NAVAJO TECHNICAL UNIVERSITY

FACULTY E-LEARNING POLICY & PROCEDURES

ONLINE EDUCATION COMMITTEE

ONLINE EDUCATION COMMITTEE ENDORSED 10/28/2016

ACADEMIC DEAN ENDORSED 11/26/16

FACULTY ASSEMBLY ENDORSED 3/24/17

UNIVERSITY CABINET ENDORSED 3/24/17

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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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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.*

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. Distance learning and online teaching technology will be used to provide relevant and timely coursework, information, and training to enhance the learning experience by removing the barriers of both time and place. Once the distance education program is fully implemented, students can enroll at NTU from off-campus computer labs or at home. The E-Learning office is located on the main campus.

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 E-Learning.

1.3.1. Objectives:
> ➢ Support and encourage the internal development of the e-learning program by promoting and providing guidelines for training, inclusion of e-learning 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 E-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 E-Learning 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 e-learning program by promoting and providing guidelines for training, inclusion of e-learning courses in instructor workloads, and technical support.	■	■	■	■	■	■	■	■				
Provide informational resources and support services for students enrolled in online courses.	■	■	■	■	■	■	■	■				
Identify and address Instructor 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 E-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 E-learning 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 E-learning 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

Course is offered fully online using Moodle 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

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-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 E-Learning Methods

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 Moodle 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.

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 course syllabus for course requirements, conditions and contact information.
- Faculty contact information will also be placed in the learning management system.

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 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.

3.3 Putting an E-Learning Course on the Schedule

Policy

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

Student Scheduling

- After completion of course registration, students will be referred to the NTU E-Learning Webpage. Each student

without previous E-Learning experience will be scheduled for a mandatory E-Learning environment orientation.

University Course Development

- The Undergraduate Studies and Curriculum Committee develop and maintain 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, 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 review 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 Online Education Committee and Information Technology Department.
- New technology will be implemented prior to the course module being offered.

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 Registrar, Undergraduate Studies, E-Learning, 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, and E-Learning Department.

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 should provide interaction between the student and faculty member on a regular basis. They should also 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.

First-Year Students

- First-Year Students are required to attend the E-learning environment training during the first week of orientation. Students can attend on-going E-learning orientation 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.
- 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 session for E-learning instruction.
- Faculty will promote student collaboration through means such as: discussion questions, learning team activities, and weekly participation using either asynchronous or synchronous technologies.

3.8 E-Learning Environment
Policy
- E-Learning faculty are strongly encouraged to use NTU's approved LMS for any course online, hybrid/blended/web-enhanced...
- 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.
Procedures
- The E-Learning Department is responsible for posting training agendas, steps, and topics for student or faculty training sessions.

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 Re-Use
  - Any materials and content developed by faculty for the University, can be used in other course modules.
  - Students cannot re-use work from previous courses for subsequent course modules unless approved by the course instructor.
- Disclosure
  - The University will follow any non-disclosure agreements necessary for internal/external projects.
- Infringement
  - University will follow the Copyright and TEACH Act (TEACH Act, 2002).
- Royalties and Proceeds
  - Content that generates royalties or proceeds will be owned and managed by the University

3.10 E-Learning Expectations

Communications

- Students 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. Students may check with the E-Learning Department to ensure that they have access to accessible technology.
- Students and faculty will answer all forms of communications in a timely fashion. Faculty must communicate with students in the time of 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 assignment due date.

- Instructor will follow-up with students no later than 24 hours of first initial student-faculty communication.

3.11 Student with Disabilities

Faculty or instructional designer 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 Accommodation Specialist provides services and identifies accommodation needs of students with disabilities. The Specialist conducts related advisement, counseling, and support for the student, and offers professional 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 Disability Accommodation Specialist 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 special needs counselor. To request accommodations, contact the Disability Accommodation Specialist at (505) 786-4138.

Any documentation provided by a medical professional or a state license diagnostician should be made available to the Disability Accommodation Specialist. The University does not provide special education versions, IEP (Individualized Education Programs) plans, specialized progress reports, etc. Records regarding accommodations do not automatically transfer from high school to university. Such records can only be released or transferred with the written permission of the adult student (in cases where the student is under the age of 18, parent or guardian permission is required). Under federal law, family members are not provided with access to student information regarding special needs, accommodations or academic progress. Disability and accommodations related information and documentation are treated the same as medical information and handled under strict rules of confidentiality.

Information is shared only on a limited basis within the university and then only when there is a compelling reason for the individual seeking the information to have knowledge of a special aspect of this confidential information. The Specialist contact number is 505/786-4138.

For more information go to http://www.navajotech.edu/images/about/publicDocs/ntuPolicies/ntuStudentHandbook.pdf.

4. Delivering an E-Learning Course
4.1 E-Learning Course Orientation
Policy
- Written Assignment Requirements
  - Written work includes formal research papers, business writing, technical writing, and journal entries.
  - All written work shall follow the guidelines for academic honesty, copyright, and intellectual property policies.
- Attendance and Participation
  - 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.
  - Participation is separate from attendance requirements, which requires students to follow participation rules as stated by the instructor in the course syllabus.
  - Faculty participation and appropriate facilitation requires weekly posting of feedback to students.
- Substitutions and Guest Lecturing
  - 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 trouble shooting 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 Student Identity in Distance Education
Policy - HLC Policy Title: Practices for Verification of Student 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 student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit. 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 student identity (faculty review, questioning students, etc…)

Secure Login and Password
Each student 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
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 be the get your student acquainted with the faculty and the structure of the course.

Announcements/Messages: Post weekly messages to your students of reminders, task, 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.

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.

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

Course Goals, Objectives 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
- o **Week One Before the Class Start**s – Send a welcome message. Contact the E-Learning Department for outline.
- o **Introductions:** Ask student 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.

- o **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.
- o **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.

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 provide 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
- o Department hours for administrative needs are between 8:00am to 5:00pm, Monday through Friday

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

5.2 Evaluation/Assessment

Policy
- o 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.
- o The E-Learning department and online faculty will send out Online Assessment Exercise to students.

Procedures
- o 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 Assessment Committee and the Dean of Undergraduate Studies
- o NTU's E-Assessment policy 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.
- o E-Assessment may be used for formative or summative purposes.
- o All staff members involved in the E-Assessment process must be familiar with the online environment and have attended the appropriate NTU training course prior to gaining access to the system.
- o The NTU Assessment committee is responsible for ensuring that E-Assessment does not compromise the assessment methodology and the integrity of what is being assessed.
- o 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

Procedures

o Faculty new to 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 located away from NTU's campuses or instructional sites may have this requirement waived by the E- Learning Department if they have prior teaching experience using LMS systems. If they have not had LMS experience the E-Learning

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.

6.2 Technology Support

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.
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.

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 Student Profiles
        - The E-Learning Department helps students create a valid E- learning profile complete with a student identification number, student identification card photo, and verification of registered courses.
    - o Submission of Original Work
        - The E-Learning Department helps students upload original work.
- 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.
    - 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.

Assessment Tools as part Student Verification Process		
Responses	Frequency	Perce
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	

- 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.

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.

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 work flow in a collaborative environment. These procedures can be manual or computer-based.

Ground Courses are Traditional Course offered at 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-base- The underlying structure is supported by the internet. i.e. "world wide web"

7. 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/
7) http://www.navajotech.edu/campus-life/e-learning
8) http://www.navajotech.edu/campus-life/e-learning/online-readiness-quiz
9) http://www.navajotech.edu/campus-life/e-learning/faculty-resources
10) http://www.sdccdonline.net/assess.htm
11) http://statewide.unm.edu/online/get-started/online-ready-quiz.html

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/publicDocs/ntuPolicies/ntuStudentHandbook.pdf

NTU Catalog: http://www.navajotech.edu/images/academics/ntuStudentCatalog.pdf

E-Learning: http://www.navajotech.edu/campus-life/e-learning

Employee Handbook,
http://www.navajotech.edu/images/about/publicDocs/ntuPolicies/ntuEmployeeHandbook.pdf.

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