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**NAVAJO TECHNICAL UNIVERSITY**  
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# Faculty E-Learning Guidelines - Checklist

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ONLINE EDUCATION COMMITTEE

**VERSION V5.1**



Online Education Committee

NAVAJO TECHNICAL UNIVERSITY | LOWERPOINT RD STATE HWY 371, CROWNPOINT, NM 87313

## Online & Hybrid Faculty Guidelines - Checklist

The checklist is to provide guidance on creating your online and hybrid courses. Use the checklist to help guide you in your design and delivery of your online course. **IMPORTANT NOTE:** Not all of the areas will be checked but to serve as the online learning best practice guide. Use the checklist to meet ensure quality online design and delivery standards.

**IMPORTANT NOTE: NTU is launched our new Learning Management Platform Blackboard Ultra for the summer 2021 session. All faculty will be required to attend a Blackboard Training session before teaching online or hybrid. Below is more information. Student Blackboard training will be shared and provided to all students enrolled in online and hybrid courses.**

Online Learning Criteria – <a href="#">Faculty Online Resource</a>			
Your Online Course	Yes?	No?	Comments
Course Name:			
Program Name:			
<p>Has this course been approved to be taught online/hybrid? Did the Department Chair approve and did you use the correct Registrar's <a href="#">course approval form</a>?</p> <p>Complete the <a href="#">Faculty Online Learning Readiness</a> to teach online or hybrid                      Before teaching an online or hybrid course, you should first assess your readiness for stepping into the online learning environment. Your answers to the following questions will help you determine what you need to do to succeed at online learning. Post-survey feedback will also provide you with information on what you can expect from an online course.</p>			
Does this online/hybrid course meet program needs?			
Is there a course already being offered?			
What Learning Management System (LMS) are you using (i.e. <b>Blackboard Ultra</b> , Culinary, WebAssign, etc.?)			
Does the course have department support?			
What is your online course cap (for most courses, min. of 15 and max of 25 works well)?			
Online Course Training	Yes?	No?	Comments
Have you taken an online/hybrid learning course design training? If yes, where? If no, when?			
<p>What type of LMS training did you participate? When? Where? Who? All faculty have access to two Blackboard training courses – All faculty are automatically enrolled in the twocourses.</p> <p><a href="#">New: Blackboard Ultra training and resources</a></p>			

Faculty Blackboard Training 101 has recording of previous training sessions, and all faculty are required to complete the Faculty Online Teaching Essentials Course.

Blackboard Collaborate with Ultra Experience, Ultra Online Course Design, and Ultra Online Course Facilitation.

Have you created an online training accounts? [Magna Publications](#), [Online Learning Consortium](#) (OLC), [Quality Matters](#)(QM), [WCET](#) are online training resources about best practices and learner needs.

What online resources do you use? What online resources do you need? Have you reviewed the Faculty [E-Learning resources](#)?

Is this online/hybrid course able to be combined with or integrated with other online/hybrid courses or other online resources?

**Assessment Needs and Expectations** **Yes?** **No?** **Comments**

Have you clearly communicated course expectations with your learners? Access, deadlines, communication, participation, interaction, resources, etc.

Have you reached out to the [Student Learning](#) Coordinator regarding evaluation?

Have the student needs and their course work been defined clearly?

Is the overall need for the course defined in a way that relates to performance/learning outcomes?

Have you reviewed the [Student Learning templates](#)? [Course Syllabus](#), [Lesson Plan](#), [Student Learning Report](#), etc.

**Specific Design Criteria** **Yes?** **No?** **Comments**

Are learning objectives stated as measurable and observable?

Do your learners know how to contact you? (Email, phone, **Blackboard Ultra**, etc.)

Do your learners know how to contact our [student support resources](#)? (Nettutor,online writing center, **Blackboard Ultra training**, Information technology, etc.)

<p>Do your learners know how to contact our <a href="#">student support resources</a>? (<a href="#">Nettutor</a>, <a href="#">online writing center</a>, <b>Blackboard Ultra training</b>, Information technology, etc.)</p>			
<p>Do your learners have dedicated internet access with a computer or laptop to complete coursework? Require your learner to read and complete the <a href="#">Student E-Learning policy</a> and <a href="#">acknowledgement form</a>.</p> <p>Do you encourage your students to complete the <a href="#">online readiness quiz</a>? Online Learning requires computer skills, communication skills, and to be a motivated self-starter.</p>			
<p>Are the objectives, content, test items, and evaluation questions aligned?</p> <p><i>Everything depends on the objectives.</i></p> <ul style="list-style-type: none"> <li>- <i>The objectives should be measurable &amp; observable,</i></li> <li>- <i>content should teach to meet the objectives,</i></li> <li>- <i>tests should measure ability to accomplish the objectives, and</i></li> <li>- <i>the course evaluation should measure how well the course taught the objectives.</i></li> </ul>			
<p>What tools and resources are you using to ensure you are engaging your learners?</p> <ul style="list-style-type: none"> <li>• Use welcome video introducing yourself.</li> <li>• Use video of exciting topics in your course.</li> <li>• Use real-time, web-based data.</li> <li>• Ask learners for input on course topics and assignments.</li> <li>• Setup peer groups – motivate learners by encouraging interaction with peer groups to gain more insight and share different perspectives.</li> </ul>			
<p>Planning and Developing Your Online Course - Organizing your online course is a critical step. Spend some time planning out your course outline and gather your materials and decide what resources you will be using, (<a href="#">Faculty E-Learning policy 4.4</a>).</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Announcements/Messages: Post weekly messages to your students of reminders, task, assignments, and if any changes to the outline.</li> <li>• 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.</li> <li>• Syllabus: You include the course syllabus in the course.</li> <li>• 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.</li> <li>• Class Calendar: Sharing important dates help students plan accordingly.</li> <li>• 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.</li> <li>• Quizzes: Post quizzes or surveys. The grade received on a quiz will also show up in the Grade book.</li> <li>• Communication: Communication with your students using the Forum, chat, email, or telepresence is needed in online learning.</li> <li>• E-Learning Department: Contact the department if you need help and support in your online course design.</li> </ul> <p>Course Goals, Objectives and Timeline: Post and share course expectations and objectives is necessary to the success of online learning. Learners need to understand the expectations and timelines.</p>			

Required Course Expectation	Yes?	No?	Comments
<p><b>Faculty are required to initiate regular and substantive interaction with students (<a href="#">U.S. Department of Education Requirement</a>):</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b><u>Examples of Regular and Substantive terms. –</u></b></p> <p>a) Providing direct instruction.</p> <p>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</p> <p>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.</p> <p>d) Other instructional activities approved by the institutions or programs accrediting agencies.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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 the 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 grade book will do this automatically.</p>			
Is the content planned for each objective -- necessary and sufficient to teach the skill			

<i>(there should be just enough content to teach the skill – not too little or the participants will not learn, and not too much content, or the skill being taught is lost)?</i>			
Is the design interactive in a way that allows learners to engage in some type of activity/exercise for every learning objective? Does it simulate what they will need to do on their coursework?			
Is a learning test/assessment designed for each learning objective, to test/evaluate if learners have gained the skill?			
Is the content designed in a way that is appropriate for the specific learners? Has the learner been specified? Have they been interviewed/communicated to understand their performance needs?			
Is any new language, or terminology defined appropriately?			
Does the course flow smoothly for learners?			
Do the parts of the course add up to a complete picture of skills necessary to perform some topic/concept that ties to learner performance on the coursework?			
Learner-Professor Interaction/Communication with Learners. Feedback to learners will be delivered in a timely fashion. Grades for learner progress through the course will be posted a week after the assignment is due. Learner contact hours for courses will be determined according to the credit hours assigned to the course. Professor will post availability for learners in order to promote student-professor interaction. ( <a href="#">Faculty E-Learning policy 3.7</a> ).			
<b>Instructor Delivery</b>	<b>Yes?</b>	<b>No?</b>	<b>Comments</b>
Is the delivery method appropriate for the content?			
Teaching Online and Delivery – Outline some strategies that can assist you with facilitating online learning, ( <a href="#">Faculty E-Learning policy 4.5</a> ). <ul style="list-style-type: none"> <li>• Week One Before the Class Starts – Send a welcome message. Contact the E-Learning Department for outline.</li> <li>• 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 in <b>Blackboard Ultra</b> 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.</li> <li>• Provide Feedback: Online learners 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.</li> <li>• 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.</li> </ul>			
Are instructional strategies based on the type of learning that is needed for each objective?			

Are the examples used by the professor relevant for the learner and their coursework? Does it relate to their needs/experiences?			
Does the professor draw out the experiences of the participants to support the learning in the course? Is the professor facilitative rather than a lecturer?			
Was there enough time for questions/comments from the learner? Was the pace brisk? If using an external LMS resource Does a guide exist, specifying for the professor the content that should be taught and how it should be taught? Is the amount of time learners spend sharing experiences and solving issues high in relation to the amount of time the professor talks (participant: instructor talk time ratio) <i>Participants should talk/interact more than 50% of the time. Engage with your learners.</i>			
<b>Evaluation</b>	<b>Yes?</b>	<b>No?</b>	<b>Comments</b>
Evaluation/Assessment - 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 E-Learning department and online faculty will send out Online Assessment Exercise to learners, ( <a href="#">Faculty E-Learning policy 5.2</a> ).  <ul style="list-style-type: none"> <li>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</li> <li>NTU's E-Assessment policy outlines the minimum requirements that the University expects to be met when delivering summative and formative assessments electronically. The requirements of the policy are in addition to normal University policies, procedures, and regulations relating to assessment</li> <li>E-Assessment may be used for formative or summative purposes.</li> <li>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.</li> <li>Students will fill out an <a href="#">Online Student Readiness Quiz</a> at (NTU E-Learning Webpage)</li> </ul>			
Have you shared your online course evaluation with learners? <i>(Courseeval is an online course evaluation. Courseeval critique measuring participant satisfaction, &amp; likelihood to apply the skills, through evaluation questionnaires)</i>			
How will you improve this course next time you teach this course?			