preserving cultural values and gaining economic opportunities.

Core Values: Bitsé Siléí (Core Values)

The NTU core values are in addition to its mission, vision, and philosophy statements, and help guide the university's day-to-day operations. They apply to students, faculty, staff, and the board of regents, and help us achieve our intended goals.

1.   Íhoo'aah: Learning - We are passionate about knowledge and continue to learn throughout our lives. We pursue new experiences and ways of thinking. We appreciate that much of our learning will occur by interacting with others, inside and outside of the classroom.

2.   Éédééhtj: Innovation - We encourage and support our faculty, staff, and students in all forms of scholarship, including the discovery of knowledge in teaching and learning, and in developing innovative products and processes.

3.   Ałk'izhdiitj: Communication - We strive to practice honest and open exchanges of ideas in an environment where encouragement serves as the basis for our communication.

4.   Ahiłna'anish: Collaboration - We work together towards the common goals of the university and our larger communities, while valuing teamwork, participation, and a wealth of ideas.

5.   'Adiłjidlį́: Integrity - We seek to reflect integrity by upholding the highest ethical standards in personal and professional behavior, and in our commitment to transparency and accountability.

6.   Ałhidilzin: Respect - We strive to be a community that appreciates the gifts and unique

contributions of each person. We honor the Navajo way of life while also welcoming diverse perspectives.

7.   Na'alkaah: Research - We create new knowledge that benefits the Navajo people and all human beings through ethical research practices.

1.2 NTU E-Learning Goals

NTU's E-Learning goal is to expand access to higher education opportunities for individual and community members of the Navajo Nation and others through electronically offered classes. Our goal is to promote success through curriculum and instruction that address student learning needs through distance education. Provide student support services and programs that complement distance education learning and address student needs. Provide distance education learning support to faculty, staff, and administrators.

1.3 NTU E-Learning Mission

The mission of the E-Learning Department at Navajo Technical University is to provide quality instruction through electronic-based accredited courses to enable students to attain their educational goals. The E-Learning department is committed to student success by supporting efforts to ensure that quality online education and support services are available to learners through a variety of technology resources. The department will extend the offerings of Navajo Technical University courses to the community and beyond through online learning.

1.3.1. Objectives:
- Support and encourage the internal development of the online learning program by promoting and providing guidelines for training, inclusion of distance education courses in faculty workloads, and technical support.
- Provide informational resources and support services for students enrolled in online courses.
- Identify and address faculty and student needs in teaching and learning online.
- Encourage and support the use of the Learning Management System (LMS) and other technologies, in both face-to-face and online learning environments.
- Encourage the sharing of effective technology-enhanced teaching and learning practices among faculty.
- To identify, provide, expand, and coordinate the development of quality courses and programs to meet the needs of e-learners.
- Increase the number of students who live in and around chapterhouses (especially remote chapterhouses), who attend NTU using online learning tools, to complete degree programs and/or start their higher education experience.
- Achieve accreditation for associate and baccalaureate degrees offered online through NTU's LMS.
- Evaluate periodically and comprehensively every facet of the online program and use these results to restructure and improve the program.

1.4 Timeline

Fiscal year used to show the timeline of when objectives will be met yearly.

E-Learning Objectives/Timeline	J	F	M	A	M	J	J	A	S	O	N	D
Support and encourage the internal development of the online program by promoting and providing guidelines for training, inclusion of distance education courses in instructor workloads, and technical support.	■	■	■	■	■	■	■	■				
Provide informational resources and support services for students enrolled in online courses.	■	■	■	■	■	■	■	■				
Identify and address professor and student needs in teaching and learning online.	■	■	■	■	■	■	■	■	■	■	■	■
Encourage and support the use of the Learning Management System (LMS) and other technologies in both face-to-face and online learning environments.	■	■	■	■				■	■	■	■	■
Encourage the sharing of effective technology-enhanced teaching and learning practices among faculty.	■	■	■	■	■	■	■	■	■	■	■	■
To identify, provide, expand, and coordinate the development of quality courses and programs to meet the needs of online learners.	■	■	■	■	■	■	■	■	■	■	■	■
Increase the number of students who live in and around chapterhouses (especially remote chapterhouses) who attend NTU using online learning tools to complete degree programs and/or start their higher education experience.					■	■	■	■				
Achieve accreditation for associate and baccalaureate degrees offered online through NTU's LMS.				■	■	■	■					
Evaluate periodically and comprehensively every facet of the online program and use these results to restructure and improve the program.	■				■	■	■	■				■

The following document describes the policies and procedures to guide the institution, faculty, and students in participating web-enhanced, hybrid, and online courses. The document is laid out as follows:

2. Types of Online Education
2.1. E-learning courses

E-Learning classes are offered with all work being completed using electronic technologies. Learners access primary content and instruction from an e-learning environment using a variety of tools including, but not limited to, e-mail, text and voice chat, discussion boards, web pages, and multimedia technologies. Specific technologies employed will vary by course and faculty. Depending on the teaching style of the faculty and the course content, instruction can take place synchronously (all participants in the course log in at the same time) or asynchronously (participants log in and participate as their schedule permits), or some combination of the above.

2.2. Online Courses (ONL)

Course is offered 100% fully online using   Blackboard Ultra or some type of Learning Management System (LMS) or web presence to enhance the course.

2.3. Distance Learning

Is carried out remotely by using electronic communication and is not bound by geographical locations. Distance learning provides a more flexible course schedule for those that have a family and/or are working students.

2.4. Hybrid/Blended courses (HYB)

Hybrid classes provide an opportunity to take advantage of both online learning and face-to-face interaction utilizing Video Conferencing and/or a LMS. Students must attend face-to-face class instruction or video conferencing courses and log in to their E-learning environment each week.

2.5 Web-Enhanced Courses (WEB)

Web-enhanced classes are traditional face-to-face courses that use tools in the E- learning environment to expand student learning beyond the boundaries of the classroom.

2.6 Dual Credit Courses using online delivery

Dual Credit Courses are agreements between high schools and NTU whereby a high school junior or senior enrolls in a college course and simultaneously earns college credit and high school credit for the course. Course is offered fully online using   Blackboard Ultra or some type of learning management system or web presence to enhance the course.

3. Developing an E-Learning Course
3.1 E-Learning Development & Support

Policy
- The E-Learning Department will assist the university in the development

and support of course modules.

- All Faculty (instructor on record) will have access to Blackboard Course Shell.
- Faculty including Adjunct are required to pass a Blackboard and online course delivery/design training before offering an online or hybrid course prior to the term starts.

Procedures

- Registration of Students
- Validate student accounts and permissions
- Coordinate with Registrar's Office to add students to online class offerings based on student program requirements
- Student Ongoing Support
  - Ensure understanding of Weekly Schedule
  - Ensure understanding of the E-Learning Module Resources. Student-Faculty Contact
  - Course syllabi are created by faculty and maintained by Instructional Services. Faculty are to create course syllabi per requirements set by the Instructional Services and the Curriculum Committee. Students are to refer to the course syllabus for course requirements, conditions and contact information.
  - Faculty are required to post contact information in the learning management system.
  - Faculty are required to initiate regular and substantive interaction with students (U.S. Department of Education Requirement):
    On a scheduled and predictable basis, initiates engagement with students through at least two (2) of the following strategies: providing direct instruction; assessing or providing substantive and corrective feedback on a student's work; providing information or responding to questions about the content of a course; facilitating a group discussion regarding the content of a course; other instructional activities approved by the institution's or program's accrediting agency.
    - Examples of Regular and Substantive terms. –
    a) Providing direct instruction.
    b) Provide timely, individualized, and in-depth feedback on student work. Assessing or providing feedback on a students' course work and in-depth feedback on student work. Feedback can take many forms: written comments, audio or video notes, individual conferences conducted in person or via online meeting tools, etc. Effective feedback communicates to students both what they have accomplished and areas where they may need to improve. Providing information or responding to questions about the content of a course or competency
    c) Facilitating a group discussion regarding the content of a course or competency. Consider posting regularly to course discussion forums in order to: pose guiding questions related to the academic subject; propose counterpoints or alternative

points of view that students may not be considering; establish connections among students' ideas; engage in dialogue; and provide encouragement for students who may be struggling with the complexities of the subject.

       d)   Other instructional activities approved by the institutions or programs accrediting agencies.

       e)   Set clear expectations for interaction in the syllabus. The syllabus is a good place to tell your students how you'll communicate with them as well as how you expect them to communicate with you. Let students know how frequently they can expect to hear from you, when you will or will not be available to respond to messages, and how quickly they can expect a response to questions and to work they submit. If you have participation expectations for your students, be sure to include those as well—especially if they affect students' grades.

       f)   Send course announcements or other messages at regular intervals throughout the quarter. Announcements often focus on procedural information, like reminders of course deadlines, but they can also be used to support instruction. For instance, a weekly announcement can: synthesize and then comment on questions from the previous week; note trends observed in assignments; or highlight, contextualize, or illustrate key concepts students will encounter.

       g)   Conduct regularly scheduled online review sessions, tutorials, office hours, or individual appointments. Online office hours provide a forum for students to ask their own questions, but they can also be used to supplement instruction in more intentional ways.

       h)   Choose online tools and learning environments that make interactions easy – and easy to document. When selecting online tools or platforms, consider carefully how they are likely to affect ease of communication for you and your students. When possible, select ones that help you document your communications. Email, discussions, chats, or the learning management system gradebook will do this automatically.

- Access to Blackboard Course Shell - An "instructor of record," is the faculty listed on the official university course schedule as the instructor for the course. An individual cannot be issued access to a course as the instructor until that individual's hiring paperwork has been received by Human Resource Services and has been entered into Jenzabar. Once assigned to a course, the instructor of record gains access to their Blackboard course shell(s) as early as 30 days prior to the start of the semester. Those course shells are available for a three-year period from the current semester (i.e. nine semesters). Note – In some cases, academic departments will list more than one instructor of record for a course (e.g. team-taught courses). The same information above regarding access applies.

3.2 Instructional Development Training, Training Opportunities, and Services

Policy

3.2.1. Learning/Content Management System

- Faculty will receive regular training for proficient delivery and management of course modules.

3.2.2. Real-Time E-Learning Collaboration Tools

- Faculty will receive regular training for proficient management and facilitation of real-time student-faculty interaction. Design and Delivery training will be offered to faculty teaching online using our resources available.

3.2.3. Faculty & Student Training & Interaction

- Faculty and students will receive regular and substantive interaction (refer to 3.1) training for efficient use of real-time student-faculty interaction services.

3.2.4. Post-Production E-Learning Lecture Tools

- Faculty will receive regular training for proficient delivery and management of asynchronous and synchronous course content.

3.2.5. Course building (online and hybrid)

- Instructional design is important for creating successful online and hybrid courses, which often require more intensive planning than face-to-face classes.
- Faculty will be trained on purposeful planning, organization, pacing course content, student learning experience and outcomes, design, implementation, and evaluation.
- Quality Matters (QM) rubric will be used as a guide when designing and building an online and hybrid course.
- Use the Faculty E-Learning Guidelines – Checklist has resources to ensure all internal templates are used and implemented.

3.3 Putting an E-Learning Course on the Schedule

Policy

- The objective for NTU is to promote degree programs and courses fully online.

Faculty Scheduling

- After completion of course registration, faculty will be referred to the NTU E-Learning Webpage. Each faculty without previous online teaching experience will be scheduled for a mandatory E-Learning environment orientation and training. Each faculty will be required to use the Faculty E-Learning Guidelines – Checklist and Quality Matters (QM) rubric as their development, design, implementation, and evaluation for each online and hybrid course.

University Course Development

- The Undergraduate Studies and Curriculum Committee develops and maintains programmatic and course development in relation to Higher Learning Commission (HLC) accreditation requirements.
- The E-Learning Department works with the Undergraduate Studies and the Curriculum Committee to achieve

accreditation for academic or trades programs in an E-Learning environment.

University Course Scheduling

- Coordination with the Registrar, Undergraduate Studies Dean, Graduate Dean, and the advisement department ensures course module alignment with student program needs.

Faculty Training

- Faculty credentials and good standing are used to schedule facilitation and availability of and understanding of programmatic course module requirements.

Procedures

Faculty

- Department chairs and the Academic Dean reviews faculty needs for inclusion into Faculty PDP and reviews emerging technology training. New technology for the delivery of instruction will be implemented upon approval of the Academic Dean.
- New technology will only be implemented once tested by end users and approved by the E-Learning Director, Online Education Committee and Information Technology Department.
- New technology will be implemented prior to the course module being offered.
- Faculty teaching online or hybrid are required to implement the new distance education requirements such as the regular and substantive interaction (3.1) and engagement.
- Faculty are required to use the Universities Learning Management System – Blackboard Ultra unless otherwise justified and approved by the Academic Dean.

3.4   Minimum/Maximum Enrollments per Section

Policy

- Minimum participants for a course module is six (6) students.
- Maximum participants for a course module is twenty-five (25) students, depending on the course.

Procedures

- Coordination with the Registrar, Undergraduate Studies Dean, E-Learning Director, and Student Services ensures course module alignment with minimum student count.

3.5   Course Approval

Policy

- Same policy for traditional face-to-face courses. See

Course Catalog Procedure

- Same procedure for ground courses. See Course Catalog

3.6   **Cancellation of E-Learning Courses**

    Policy

- Course offering and cancellation will be coordinated by the Registrar, the Undergraduate Studies Dean, and E-Learning   Director.

Procedures

- The Registrar will coordinate with the Academic Dean to review course enrollment. The Dean will decide on cancellation of courses.
- Cancellation will be executed by the Registrar's Office.

3.7   **Student-Faculty Interaction/Communication with Students**

- Feedback to student assignments will be delivered in a timely fashion by the instructor. Research shows that any delay in returning feedback to students makes E-learning courses less effective. The longer the delay the less effective the course becomes. Online faculty   are required to provide interaction between the student and faculty member on a regular and substantive interaction (3.1) basis.   Faculty are   required to respond to all submitted work within <u>one week </u>of submission. Failure to adequately follow this policy will result in a denial of the offending faculty member's right to offer future E-Learning courses for the University.
- Grades for student progress through the course will be posted a week after the assignment is due. All mid-term grades will be delivered to the Registrar according to the academic calendar.
- Student Contact Hours for courses will be determined according to the credit hours assigned to the course. Faculty will post availability for students in order to promote student-faculty interaction.

    Policy

    Faculty Development

- Faculty must maintain good standing for faculty development training. Facilitation of courses requires a current personal development plan (PDP), which must be on file with the Human Resources Department). Faculty are expected to provide student assessment of emerging E-learning tools and refer students to the E- Learning Department to learn about and master emerging E-learning teaching aids.
- Faculty are required to use the NTU skyhawk email to communicate with students and internal communication. No personal emails will be used for NTU communication. Faculty will be assigned a Single Sign-On account (SSO) account by the Information Technology department.
- Faculty teaching online or hybrid have complete skills and know how to email, and communicate online.

- First-   Time teaching online or hybrid faculty are required to attend the E-learning   and Student Learning training during the first week of orientation.   Faculty can attend on-going E-learning and student learning   training throughout the semester.

Procedures

Faculty Development

- All new faculty will be provided with training on E-learning pedagogy and the teaching aids provided by NTU and through outside learning platforms such as Magna Publications and/or Quality Matters (QM).
- Refresher E-learning training will occur per faculty development plan on a quarterly basis. Department Chairs are responsible for providing meaningful and collaborative faculty development sessions for E-learning instruction.
- Faculty will get training on usage of NTU Skyhawk email and Single Sign-On (SSO) account training and access.
- Faculty will promote student collaboration through means such as: discussion questions, learning team activities, and weekly participation using either asynchronous or synchronous technologies. Examples of Interaction and Communication, refer to (3.1) for more examples.
  - Use the Email, Forums, Chat Room, Zoom, Blackboard Collaborate, Blogs and Wiki tools to foster instructor-student interaction.
  - Set specific time during the week for online office hours using Chat Room.
  - When assigning team projects, establish and promote the use of groups to encourage students to communicate and share information with each other online.
  - Post contact information with your communication preferences (e.g. do not call me at home, or you may call me at home until…).
  - Establish clear guidelines for how email should be handled in the course. Have students include the course and section number in email subject lines.
  - Consider developing Chat Room or Forums policies that include expectations on appropriateness, professionalism, rules for staying on-topic, referencing other student posts, spelling, participation, etc.

3.8 E-Learning Environment

Policy

- E-Learning faculty are   required to use NTU's approved LMS for any course online, hybrid/blended/web-enhanced unless approved by Academic Dean to use a different learning platform.
- Student Code of Conduct
  - Refer to the Student Handbook
- Faculty Code of Conduct
  - Refer to the Faculty Handbook

- Faculty Academic Conduct
  - Plagiarism
    - Plagiarism intentional or non-intentional is not allowed. See Faculty Handbook.
  - Academic Honesty
    - Faculty will monitor and guide student behavior, related work experience, assignment completion, and team work within course delivery to ensure positive and quality classroom interactions.
  - Content Development
    - Faculty will generate and gather course content that follows the Copyright and TEACH Act (TEACH Act, 2002).
    - Faculty will cite all relevant sources for words, concepts, ideas from other authors that are utilized in the delivery of instruction.
  - Faculty will be responsible for submitting all assessment reports on time to the Dean of Undergraduate Studies.
  - Course Data including lecture recordings using Blackboard Ultra Collaborate and Termination - Courses are available for a three-year period from the current semester or the last nine semesters. This policy describes best practices for retaining course content, archiving practices and limitations within Blackboard Ultra, and requirements to maintain the Blackboard server.

Procedures
- The E-Learning Department is responsible for posting training agendas, steps, and topics for student or faculty training sessions.
- Faculty will receive email notification on course removal from Blackboard Ultra and Blackboard Collaborate prior to course removal.

3.9 Intellectual Property

Policy

Intellectual property, disclosure procedures, royalties and proceeds participation, equity and management, infringement, and production of properties by students follow standards set by the University.

Procedures
- Content Ownership
  - Any materials and content developed by faculty to deliver instruction for the University becomes property of the University.
- Content Reuse
  - Any materials and content developed by faculty for the

University, can be used in other course modules.

- o Students cannot reuse work from previous courses for sub-sequent course modules unless approved by the course instructor.

- Disclosure
  - o The University will follow any non-disclosure agreements necessary for internal/external projects.

- Infringement
  - o University will follow the Copyright and TEACH Act (TEACH Act, 2002).

- Royalties and Proceeds
  - o Content that generates royalties or proceeds will be owned and managed by the University

3.10 E-Learning Expectations

Communications

- Faculty are responsible for ensuring that they have the minimum technology requirements to complete online courses, including access to a computer and printer and not less than a DSL Internet connection.   Faculty may check with the Information Technology (IT) Department to ensure that they have access to accessible technology.
- Faculty are required to implement regular and substantive interaction requirements (refer 3.1 for examples).
- Students and faculty will answer all forms of communications in a timely fashion. Faculty must communicate with students in the time of the instructor's absence.

Assignments and Feedback

- Faculty will post assignment content and due dates the first class day of the workweek.
- Students will post assignments on time according to posted due dates.
- Faculty will post weekly feedback to students within 7 days of

- Faculty will follow-up with students no later than 24 hours of first initial student-faculty communication.
- Provide timely and meaningful feedback on student work using clear and concise language.
- Communicate to your students in advance when you will grade and return all assignments and exams.
- Make sure you have immediate and predictable access to the same technology that is required for students in your course. Your course syllabus is an excellent place to communicate to your students the technology they must have in place to effectively participate in your online courses. You will want to make sure you are also using a computer system and network that can meet those technology requirements.
- Encourage your students to complete your end-of-course survey.
- Contribute to the continual update and improvement of the course content.

3.11   Student with Disabilities

Faculty or instructional designers developing the online course need to consider NTU internal policy to address students with disabilities. Furthermore, the online course designer or faculty need to work closely with the E-Learning Department in collaboration with the Disability Accommodation Specialist to address the student need.

The Disability Accommodations Specialist provides careful evaluation of the special needs program and accommodating needs of students with disabilities. The specialist conducts related counseling and support for the student, and offers professional accommodations and adjustments to program design and facilities required to serve the student guidance for staff and faculty on the accommodations and adjustments to program design and facilities required to serve the student appropriately. The specialist coordinates with other NTU counselors to address and case staff clientele to monitor progress and/or make necessary adjustments in accommodations. The specialist also conducts referrals to appropriate agencies as deemed necessary.

NTU is committed to meeting the specific needs of students with disabilities and complies with the provisions of the Americans with Disabilities Act (ADA) of 1990 (42 U.S.C.12102) and Section 504 of the Rehabilitation Act of 1973. In general the term "individual with a disability" means an individual with any disability (as defined in Sec. 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102). Students are responsible to self- identify and discuss their disability and special needs in order to receive reasonable accommodations. To receive reasonable accommodations, the student must register with the

special needs counselor at the beginning of the semester. Documentation verifying the type of disability will be required by a medical professional or a state licensed diagnostician and must be made available to the specialist.

- o Virtually monitor accommodation agreements set forth for extra time a student requires to submit homework, quizzes, and tests and the use of recorded devices to submit recorded answers.
- o Establish contact information between instructors and students via laptop, phone text messages/pictures, fax, or by Zoom video platform.
- o Low-tech devices available for students with special needs utilizing, i.e., hearing aid, magnifying sheet, & voice recorder. Free applications (apps) like Screen Readers, Alexicom AAC, and Livescribe are available. Contact staff for access and download the apps. Otherwise, the use of YouTube videos to show how to download apps will suffice.

Communicate through email and/or phone calls with students at all instructional sites: Chinle, Teec Nos Pos, Zuni and Bond Wilson and the Crownpoint main campus.

- o [Disabilities Accommodation Services](#)
- o [Application for Students with Disabilities](#)

For more information go to http://www.navajotech.edu/student-services.

4. Delivering an E-Learning Course
4.1 E-Learning Course Orientation
Policy
- ● Written Assignment Requirements
    - o Written work includes formal research papers, business writing, technical writing, and journal entries.
    - o All written work shall follow the guidelines for academic honesty, copyright, and intellectual property policies.
- ● Attendance and Participation
    - o Students' attendance for E-learning courses requires at least one posting to the course module per week. Two weeks of missed attendance creates an automatic drop of course, and the instructor will submit an Instructor Initiated Withdrawal to the Registrar's office.
    - o Participation is separate from attendance requirements, which requires students to follow participation rules as stated by the instructor in the course syllabus.
    - o Faculty participation and appropriate facilitation requires weekly posting of feedback to students.
- ● Substitutions and Guest Lecturing
    - o Department chairs must approve guest lecturing and substitution for course facilitation in advance.

Procedures

An E-learning environment course orientation should offer an overview of course components, instructional materials and technologies, and NTU E-learning environment support resources. A well-structured orientation establishes the foundation and sets the tone for student-instructor communication for the entire semester. Develop an 'E-learning tools for Student Success' course to be offered each semester. This course will provide LMS tutorials, library resources, and basic troubleshooting skills.

4.2 E-Learning Department and Faculty Communications

Policy

- Undergraduate Studies is responsible for quality service-level Management for student learning. The E-learning Department and Faculty will ensure positive communications between student & faculty.

Procedures

- Given the physical and temporal separation between faculty and students, it is important to consider the methods of communication – student-faculty interaction and student-to-student interaction – that will be used in the course when developing lesson plans. Interaction may occur during faculty office hours, or it may take place via telephone, e-mail, electronic chats, on-site meetings, video teleconferencing, or other methods. Appropriate interaction for a course depends upon the course delivery mode and the technologies used by the faculty member.
- All courses should be prepared for the LMS before the course begins, including clear student-faculty interaction strategies.

4.3 Verification of   Faculty and Student Identity in Distance Education
Policy - HLC Policy Title: Practices for Verification of   Identity - Number: FDCR.A.10.050.

This policy applies to all credit-bearing distance learning courses and programs offered by the Navajo Technical University (NTU), beginning with the application for admission and continuing through to a student's graduation, transfer, or withdrawal from study.

Procedures
The purpose of this policy is to ensure that the NTU operates in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315 and Higher Learning Commission Policy FDCR.A.10.050 concerning the verification of student identity in distance learning.

All credit-bearing courses and programs offered through distance learning methods must verify that the   faculty who   teaches for a distance education course or program is the same   faculty who   teaches   and   delivers the

course or program   . One or more of the following methods would be used:

a) An individual secure skyhawk id and password (i.e. first intial.lastname and password)
b) Proctored examinations (Refer to E-Learning Policy - Proctoring)
c) Other technologies and practices approved by the Information Technology that have been shown to be effective in verifying student identification.
d) Pedagogical and related practices that are effective in verifying identity (faculty review, questioning students, etc...)

Secure Login and Password
Each   faculty has their own assigned Skyhawk ID and student-generated password to log into learning management systems.

Proctored Examinations
The E-Learning Policy on Testing and Proctored Examinations should be used as a guiding reference for proctored examinations.

New or Emerging Technologies
Third party vendors that provide robust identity verification software services (e.g., services similar to those used in the financial sector) could be used as an option by NTU.

Pedagogical and Related Practices
Online faculty have a responsibility to identify changes in students. Examples of changes could be a sudden change in academic performance, change in writing style, using more than one kind of assessment type, asking students to share important ideas learned from references, as well as odd statements by students in discussions or email.

Privacy Protection of Students
All methods of verifying student identity in distance learning must protect the privacy of student information. Students must be notified in writing at the time of registration or enrollment of any fees associated with the verification of student identity.

Personally identifiable information collected by the university may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting that their learning system password be reset may be asked to provide two or more pieces of information for comparison with data on file, or to come to the NTU Information Technology or E-Learning Department in person with a photo ID or verification.

RESPONSIBILITIES
All users of the NTU's learning management systems are responsible for

maintaining the security of usernames, passwords and any other access credentials assigned. The skyhawk ID is not a secure credential and may be displayed at various areas in the learning management system. The password used to enter the system is a secure credential. Access passwords may not be shared or given to anyone other than the user to whom they were assigned to for any reason.

Users are responsible for any and all uses of their account. Users are responsible for changing passwords periodically to maintain security. Users are held responsible for knowledge of the information contained within the most recent NTU Catalog as well as the Student Handbook. Failure to read NTU policies, guidelines, requirements and regulations will not exempt users from responsibility. Students are responsible for providing accurate and true information about themselves in any identity verification process.

Faculty teaching courses through distance education methods have the primary responsibility for ensuring that their courses comply with the provisions of this policy. Faculty are responsible for informing the NTU Information Technology of any new technologies being used to verify student identity, so that published information on student privacy can be maintained appropriately, and so that the university can coordinate resources and services efficiently. Because technology and personal accountability may not verify identity absolutely or ensure academic integrity completely, faculty are encouraged, when feasible and pedagogically sound, to design courses that employ assignments and evaluations unique to the course and that support academic integrity.

Deans and Department Chairs of different departments are responsible for ensuring that faculty are aware of this policy and comply with its provisions. Deans and Department Chairs are also responsible for ensuring that academic awards and degree programs within their program comply with the provisions of this policy.

Information Technology (IT) is responsible for ensuring university-wide compliance with the provisions of this policy and that deans and directors are informed of any changes in a timely fashion. IT is responsible for publishing university-wide information on how identity verification processes protect student privacy. IT is also responsible for coordinating and promoting efficient use of university resources and services, and for ensuring that university level processes (e.g., admissions or registration) also remain in compliance with this policy.

The **Office of the Registrar** is responsible to notify students at the time of registration of any projected additional student charges associated with verification of student identity.

COMPLIANCE
In accordance with the responsibilities outlined above, deans and department

chairs of programs are expected to ensure that all faculty and staff within their departments remain in compliance with this policy. NTU has in place appropriate policies to promote the academic integrity of its online courses as explained in the University's catalog, Student Handbook under academic regulations. Those policies are widely disseminated throughout the University.

Training for Students
NTU will provide faculty with appropriate training to use pedagogical approaches and technology to promote academic integrity. Additionally, NTU should provide information to students regarding not sharing passwords and being held accountable for academic integrity. Syllabi and orientations should include information for students to understand issues for each online course and the university as a whole.

4.4 Planning and Developing Your Online Course
 Policy
Organizing your online course is a critical step. Spend some time planning out our course outline and gather your materials and decide what resources you will be using.

Procedure
Start Here: Establish a 'Start Here' which includes an introduction of the faculty and course. This will get   your student acquainted with the faculty and the structure of the course.
Announcements/Messages: Post weekly messages to your students of reminders, tasks   , assignments, and if any changes to the outline.
Faculty Contact Preference: Share how you want your student to contact you. Your hours, time, and by email, chat, phone, text, etc… Be sure to be clear on the contact tool you will be using.
Syllabus: You include the course syllabus in the course.
Identify and Define Learning Objectives: A learning objective is an outcome statement that captures specifically what knowledge, skills, attitudes learners should be able to exhibit following instruction.
Create a consistent, weekly course structure: Organizing Course Content & Establishing a Weekly Pattern modules, which helps students navigate the course through a consistent structure. Devise a roadmap for creating, maintaining, and sustaining a successful course.
Connect learning objectives to course activities and assessments: Alignment between activities and assessments helps minimize wasted time as students are able to focus on skills geared towards the learning objectives. Instructors can ensure that the course objectives are clearly defined at the beginning of the program by providing a table for the module.
Define course goals: Course goals are broad, general statements of what you want your students to learn. Goals provide us with the big picture, setting out a direction for the course.

Discussion Forum: Using discussion questions are essential in an online course. This resource can be used to introduce students to one another and address any interaction and communication needs.

Class Calendar: Sharing important dates help students plan accordingly.

Assignments: The Assignments feature of your online course allows students to electronically submit any assignments to you. You can specify the due date for assignment completion, provide instructions, etc. Once you grade the assignment, the grade will automatically be transferred to the Grade.

Quizzes: Post quizzes or surveys. The grade received on a quiz will also show up in the Grade book.

Communication: Communication with your students using the Forum, chat, email, or telepresence is needed in online learning (refer to section 3.1-11).

E-Learning Department: Contact the department if you need help and support in your online course design.

Course   Expectations and Timeline: Post and share course expectations and objectives is necessary to the success of online learning. Students need to understand the expectations and timelines.

4.5 Teaching Online and Delivery

Policy

Outline some strategies that can assist you with facilitating online learning.

Procedures

- **Week One Before the Class Start**s – Send a welcome message. Contact the E-Learning Department for an outline   .
- **Introductions:** Ask students   to introduce themselves. Using the Forum tool is a great option. This assignment which asks students to post a paragraph or two about themselves works great in the online environment (you could ask them to state their name, where they work, what they do, what their interests are, what they expect from the course, etc.). This assignment serves several purposes: a) students get to know each other, b) it "breaks the ice," c) students learn how to use some of the features of Moodle prior to the course beginning, and d) students have enough time to contact technical support before the course starts should they experience any technical difficulties.
- **Provide Feedback:** Online students can sometimes feel lost in the online environment. For many of them, your class will probably be the first educational experience online. To help them become better online learners, make sure you provide formative feedback on their progress. Skyhawk email is particularly useful for this.
- **Announce Upcoming Deadlines:** Just like in a regular classroom, it is a good idea to "announce" upcoming deadlines and ask students if they need further clarification of the assignment.
- **Refer to Section 3.1-11 for more information.**
- **Quality Matters (QM) rubric** will be used as a guide when designing and building an online and hybrid course.

- **Faculty E-Learning Guidelines** – Checklist has resources   to ensure all internal templates are used and implemented.
- **Organize your lectures logically.** Being clear and logical in how you present course material will help your students understand the point of each lecture, as well as make the content easy to follow and recall.
- **Make your content engaging.** In both face-to-face and online environments, it is crucial to engage students with the course. Making your course interesting not only motivates student work, it also promotes student success.
- **Deliver your content consistently.** Once you've decided how you'll be delivering your course content, keep it that way! By delivering your course in a consistent format, you're helping your students navigate the course successfully and keep track of their responsibilities.
- **Be concise.** When creating your lectures, include only what students absolutely need to know to be successful in the course, and avoid spending too much time on minor details.
- **Stay focused.** On a similar note to being concise, it is crucial to stay focused as you develop your lecture. Discussing one major topic per lecture and focusing on providing a thorough explanation of that topic prevents content overload and helps students focus on the most important points.
- **Present your content visually whenever possible.** Whenever possible, present your course content visually as opposed to textually.

4.6 Online, Hybrid/Blended Course Credit Hour Assignment

Policy

NTU online and hybrid/blended course hour are assigned based on the guidelines below and meeting the HLC Policy: Assignment of Credits, Program Length, and Tuition-Number: FDCR.A.10.020.

Procedures

Online Courses: Courses offered entirely online without any on-site face-to-face meetings. These courses have the same learning outcomes and substantive components of a standard lecture/seminar course with an alternative delivery method. Contact time is satisfied by several means which can include but is not limited to, the following:

a.) regular instruction or interaction with a faculty member once a week for each week the course runs.

b.) Academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/project groups, engaging with class peers and computer tutorials graded and reviewed by faculty. In all such instances, these courses must meet the total amount of instructional and student work time as the examples above even if delivered online or asynchronously. Instructional time can be estimated using the faculty's educated calculation of how much time would be sufficient to achieve satisfactory progress toward learning outcomes on the following activities:

· Reading, viewing or listening to course presentations
· Reading other course materials
· Participation in course interactions (discussions via text, audio, or video)
· Conducting research as part of the class
· Completing class assignments, projects or other assessment activities

This can be accomplished by a faculty member breaking down course activities ahead of the start of the course and providing   details regarding specific items and estimated completion time. Throughout the course students can be surveyed to assure the estimates are accurate or corrections can be made for the remainder of the course as well as the next time it's offered.

Hybrid/Blended Courses: Courses offered in a blended format with 1 or more on site face-to-face class sessions and at least one or more online sessions, both containing direct interaction with a faculty member. Contact time is assessed using both on–site definitions (for the on-site portion) and online definitions as above (for the online portion). In all such instances, these courses must meet total amount of instructional and student work time as the examples above even if delivered online or asynchronously.

5. **E-Learning Administrative Policy**
   5.1 Office Hours
   Policy
   - Department hours for administrative needs are between 8:00am to 5:00pm, Monday through Friday

   Procedures
   - The E-learning Department will address any concerns or issues in a timely fashion, except on weekends and holidays.

   5.2 Evaluation/Assessment
   Policy
   - All distance education courses need to support, and be supported by, program assessment plans designed, implemented, and continuously improved by NTU faculty.
   - The Department Chair of the school to which the E-learning course and/or program belongs will conduct faculty evaluations based on the schedule provided by the Dean of Undergraduate Studies.
   - The Student Learning Coordinator will provide training, information, and templates on guidelines and assessing student learning.

   Procedures
   - All faculty are required, as part of their normal duties, to assess their students, meeting the objectives of the University's Assessment Plan produced and approved by the   Student Learning Committee and the Dean of Undergraduate Studies

- NTU's   student learning outlines the minimum requirements that the University expects to be met when delivering summative and formative assessment electronically. The requirements of the policy are in addition to normal University policies, procedures and regulations relating to assessment.
- Online Learning Assessment may be used for formative or summative purposes.
- All staff members involved in the   Online Learning Assessment process must be familiar with the online environment and have attended the appropriate NTU training course prior to gaining access to the system.
- The NTU   Student Learning committee is responsible for ensuring that Online Learning Assessment does not compromise the assessment methodology and the integrity of what is being assessed.
- Students will fill out an Online Student Readiness Quiz at (NTU E-Learning Webpage).

5.3 Online Education Committee

Policy

The Online Education Committee shall consist of three (3) members of the Faculty Assembly, appointed annually by the Dean of Undergraduate Studies. One member of the Committee shall be the E-Learning Director. The Online Education Committee shall have the following functions: Procedure

o   Review and recommend changes to the online education policies and procedures as deemed necessary.

o   Review the course syllabi of online courses and recommend changes as deemed necessary.

6. Faculty Support Resources

6.1 New Faculty E-Learning Environment Orientation

Policy

o   NTU Faculty will be provided resources and information regarding E- learning LMS delivery.

   ▪ Syllabus

   ▪ Course outline

   ▪ Book resources

   ▪ Pertinent Course Information/Resources

   ▪ Student Learning and Evaluation

   ▪ Online learning resources and tools

Procedures

o   Faculty new to the E-learning   environment will receive training given by the E-Learning Director or facilitator as directed by the Dean of Undergraduate Studies.

o   Adjunct faculty teaching online or hybrid located away from NTU's campuses or instructional sites a   re   required   to obtain   online teaching experience using LMS systems. If they have not had LMS experience the E-Learning, adjunct are required to participate in the online learning design and delivery training (refer to section 3. Developing an E-Learning Course 1-11.

o   E-learning Department will be responsible for ensuring they receive such training before teaching an online course.

o   Upon completion of the training, a certificate will be issued to the faculty member, indicating that he or she is qualified to teach an online course.

o   Faculty and adjunct teaching online or hybrid are required to participate in Student Learning training on assessment, learning goals, planning, and templates.

o   Faculty and adjunct teaching online or hybrid are required to participate in Magna Publication professional development – self pace best practices courses. Complete at least two-three 20 minutes sessions in an academic year.

6.2 Technology Support and Requirements

Policy

- o NTU's E-Learning Department assists and supports faculty in the design, implementation, and support for E-Learning courses. The E- Learning Director is the liaison between students, the Undergraduate Studies Department, and IT support staff. It is the incumbent's responsibility to ensure faculty and students are supported in their efforts to deliver effective E-Learning courses and programs. The E-Learning Director collaborates with the IT Director to develop requirements/expectations for E-learning systems.
- o Faculty must own the technology and have adequate Internet access if they are not working for the University at its main campus or the instructional sites.
- o All Faculty teaching an online or hybrid course are required to have access to a computer with internet access with the following software and programs.

Procedures

- o Design
  - ▪ The E-Learning department assists in course development, the online upload of content, placement of content, and on-going management of course modules.
- o Implementation
  - ▪ Course offerings and course cancellations will be coordinated by the Registrar, Dean of Undergraduate Studies, and E-Learning Director.
- o Support
  - ▪ Management and coordination of course offerings is performed in conjunction with faculty and student resource requirements.
- o System Requirements

  The following minimum hardware and software requirements are necessary in order to access an online class through NTU's current version of Blackboard. Individual professors may have additional requirements for specific classes. Be sure to check your course syllabus and discuss technology needs with the IT department.

Operating System

BlackboardUltra was designed to work on Windows and Macintosh based systems. At this time, Linux is not a supported operating system with Blackboard.

Please note, while the minimum allowed Windows operating system is Windows 7, students are strongly advised to use a newer operating system for Windows machines (i.e. Windows 8 or 10).

Minimum browser:
- Mozilla Firefox
- Internet ExplorerSafari
- Google Chrome

Internet Connection

To function properly, Blackboard requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Blackboard is a consistent 1.5 Mbps (megabits per second) or higher. You can check your speed settings using the speed test on this website.

Faculty and Students will need to have Javascript enabled.

JavaScript is enabled by default in all supported browsers. JavaScript is a type of programming language used to provide immediate feedback to users via the browser. Much of the Blackboard system relies on JavaScript to generate interactive web pages.

- Mozilla Firefox
- Internet Explorer
-
- Safari
- Google Chrome

If the faculty uses other types of rich media, the student may need other plugins

Microsoft Office, Google Docs, or other word processing and spreadsheet applications.

Some features in Blackboard Ultra may work better with some browsers than with others. It's not a bad idea to have more than one browser installed on your computer, and students   should become familiar with using both (though not necessarily simultaneously). Having multiple browsers already installed allows you to quickly switch to a different browser when you have a browser related issue. If you are having problems in one browser and not another, then you know there is something going on with your browser or its settings. If you are having the same problem in multiple browsers, then you'll know that it is either a system issue or something related to Blackboard.

Students with Disabilities

It is the policy of NTU to create inclusive learning environments. If there are aspects of the instruction or design of any course that results in barriers to your inclusion or to accurate assessment of achievement-such as time-limited exams, inaccessible web content, or the use of non-captioned videos-please notify your professor as soon as possible.

For information about NTU's Disability Support Services, please contact the Accommodations Specialist at 505.387.7396.

6.3 Student Originality of Course Work

Policy

NTU's E-Learning Department and Director assists and supports faculty in ensuring

original student work is submitted by the student through identification of students via student E-learning profiles.

- o Procedures
    - o Faculty Profiles
        - ▪ The E-Learning Department helps faculty create a valid E- learning profile complete with a faculty identification number, employee identification card photo, and verification of registered courses.
        - ▪ The Information Technology (IT) department will create a Single Sign-On account for all faculty. All faculty are required to use the NTU Skyhawk email to communicate with students and internal/outside entities.
    - o Submission of Original Work
        - ▪ The E-Learning Department helps students upload original work.
        - ▪ Faculty can use Blackboard Ultra SafeAssign which compares submitted assignments against a set of academic papers to identify areas of overlap between the submitted assignment and existing works.

- o Faculty regularly monitors submission of work. Such work should include verification of the student signature block, patterns of writing styles, and student interaction styles.
- o Faculty are responsible for checking for plagiarism or substitution of work via tool sets and patterns of work by students.
    - o Proctoring of Course Exams
        - ▪ In order to ensure student identities, faculty are encouraged to use exam proctoring whenever possible or feasible.
        - ▪ The E-Learning Department or faculty and staff at the Chinle or Teec Nos Pos Instructional sites assist students and faculty in the proctoring of exams and any special remote summative activities.
        - ▪ Proctors monitor student identification at time of test by verifying that the Student Identification card with name, Student ID number, and picture confirm that the student is doing the work of the exam.
        - ▪ Proctorio is an online proctoring tool with identity verification, test monitoring, and a number of other features to ensure academic integrity. It is integrated into Blackboard and requires no changes to the content of your course and no extra software downloads are necessary. However, Google Chrome is required for both instructors and students. Support for Test-Takers: https://proctorio.com/support.
        - ▪
    - o Authentication
        - ▪ Students must complete their own tests/exams/quizzes given online. Failure to do their own work will result in a student receiving a letter grade of "F" for that course.
        - ▪ Any student found to have used any kind of identification fraud in an online course where they are not the one doing the required work and sign-up for courses will automatically be dismissed from Navajo Technical University.

- The E-Learning Department and Webmaster will set up a secondary identification question for each student that they must use at Registration to ensure their identity.
- Faculty are encouraged to verify student identities through techniques such as a requirement in the syllabus to use electronic cameras for discussions, at least on a random basis, phone calls to students, and paying close attention to the quality and style of communications with faculty.
- Assessment is a key authentication tool. According to the HLC, the following assessment tools are used by universities in the North Central region:

- Faculty should use these assessment tools as part of their student verification process.
    - One on-campus proctored examination with photo ID verification.
    - One videoconference or in-person meeting with the instructor with photo ID verification with submission of major assignment or exam.
    - Three or more mandatory on-campus sessions with graded activities distributed throughout the semester. (This is the primary way hybrid courses will meet this requirement.)

Assessment Tools as part Student Verification Process		
Responses	**Frequency**	Percent
Homework assignments	655	20%
Online tests and/or quizzes	606	19%
Bulletin-board postings	547	17%
Projects/papers	494	15%
Participation in chat room	313	10%
Proctored tests and/or quizzes	234	7%
Team projects	149	5%
Reflective journal	92	3%
Student portfolio	79	2%
Other	31	1%
Total	3,200	

7. Glossary of Words

Academic Freedom- is the belief that the freedom of inquiry by students and faculty members

is essential to the mission of the University, and that faculty should have freedom to teach or communicate ideas or methodologies.

Asynchronous- is a student-centered teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place among a network of people.

Blackboard Collaborate Ultra is a web conferencing tool that allows faculty to synchronously communicate online with students anywhere in the world. Collaborate Ultra is browser-based and does not require a separate launcher application as Collaborate.

Blackboard Learn™ with the Ultra experience (Blackboard Ultra) delivers a simpler, more powerful teaching and learning experience. With a modern, intuitive, fully responsive interface, Learn Ultra better engages students, eases the burden on educators, and clears the path to success. Blackboard Ultra is a new   learning management system   .

Blended Learning- refers to a mixing of different learning environments. It combines traditional face-to-face classroom (traditional course) methods with more modern computer and web-based mediated activities.

Content Management System- (**CMS**) allows publishing, editing, and modifying content as well as site maintenance from a central page. It provides a collection of procedures used to manage workflow   in a collaborative environment. These procedures can be manual or computer-based.

Ground Courses are Traditional Courses   offered at the local   campus.

Hybrid Learning- "This word is another way to say Blended Learning", refers to a mixing of different learning environments. It combines traditional face-to-face classroom (traditional course) methods with more modern computer and web- based mediated activities.

Learning Management System- (**LMS**) is a software application for the administration, documentation, tracking, and reporting of training programs, classroom and online events, E-learning programs, and training content.

Service Level Management- is the primary management of IT services, ensuring that agreed services are delivered when and where they are supposed to be delivered. The Service Level Manager is dependent upon all the other areas of Service Delivery providing the necessary support that ensures the agreed services are provided in a secure, efficient and cost effective manner.

Synchronous- teaching a group of people learning the same things at the same time in the same place, as with video conferencing tools.

Online- When a course is taught entirely in virtual space or cyberspace in regards to

computer technology.

Web-based- The underlying structure is supported by the internet. i.e. "world wide web"

8. References

1) Teach Act of 2002
2) Navajo Technical University Faculty Handbook
3) Navajo Technical University Student Handbook
4) Navajo Technical University Organizational Chart
5) http://download.hlcommission.org/C-RAC_Distance_Ed_Guidelines_7_31_2009.pdf
6) http://nc-sara.org/

FREQUENCY OF REVIEW AND UPDATE

This policy will be reviewed annually by IT and E-Learning Departments for continued alignment with the appropriate federal regulations and policies and revised as necessary.

For More Information go to NTU Documents and Resources at:

NTU Student Handbook:
http://www.navajotech.edu/images/about/policiesDocs/ntuStudentHandbook.pdf
http://www.navajotech.edu/images/academics/catalog/ntuUndergraduateCatalog.pdf

NTU Undergraduate Catalog:
http://www.navajotech.edu/images/academics/catalog/ntuUndergraduateCatalog.pdf
http://www.navajotech.edu/images/facultyStaff/policiesDocs/01.12.19_Approved-Personnel-Policies.pdf

E-Learning: http://www.navajotech.edu/academics/e-learning
    Personal Policies,
http://www.navajotech.edu/images/about/policiesDocs/ntuFacultyHandbook.pdf

Faculty Handbook,
http://www.navajotech.edu/images/about/policiesDocs/ntuFacultyHandbook.pdf