

Faculty Developer Worksheet Sample Form with Suggestions

BASIC COURSE INFORMATION

1. Instructor Name:

PLEASE ENTER YOUR FULL NAME

2. Institution:

KENNESAW STATE UNIVERSITY

3. Course Title & Number (e.g., ENGL 2110):

a. Course Title:

b. Course Number:

4. Course Access URL:

http://d2l.kennesaw.edu

5. Discipline Area:

6. Who is the creator of this course?

- Faculty Member
- Commercial Content Provider
- Instructional Design Team (List Below)

List members and their roles:

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- Other:

7. Is the course stand-alone or part of a sequence?

- Stand-alone Part sequence

If the course is part of an online degree program, or has pre-requisite courses on the same discipline, please specify that it is part of a sequence.

If stand-alone, does it have online or blended course pre-requisites?

- Online Hybrid Neither

If part of a sequence, is it the first, second, third, or other course in the sequence?

- First Second Third Other:

If part of a sequence, do all courses in the sequence use the same overall structure and technology?

This may be unknown. The courses will use the same LMS. Please answer to the best of your ability

- Yes No

If no, please explain:

8. Is the syllabus a standard syllabus developed by the institution?

- Yes No

If YES, please describe and identify where this information can be found in the course:

It is very helpful to the review team to receive direction to the syllabus location and to learn the scope of the information contained in the syllabus.

9. On which learning management system (LMS) platform, if any, does the course reside?

If the course is offered on an LMS, please provide or link to the vendor's statement certifying how the platform is accessible to students with disabilities:

Please provide vendor accessibility link. For D2L use:
<http://www.desire2learn.com/products/accessibility/standards/>

10. Are students required to complete a tutorial on the use of the LMS prior to beginning the course?

Yes No

If a tutorial is available as part of an orientation or an existing course tour/training document is referred to, please provide access to the review team.

COURSE TOOLS, POLICIES, REQUIREMENTS, FORMAT

11. Are tools and software other than, or in addition to, a LMS used to deliver the course?

Yes No

If YES, please list them and provide information on the extent to which these tools and/or software are accessible to students with disabilities:

This is especially important if the review team requires access to alternate tools, course packs, or software. Please provide information on accessibility and compatibility. Refer to the KSU policies, access to the DSSS office, availability of closed caption solutions, and file standards for screen readability.

KSU ADA Statement Special Needs and Accommodations Statement:

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Disabled Student Support Services via Ms. Nastassia Sanabria, Assistant Director for disabled Student Support Services, at [770-423-6443](tel:770-423-6443) (V) or [770-423-6480](tel:770-423-6480) (TDD). Please do not request accommodations directly from the professor or instructor without a letter of accommodation directly from the Office for Disabled Student Support Services. Office for Disabled Student Support website: http://www.kennesaw.edu/stu_dev/dsss/dsss.html

12. Provide a copy of (or link to) any policies of your institution that set standards of accessibility that either explicitly or implicitly apply to online instruction:

Website URL:

Please provide link to KSU policies for accessibility. The link to student services will appear later. Institutional Policies for Accessibility may be found: http://www.kennesaw.edu/stu_dev/dsss/policies.html

Upload Document:

Explain briefly how you have implemented these policies in your online or blended course:



This section needs to be addressed. Please direct reviewers to the area in your course where you have provided access to resources for students with disability, confirm that the course is designed with HTML or PDF files that are screen reader accessible, and any other ways in which you have addressed accessibility issues. Please refer students to: http://www.kennesaw.edu/stu_dev/dsss/dsss.html

If your institution has no specific policies, describe the accessibility principles or features you have implemented in your course:



13. Are there any other course or institutional policies with which the student is expected to comply?

Yes No

If YES, please identify them:

- | | | | |
|---|---|---|--------------------------------------|
| <input type="checkbox"/> Academic Integrity | <input type="checkbox"/> Student Conduct | <input type="checkbox"/> Late Assignments | <input type="checkbox"/> Incompletes |
| <input type="checkbox"/> Confidentiality | <input type="checkbox"/> Student Grievances | <input type="checkbox"/> Others | |

If **others**, please identify:



Where are the policies, or links to them, found in the course?



Please provide the review team with the locations of these policies.

14. Is prerequisite knowledge in the discipline or other competencies required in the course?

- Yes No

Where is this information found in the course?

If it is not found in the course, where will students find it?

Please provide the review team with the location of the pre-requisites. It is often helpful to also provide information to students on academic advising if they have program or degree specific questions.

15. Are there general or specific technical or computer skills required for students to succeed in the course?

- Yes No

If YES, please describe and identify where this information can be found in the course:

As this is an online course, knowledge of D2L is required and/or will need to be obtained quickly. It is helpful to provide students with a D2L users guide and/or information to technology/skills training available through ITS.

16. Please indicate the face-to-face, or onsite, components in your fully online or blended course:

Fully Online Course:

- Proctored Exam
 Lab
 Other:
 No Face-to-Face Components

A fully online course meets 95% or more in the virtual classroom. Based on a three credit hours course, 112.5 minutes are available if an on-campus meeting or exam is required. An alternative option for students at a geographic distance will need to be provided.

Blended Course:

Approximate proportion of face-to-face time (e.g., 50%):

Face-to-Face Activities (check all that apply):

- Lecture
- Discussion
- Presentations
- Exams
- Other:

COURSE LEARNING OBJECTIVES, MATERIALS, TECHNOLOGIES

17. Provide a list of the course-level objectives and the module objectives for one or more course units. *Note: It may not be possible to complete the course review if measurable learning objectives are not present. Please consult your Institution Representative for more information.

Upload Document:

Where do the course-level objectives appear in the course?

Please provide course-level AND one or more module level objectives written from the student standpoint in measurable terms.

What is the source(s) of the course objectives or expected outcomes?

- Created by the Instructor
- Mandated by the Institution
- Other:

If the course level objectives are mandated by the institution or by professional standards of an accrediting body, please provide the information here. It is important that the review team understand if professional standards govern the course objectives and content decisions.

Where do the module-level objectives appear in the course?

What is the source(s) of the module-level objectives?

- Created by the Instructor
- Mandated by the Institution
- Other:

If the course level or module level objectives are mandated the institution of by professional standards of an accrediting body, please again provide the detail of the standard. In the event that the standards as dictated by an outside body are not measurable, please provide a measurable translation to the students in the course and in the area below.

18. Explain how the learning objectives are appropriate for the level of the course:

Please describe the higher or lower order objectives and how they align to higher or lower level undergraduate and graduate courses.

19. List the major instructional materials required in the course (e.g., textbook, etc.):

Explain (a) why the instructional materials used in the course were chosen to achieve the course objectives or outcomes and comment on (b) the currency of the materials and (c) the variety of perspectives they represent:

20. Does the course use technologies such as audio/visual components, hardware, software, subscriptions, or plug-ins?

- Yes No

If YES, please specify:

Where are the instructions to students about how to obtain and access these technologies found in the course?:

Again, please provide specific direction to the review team on how to access the technologies used. If a sample account is required, please provide that information so that the team may access the same materials the students will be asked to.

COURSE INTERACTION COMPONENTS

21. Does the course include any real-time instructor/student interaction?

Yes No

If YES, please describe or explain. (This interaction may include synchronous events, like web-based meetings using web conferencing tools):

If YES, is the real-time component optional or mandatory?

22. In what ways are students required to interact online with the instructor?

23. Are students asked to introduce themselves to the class?

Yes No

If NO, please explain why student introductions are not appropriate for your course.



24. Is student-to-student interaction (e.g., on discussion boards, in forums, or in group work) appropriate in this course?

Yes No

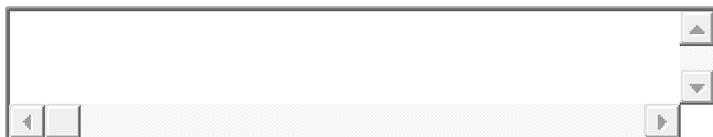
If NO, please explain:



25. Are any course instructions, activities, or instructional materials provided by individual emails or by other tools or platforms outside the primary online classroom?

Yes No

If YES, please explain what they are and how reviewers can access them:



INSTRUCTOR PERSPECTIVES

26. Quality Matters encourages instructors and design teams to become familiar with the QM standards prior to submitting a course for review. Are you familiar with or have you previously used the Quality Matters Rubric?

Yes No

If YES, comment on how the QM Rubric was used. In particular, is the design of the course based on QM standards, or was the course modified to meet QM standards? Please indicate if you have had any training on the QM Rubric.

27. Identify any particular aspects of this course you want to ask for feedback on from the Review Team.

28. Please provide any other information you want to communicate to the Review Team about your course.
