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# **Navajo Technical University**

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## **E-Learning Policy**

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- **E-Learning**
  - **Online Education**
  - **Distance Learning**
  - **Web-Enhanced**
  - **Hybrid/Blended  
Learning**
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## E-Learning Policy

### NTU Mission

1. 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, Íina, Siihasin.*

### 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 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 Instructors.
- 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 Navajo Tech 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 Navajo Tech's LMS.
- Evaluate periodically and comprehensively every facet of the E-learning program and use these results to restructure and improve the program.

## Timeline

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

<b>E-Learning Objectives/Timeline</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>
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.												
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Achieve accreditation for associate and baccalaureate degrees offered online through Navajo Tech'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**

### **E-learning courses**

E-learning classes are offered with all work being completed on-line. 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 instructor. Depending on the teaching style of the instructor 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.

### **Online Education**

A form of distance learning providing an opportunity for learners to use a computer network (internet) to distribute educational content via two-way communication among teachers and learners in an educational institution.

### **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.

### **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.

### **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.

Dual Credit or Concurrent High School student Enrollment occurs within the E-Learning environment. E-learning classes are provided for qualified high school students (see admission's policy or according to the contract with the school). These students access some course content from an E-learning environment using a third party web based software and or access through LMS. Depending on the teaching style and or subject matter of course content the instructor will teach and facilitate classes synchronously for all participants in the course who log-in at the same time). Point of contact for dual credit enrollment is with the Registrar's Office.

# Institutional Policy

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## 3. Developing an E-Learning Course

### 3.1. E-Learning Development & Support

#### Policy

The E-Learning Coordinator 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 Contract

- 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 contract information.

### 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.

#### 3.2.3. Students will receive regular training for efficient use of real-time student-faculty interaction services. **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 E-Learning Coordinator. Each student without previous E-Learning experience will be scheduled for a mandatory E-Learning environment orientation..

#### University Course Development

- The Instructional department 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 Instructional department and the Curriculum Committee to achieve accreditation for academic or trades programs in an E-Learning environment.

#### University Course Scheduling

- Coordination with the Registrar, Instructional department, 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 Dean of Instruction 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 Dean of Instruction.
- New technology will only be implemented once tested by end users and approved by stakeholders
- 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 15-30 students, depending on the course.

#### Procedures

- Coordination with Registrar, Instructional Services, and Student Services ensures course module alignment with minimum student count.

### **3.5 Course Approval**

#### Policy

- Same policy for ground 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 Instructional department, and E-Learning Coordinator

#### Procedures

- The Registrar will coordinate with the Dean of Instruction 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 one week 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 Coordinator 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.

#### Faculty Development Resource Training

### **3.8 E-Learning Environment**

#### Policy

- E-Learning faculty are strongly encouraged to use NTU's approved LMS for any course online or on-ground.
- 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 Instruction.

#### Procedures

- The E-Learning Coordinator 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.

#### **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 Coordinator and Faculty Communications**

###### Policy

- Academic Affairs is responsible for quality service-level Management for student learning. The E-learning Coordinator 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 conferencing, 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.

## **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

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

#### 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 Assessment Committee and the Dean of Instruction.
- 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.
- E-Assessment may be used for formative or summative purposes.
- All staff members involved in the E-assessment process must be familiar with the on-line environment and have attended the appropriate NTU training course prior to gaining access to the system.
- 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.
- Students will fill out an Online Assessment Exercise survey at [https://docs.google.com/a/navajotech.edu/forms/d/144ukK31-Uur6YkIUQxe63k\\_fq0IQDEGykcme3n0j2r0/viewform](https://docs.google.com/a/navajotech.edu/forms/d/144ukK31-Uur6YkIUQxe63k_fq0IQDEGykcme3n0j2r0/viewform)  
(Refer to Appendix, page 17-19)

### **5.3 Computing Time and Compensation**

#### Policy

- Faculty are to submit invoices for mid-course and end of course facilitation performed.

#### Procedures

- Faculty and HR are to ensure all contracts are signed and submitted prior to course offering.

### **5.4 Online Education Committee**

#### Policy

- Committee is comprised of 3 positions: E-Learning Director, Webmaster, and one faculty member appointed by Dean of Instruction. The Dean of Instruction and/or Provost may participate in any meeting of the Committee that they deem appropriate to attend. They will be informed of all Committee meetings at least two days in advance.

#### Procedure

- Online Education Committee will meet when required
- The Committee will -update Policy and Procedures during appointed meetings and review the operations of the E-Learning Department in light of the University's E-Learning goals and objectives and work to implement any changes necessary to improve the functioning of the E-Learning effort.
- The Committee has the power to make changes to the Policy and Procedures as deemed necessary.

## **6 Faculty Support Resources**

### **6.1 New Faculty E-Learning Environment Orientation**

#### Policy

- NTU Faculty will be provided resources and information regarding E-learning LMS delivery.
  - Syllabus
  - Course outline
  - Book resources
  - Pertinent Course Information/Resources

#### Procedures

- Faculty new to E-learning environment will receive training given by the E-Learning Director or Coordinator as directed by the Dean of Instruction.
- Adjunct instructors located away from NTU's campuses or instructional sites may have this requirement waived by the E-Learning Coordinator if they have prior teaching experience using LMS systems. If they have not had LMS experience the E-Learning

Coordinator will be responsible for ensuring they receive such training before teaching an online course.

## **6.2 Technology Support**

### Policy

- NTU's E-Learning Coordinator assists and supports faculty in the design, implementation, and support for E-Learning courses. The E-Learning Director is the liaison between students, the Instructional 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.
- 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

- Design
  - The E-Learning Coordinator assists in course development, the online upload of content, placement of content, and on-going management of course modules.
- Implementation
  - Course offerings and course cancellations will be coordinated by the Registrar, Dean of Instruction, and E-Learning Director.
- 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 Coordinator 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.

### Procedures

- Student Profiles
  - The E-Learning Coordinator helps students create a valid E-learning profile complete with a student identification number, student identification card photo, and verification of registered courses.
- Submission of Original Work
  - The E-Learning Coordinator helps students upload original work.
  - Faculty regularly monitors submission of work. Such work should include verification of the student signature block, patterns of writing styles, and student interaction styles.

- Faculty are responsible for checking for plagiarism or substitution of work via tool sets and patterns of work by students.
- Proctoring of Course Exams
  - In order to ensure student identities, instructors are encouraged to use exam proctoring whenever possible or feasible.
  - The E-Learning coordinator or instructors 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.
- 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 Coordinator 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 instructors.
  - Assessment is a key authentication tool. According to the HLC, the following assessment tools are used by universities in the North Central region:

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
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%
<b>Total</b>	<b>3,200</b>	

- 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 instructors 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.

**Totally 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”

## **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://www.sdccdonline.net/assess.htm>
- 6) <http://statewide.unm.edu/online/get-started/online-ready-quiz.html>

## 9. Appendix

### Online Readiness Assessment Exercise

# Navajo Technical University Online Readiness Assessment Exercise



I would like to thank San Diego Community College District Online Learning Pathways and University of New Mexico Online.

**What is your current status at NTU? \***

- Admitted as a degree-seeking student.
- Admitted as a non-degree seeking student.
- I am not a NTU student.

**What is your current program? \***

**What is your current Major? \***

**My reason for taking an online course is \***

- My circumstances keep me from attending face-to-face classes.
- I think an online course will be easier than a face-to-face course.
- I am curious about online course education

**Are you comfortable working on computers? \***

- I am very computer literate
- I would like to learn more about computers
- I don't like computers, but will use one if I have to

**I am able to access a fully functional computer: \***

- At my home or work anytime.
- Part of the time - either at work or home or library.
- At a friend or family member's house after planning.

**The internet connection I have is: \***

- Broadband (ex: DSL, Cable, T1)
- Fast dial-up (ex: 56k)
- Slow dial-up (slower than 56k)
- None
- I go to campus

**Face-to-face classroom interaction with my instructor and classmates is: \***

- Not important to me.
- Important but not essential.
- An essential aspect of my learning.

**Are you comfortable using Skyhawk email (school email account)? \***

- Yes, I have my account set up and I check it often
- I have a school email account but do not check it
- I do not have a school email account

# Online Readiness Assessment Exercise Page 2

**How much time do you think you will spend on your online course? \***

- As much time as it takes to complete the course.
- The same amount of time as face-to-face campus course.
- Less time than a face-to-face campus class, because it will be easier.

**When the instructor gives directions for an assignment \***

- I will be able to read and understand directions on my own.
- I will need to hear the directions in order to understand my responsibilities.
- I will need additional help to understand the directions.

**I understand information when it is presented: \***

- in a visual and auditory format (text, pictures, diagrams, video, lecture, tapes, sound)
- as a lecture
- I will need help with understanding information in an online environment.

**To do my best in class, I like to work independently: \***

- Always (I enjoy figuring things out for myself)
- Sometimes (I would like to have help available when I need it)
- Rarely (I would rather be in a structured and guided environment)

**I am someone who: \***

- Has no problem figuring out written instructions by my self.
- Sometimes needs verbal explanations of written instructions.
- Prefers instructions to be delivered verbally rather than in written form.

**Choose the state below that best fits you: \***

- I am very comfortable expressing myself in writing.
- I can adequately express myself in writing.
- It is difficult for me to express myself in writing.

**When reading textbooks for a class I: \***

- have no problem understanding the content on my own.
- understand a good deal of the content, but rely on in-class lectures for clarification.
- often have difficulties understanding much of the content on my own.

**I am someone who: \***

- Meets deadlines without reminders needed.
- Turns in assignments late sometimes.
- Needs reminders when deadlines are coming up.

**When I have questions about a class or course content, I: \***

- am comfortable asking for help.
- sometimes ask for help but most often try to figure it out on my own.
- will not ask for help.

# Online Readiness Assessment Exercise Page 3

**When I see new technology \***

- I am eager to learn all about it.
- I am curious but won't delve into it too much
- I do not want to go near it

**I rate my problem-solving skills on the computer as: \***

- Excellent
- Good
- Not well developed

**My level of using basic internet applications is: \***

(ex: connecting to the internet; sending and reading emails; and downloading files)

- Advanced - I am knowledgeable of all these tasks and perform others.
- Intermediate - I am comfortable using them but need help sometimes.
- Beginner - I am nervous about using these applications
- I have never used any of the Internet applications mentioned above.

**My level of using Microsoft Word or Word Perfect is: \***

(ex: able to open and close files, create and save new files, and locate saved files on my computer)

- Advanced - I am knowledgeable of Microsoft Word and can perform these tasks and more.
- Intermediate - I am comfortable using Microsoft Word but need help sometimes.
- Beginner - I do not have very much experience using Microsoft Word.
- I have never used Microsoft Word before.

**Do you know how to download and install software? \***

- Yes, I know how to download and install software.
- I feel comfortable asking others to help me download and install software.
- I will not and/or cannot download and install any software on my computer.
- I do not know how to download and install software.

**If you are a student with disability, do you know whom to contact for accommodation?**

- Yes
- No
- Unsure

**What will you do if your computer breaks down, or the Internet connection fails? \***

- I will use the computers on campus.
- I will try to fix it on my own.
- I will contact the instructor for an extension on all my assignments.
- I don't know

**Where would you go for help if you needed technical support? \***

- The instructor
- Information Technology building on NTU campus
- Another student in the class or friend