

The Faculty Developer Worksheet

This handout provides information about the Faculty Developer Worksheet, which you must complete before your online course is reviewed by a KSU QM reviewer team. The handout includes a sample worksheet with a few annotations designed to help you answer certain questions.

From the Distance Learning Center:

Instructions

Visit the QM web site to complete the Faculty Developer Worksheet: The worksheet will be made available to you via email from QM shortly after completing the course request form.

- Enter the Quality Matters web site - <http://www.qmprogram.org/myqm/>
- Log in with your KSU email address and QM password ("Look up My Account Details" or "Forgot password" options are available)
- Under "My Tools" select "Course Review Management System". Then select "Complete a Faculty Developer Worksheet".
- Under "Courses I've Submitted for Review" select "View" to access the Faculty Developer Worksheet. You may View, Edit and Submit the worksheet from this next screen.
- Once the worksheet is saved and submitted, the course is officially in the queue and ready to be reviewed.

Tutorial on Locating the Faculty Developer Worksheet

<http://www.kennesaw.edu/dlc/Tutorials/How do I Find the FDW.pdf>

Sample Instructor Worksheet

BASIC COURSE INFORMATION

1. **Instructor Name:**

2. **Institution:**

3. **Course Title & Number (e.g., CIS101):**

a. **Course Title:**

b. **Course Number:**

4. **Course Access URL:**

5. **Discipline Area:**

(e.g., Geography, Political Science, English, etc.)

6. **Who is the creator of this course?**

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

List members and their roles:

Other:

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

- Stand-alone Part 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?

- 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:

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:

Desire2Learn:
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

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:

(e.g., wikis, VoiceThread, blogs) -- check for accessibility statements or information about ADA compliance

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: ←

Upload Document:

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

Students with disabilities who require accommodations for this course must contact the DSSS, as the disability statement on the syllabus indicates.

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:

- Academic Integrity Student Conduct Late Assignments Incompletes
 Confidentiality Student Grievances **Others**

If **others**, please identify:

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

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?

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:

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

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?

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

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

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:

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

(e.g., Bloom's taxonomy; outcomes statements from department or relevant professional organizations)

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?:

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.

Save Faculty Developer Worksheet