- The systems which are currently in use by the university (in 2016 those systems are Blackboard Learn, LiveText and Optimal Resume);

- The ease of use and the need for support for students, staff or faculty;

- The availability of options for students to continue to actively access the portfolio after graduation;

- How the department might foster student appreciation of the importance of developing an online reputation system while teaching students to build and display the portfolio;

- The cost to the university and/or the student;

- The possibility that the quantitative or qualitative data in the portfolio, or created in the process of evaluation of the portfolio, could contribute to CU data analytics.

If a program wishes to implement a system not currently used by the university, the program may send the proposal to the Provost's office. That proposal will need to include responses to the 8 questions listed above and a recommendation from the Strategic Information Analysis Council (SIAC). The Provost's office will evaluate the proposal on the basis of those questions and determine whether the program can move ahead with the proposal.

5.6.N   Videoconferencing Policies (A) (Added July 2019)

Overview

Concordia University supports two videoconferencing technologies, Zoom and Blackboard Collaborate. While instructors and students may choose to experiment with other videoconferencing technologies, the university will use its resources to make the two supported technologies useable across the institution.

As with any technology, the two Concordia University-sponsored videoconference systems provide both pedagogical opportunities and limitations for a Concordia class. Instructors have both the right and the responsibility to evaluate and implement these technologies in their specific classes, according to the technical and administrative policies stated below.

Both instructors and students should become comfortable with the videoconferencing technology prior to participating in the classroom experience. All should use the opportunities for training provided by CELT and/or OCDE. Concordia University requires instructor training when the technology is a significant, ongoing part of a Concordia course or academic program.

Concordia University will work with instructors and/or academic departments/ programs to use videoconference technology as the only (100% of instructional hours), the primary (more than 50% of instructional hours), or secondary (less than 50% of instructional hours) delivery system for a course or academic program. Fully videoconferenced courses will be coded as "V" in Banner, per "Coding for Concordia's Instructional Methods," and will be identified as "virtual" courses in the instructional method field. Blended courses use B and then the appropriate letters (V for virtual, D for online, or F for face-to-face) depending on the mix of instructional hours.

General technical and administrative policies (A)

1. An approved university system should be used whenever required real-time instructional hours are delivered through videoconference technology. Currently those systems are Zoom and Collaborate.

2. Individuals using videoconferencing technology must have the minimum requirements on their computing devices, per the Information Technology Department. That information can be found in Concordia's portal - Resources-Audio Visual Services.

3. To ensure a consistent experience, individuals should be on a wired network with a minimum speed of 1.2 Mbps internet connection.

4. The use of Collaborate is always through Blackboard; contact CELT or OCDE if you want to use Collaborate. Access to Zoom will also be available through Blackboard when departments intentionally schedule part of a section (i.e., 10:05 to 11am, on M, Win LU 006 and Friday on Zoom) or when all of a section's instructional hours to be delivered solely through videoconference.

5. Before using Zoom, faculty should activate their Concordia accounts. Using the free Zoom "basic" account does not offer the same benefits as our corporate account. Information can be found in Concordia's portal - Resources- Audio Visual Services. If a non-Concordia account was accidently established, contact AV to convert it to a Concordia account.

6. Faculty members will create a link for the Zoom classroom experience through the Zoom Outlook plugin, the Zoom app itself, or at https://cuwaa.zoom.us/. Blackboard will be available as above (#4).

7. Instructors may invite external participants to their videoconferenced classes through the process at this link:

8. Students will log into Zoom using the university's videoconferencing page, https://cuwaa.zoom.us/, where they can set up an account to download the "Zoom Client."

9. To ensure consistency in the Zoom experience for students in anything more than an occasional use in a course, instructors must deliver their courses from a Concordia location (a campus or a center) through the university's wired network. In addition, best practice would encourage instructors to use a videoconference-enabled classroom equipped with microphones and cameras whenever possible.

10. Videoconferencing allows accessibility for all students as a universal design and might be used in the Concordia "classroom" to address individuals with documented need for accommodations. As with all accommodations, the Director of Accessibility Services will set this up with the instructor and the student. Zoom enables FERP A/HIP AA compliance and provides end-to-end 256-bit encryption. Accessibility for Zoom is maintained by Zoom Video Communications, Inc. (https://zoom.us), not Concordia University. Specific information about accessibility is provided by Zoom within the Voluntary Product ccessibility Template (VPAT) Statement, available here: https://support.zoom.us/hc/enus/aiticles/2041197 49-VPA T-AccessibilityStatement.

Using videoconferencing technology in classroom situations on an "occasional" basis. (A)

An instructor may choose to use videoconferencing technology occasionally in a course in several ways: for example, to bring an external speaker into a classroom, to allow a student (or students) unable to attend a class physically to join by videoconference, to host a class when not physically on campus her/himself, or to provide an alternative class for students when face-to-face classes are cancelled (i.e. "snow day"), among others. The decision to use occasional videoconference technology belongs to the individual instructor. When the technology is used, the following policies will apply:

1. Before the course begins, the instructor must note in the course syllabus about the possible use of videoconferencing.

2. An instructor may choose to record a class through videoconferencing technology. If that is the case, the instructor must inform students about that possibility in the syllabus.

3. Videoconferencing participants must meet the university's minimum technical requirements.

 4. The university will recognize the course attendance of instructors and students when they attend through the videoconferencing on an occasional basis. They must attend and participate in real time; student attendance will be taken. Watching a recording of a class session does not constitute attendance.

5. University standards for classroom behavior and deportment apply to faculty and students (including the Concordia student conduct code) attending class through videoconferencing. 6. In order to comply with federal financial aid restrictions, "occasional" use of videoconference technology as the only means students can participate in a session is limited to 15% of the scheduled instructional hours of the course. This limitation does not apply to cases where some students participate through videoconference but the instructor and the rest of the class still meet in the physical classroom.

Using videoconferencing technology intentionally incorporated in a section or more of a course or in an academic program - "regular use" (A)

Academic departments and programs may choose to schedule a regular portion of an individual section's instructional hours or all of an individual section's instructional hours through videoconference. This information will be included in the student schedule in advance. Departments may choose, through the program change process, to add videoconference delivery to an entire program. The decision to use videoconference technology on a "regular" basis belongs to the academic department or program. When the technology is used, the following policies will apply:

1. Instructors planning to use videoconferencing as a primary or secondary delivery method for a course must successfully complete the university's training for that technology.

2. All of the instructional hours that students are required to attend must be identified in advance in the student course schedule used for registration. Faculty may not add required live videoconference sessions to the schedule after the course begins.

3. Before the course begins, the instructor's course syllabus must clearly state policies concerning the required use of videoconferencing. The instructor's syllabus must also note that videoconferencing participants must meet the university's minimum technical requirements.

4. An instructor may choose to record a course through videoconferencing technology. In that case, the instructor must inform all students about that possibility in the syllabus. The university supports Panopto as the technology to retain recordings of class sessions for student access.

5. University standards for classroom behavior and deportment apply to faculty and students (including the Concordia student conduct code) attending class through videoconferencing.

6. To meet federal requirements, attendance policies need to be clearly stated for fully virtual courses and for blended courses with virtual portions.

Training and Support for Faculty (A)

Concordia University provides two levels of instructor training. The first level is available for those individuals who wish to use videoconference technology in their courses, including those who wish to record classroom sessions. This first level of training supports "occasional use". The second level of training is required for faculty teaching courses that a department or school schedules with "regular use" of the videoconference technology for part or all of the instructional hours of the course. In "regular use" the technology is a significant, planned, ongoing part of a Concordia course or academic program.

Training for "Occasional Use": The first level of training is a self-paced Blackboard mini-course which includes features of Zoom, using the equipment, pedagogy considerations, course design any sessions where all students and the instructor access the session via videoconference and there is no meeting in a physical classroom (for example, when the instructor is attending an academic conference), and how to use Zoom to support accessibility accommodations.

Training for "Regular use": When videoconference is used as the sole means to deliver required instructional hours, for a regular part of, or all of, a section of a course, CELT and OCDE will provide additional training and support for faculty. CELT provides support in face-to-face courses or in blended courses that are more than 50% face-to-face instruction: OCDE provides support in lone courses, in courses that are more than 50% virtual or online, or in fully virtual courses.

5.7   Library Services (A, F) *(Updated December 2018)*

5.7.A   Philosophy and Objectives (F)

Rincker Memorial library and its staff support Concordia University's mission of being a Lutheran school committed to helping students develop in mind, body, and spirit for service to Christ and the world. In order to meet this mission the Library provides access to recorded knowledge a variety of formats to aid the teaching, research, and personal growth of the students, faculty, and staff of the University. The staff of the Library collects, organizes, and preserves relevant materials; develops services to educate and benefit the greater Concordia community and serves as a gateway to national and international information sources.