

# TILT Online Course Development Policies and Procedures

The online course development process is designed to develop courses that are offered through FHSU Online. The process typically begins at the department level with the goal of creating a new program or of adding or updating courses in an existing program. If this course is part of a department-wide initiative, TILT most likely will have it on their 'roadmap'. If this is an individual initiative, it must go through the standard approval process. The steps in that process, along with a sample of forms and documents you will encounter during the process, are included herein.

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**Course Development Basics**

1. All courses developed by Teaching Innovation and Learning Technologies (TILT) and offered through FHSU Online must go through one of two quality assurance pathways in the course development process.
2. A previously existing course must be three years old or 50% of the content has changed as determined by TILT staff and the developer before a full re-purposing can be approved. Adjustments and replacement of existing content can occur at any time. Learning Technologies staff can consult with developers on these minor changes that do not require a contract.
3. No new or re-purposed TILT course development can be initiated until the course developer has completed the Phase I application in Work Flows and received approval from their chair, dean, provost, and the assistant provost for TILT. The course developer will be notified by their assigned instructional designer when development can begin.
4. No campus or online adjuncts can develop courses without a faculty mentor. Programs are strongly encouraged to create one syllabus for all comparable sections of a course to ensure consistency, quality, a good foundation for the next course in line is established and adjuncts are not teaching their own content unapproved by the full-time faculty in a department.
5. TILT will provide Faculty with an online course syllabus template developed by the university to use as they build their course structure.
6. A maximum of 16 weeks is allowed for course development. The first 12 weeks are conducted by a TILT instructional designer and the developer. Following initial development, the course developer and instructional designer will present the developed course to department chair, other necessary departmental representatives, along with other representatives from TILT. During this presentation everyone will have an opportunity to review details of the course, ask for clarification, and recommend changes. A set of quality standards and questions, based on the OSCQR Rubric, have been devised for this evaluation. Once all recommended changes have been completed the department chair and assistant provost for TILT will complete the requisite quality assurance forms.
7. Payment for the course as defined in the negotiated contract is made in two payments. One payment is issued at the midpoint of the TILT course development period and the second payment is made at the end of the department quality check. The entire process should be 12-16 wks in duration.
8. Payment is based on the Pathway (I or II) and the number of credit hours of the course being developed. A 3-credit hour, Pathway I development is \$3000, a 3-credit hour, Pathway II development is \$2000. To calculate 1-credit hour payment divide by 3. (Pathways are detailed in Document 4)



# Fort Hays State University

## TILT Course Development: Application

### Phase I: TILT Course Development: Application

*A submission review schedule has been created to allow long term planning and assure that resources are allocated in a timely and efficient manner. Academic Council has set three annual review deadlines; February 15th, May 15th and September 15th. When you are submitting an application you will want to make sure you allow enough time for development prior to the first semester a course will be offered. For instance, if the course in question will be taught for the first time in Spring 2022 you will want to have your application completed and ready for review by the Feb.15, 2021 deadline. Rule of thumb is that applications should be submitted approximately 11 months prior to the beginning of the first semester the course is projected to be taught.*

Submitted by:  Form Date:

Submitted by Phone #:  Ex: 000-000-0000

Course Developer:   \*  Course Co-Developer (if applicable):

Department Chair:

Course Development Pathway:

Department / Course No. / Title:  \* (Example: CRS 999: Course Title)

Proposed Semester for Initial Offering:

Course Level:  Undergraduate  Graduate  Other (please specify)

Credit Hours:  \*

Is this course part of a new program Initiative:  Yes  No

Is the Course Developer planning to teach this course?  Yes  No If No, Instructor of Record:

Will an adjunct be developing this course:  Yes  No

If Yes, Name of adjunct:

if Yes, All adjuncts must have a mentor to develop or re-develop a course. Name of mentor:

Have you previously developed an online and/or blended course?:  Yes  No

Have you taught an online and/or blended Course?:  Yes  No

## COURSE DEVELOPMENT

- I understand that the Proposed Semester for Initial Offering is, to the best of my knowledge an accurate representation of our department's current plans. TILT will schedule course development based on that timeline. I also understand that, if the timeline changes or, if development is delayed for a year past the start date proposed by TILT this application will become null and void and I will need to reapply for this course development.
- I understand I must meet with the Assistant Provost of Teaching Innovation and Learning Technologies (TILT) and the assigned Instructional Designer to sign the Work-for-Hire Contract before I can start working on any type of course development.
- I understand the course cannot be scheduled for delivery (not added to the class schedule) until final endorsement of completion and quality assurance is issued by TILT and my department/program. This applies to all types of course development.
- I understand if the course development is not completed within 16 weeks as required for any type of course development, the Work-for-Hire Contract will become null and void. Course Developers have an obligation to meet the timeline or request exceptions five business days prior to any deadline. (This is necessary to expedite TILT's workload and University scheduling.)
- I understand my program faculty and Department Chair have ultimate responsibility to review the quality of this course, the appropriateness of instructional materials, and its consistency with all other sections of the same course taught in our program.
- I agree to use the official FHSU digital syllabus. A generic version of the syllabus will be created by removing current data (dates, instructor's name, etc.). This latter version will be added to the FHSU generic syllabus website for student use.
- I understand that any exceptions to the Course Development process must be approved by the Assistant Provost TILT, College Dean, and Office of the Provost.

**Note regarding approval timeline:** Academic Council review (as described at the top of this form) occurs after College Dean approval (before Provost approval).

Approver 1:	<input type="text"/>	*	<p><b>This form must be approved by the following:</b></p> <ol style="list-style-type: none"> <li>1. Department Chair</li> <li>2. College Dean</li> <li>3. Provost</li> <li>4. Assistant Provost TILT</li> </ol>
Approver 2:	<input type="text"/>	*	
Approver 3:	<input type="text"/>	*	
Approver 4:	<input type="text" value="Assistant Provost TILT"/>		

### THIS IS NOT A CONTRACT

**This form does not guarantee approval for course development.  
A Work-for-Hire Contract must be signed before starting course development.**

## Phase II: Preliminary Planning Document

Developing a course with the TILT team is a collaborative process. Prior to the preliminary design meeting we would like you to give some thought to the basic elements of your course. The questions below are designed to get you thinking about these basic elements. Please take the time to fill in the form as best you can. The information you provide will help us to gather appropriate resources, so plan to submit this to your instructional designer 5 business days ahead of that meeting. We look forward to working with you to develop the best course possible.

Q1 What is the discipline area or program of this course?

Q2 Has this course been offered before? If yes, was it online or face-to-face? Please list the latest semester it was taught.

Q3 Is the course stand-alone or part of a sequence with the same structure and technology?

**The following section is about Course Outcomes (CO) and course modules. Please try your best to provide the information for us.**

Q4 Provide a list of Course Outcomes (CO) in this course. Course Outcomes (CO) describe the major goals and end results of a course. (Please double-check with your department to make sure these are the latest Course Outcomes that meet the program/department curriculum)

Q5 What is the source(s) of the course outcomes? (e.g., Instructor, mandated by the institution, others)

Q6 How many modules in this course, if possible, list their names or topics.

Q7 What is the source(s) of the module? For example, created by the instructor, based on a textbook, mandated by the institution, or Other?

In the following table, please try your best to map the relationship between modules course outcomes. Use "X" to indicate which outcome(s) a module is connected to. (Insert more columns and rows if needed)

	CO 1	CO 2	CO 3	CO 4	CO 5	CO 6	CO 7
Module 1							
Module 2							
Module 3							
Module 4							
Module 5							
Module 6							
Module 7							
Module 8							

Q8 Please list the major instructional materials required in the course (e.g., textbook, videos, journal articles etc.)

Q9 Please list the major assessments required in the course (e.g., exams, essays, weekly discussions etc.)

Q10 Please list the engagement strategies used in this course. (e.g., group work, discussion, peer review etc.)

## Phase III: Understanding Pathways and the Development Process

### **Pathway I:**

A course that has not been previously developed for online/blended delivery and does not predominantly consist of packaged content from commercial publishers to deliver the course. (e.g. homework management platforms and preprogrammed Lab activity).

### **Pathway II:**

A course must be 3 years or older and/or 50% of the content has changed to be eligible for redevelopment (e.g. delivery method changed, modifying current course content and/or adding new lectures).

Note: This 50% of content is not primarily created by commercial publishers (e.g. homework management platforms and preprogrammed Lab activity).

**During the course development process, the course developer(s) [*instructor(s) contracted to develop a course*] will:**

- Follow development timeline as agreed to in consultation with the instructional designer;
- Complete OSCQR course review workshop on an existing course;
- Utilize best practices for online teaching using OSCQR guidelines as reference;
- Independently manage any tools or platforms deployed in a course with which students are required to interact;
- Follow OSCQR guidelines to create, review, or modify courses in consultation with instructional designer;
- Curate contents and activities that significantly expand on course subjects as laid out in any textbooks or homework manager;
- Align with program learning outcomes and university strategic Goal 1, 2.2, 2.6, 2.7 through completing course mapping in CourseTune;

**Instructional Designers will:**

- Work with course developer(s) to set up a practical a timeline;
- Work with course developers to create courses that align with program learning outcomes and university strategic Goal 1, 2.2, 2.6, 2.7.
- During the course development process, coordinate training and tutorials for tools and platforms;
- Act as the project manager to monitor and audit a developing course to make sure it is ready for final presentation and quality assurance review;

### **Resources to Inform the Online Course Development Process**

The following resources have been provided to provide you with a theoretical framework as well as established best practices. They are as follows:

- [Community of Inquiry Framework](#)
- [OSCQR Online Course Quality Review Rubric](#)
- [Quality, Affordable Educational Resources including OER](#)



**Fort Hays State University  
Teaching Innovation and Learning Technologies**

**Work-for-Hire Contract  
PATHWAY I: NEW DEVELOPMENT**

This Agreement is entered into this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_, by Fort Hays State University (“FHSU”) and \_\_\_\_\_, (“Course Developer”), \_\_\_\_\_ (“Co-Developer/Mentor”). For good and valuable consideration, the sufficiency of which is hereby acknowledged, both parties hereby agree as follows:

- A. All Material created under this Agreement will collectively be called “the Product.” All Material produced under this Agreement may be used alone or as supplement to existing commercially produced material and offered as a course of study to be called the “Course”.

The Course Developer agrees that the Product is created by the Course Developer within the scope of developing a course entitled \_\_\_\_\_ for \_\_\_\_\_ semester.

All material created pursuant to this Agreement is at the direction of FHSU. Course Developer is being compensated to create this material by and for FHSU. As such, this is to be considered A work-for-hire arrangement. Pursuant to governing law, and policy of the Kansas Board of Regents, FHSU owns all material created pursuant to this Agreement subject to the rights granted to Course Developer herein.

- B. FHSU and the Course Developer agree that the material created pursuant to this Agreement will be subject to the Department and Teaching Innovation and Learning Technologies (TILT) Quality Assurance reviews using OSCQR design standards. FHSU, through the Department and TILT, will make any recommendations for changes it feels are necessary to bring the Course up to the level of quality expected of courses offered by FHSU. FHSU will act in good faith in making this determination. Absent exceptional circumstances, the Course Developer agrees to implement the changes suggested by the Department and/or Teaching Innovation and Learning Technologies for the Course to be offered by FHSU. Teaching Innovation and Learning Technologies and FHSU Online may refuse to offer the course if, in its judgment upon the exercise of good faith, FHSU determines that the course is for whatever reason not suitable to be offered to its students.
- C. The Course Developer agrees that the Product is created by the Course Developer for compensation provided by FHSU, and with the substantial use of FHSU resources.

## **Additional Terms of this Agreement:**

### **1. Production of Work**

- 1.1. Description and Purpose.** The Course Developer shall produce all original or supplemental materials (the “Product”), appropriate for teaching the Course, and meeting best practices as outlined in Document 4.
- 1.2. Funding and Other Support.** FHSU shall provide appropriate and affordable financial, equipment, and staff support to assist the Course Developer in preparation of the Product.
- 1.3. Deadline.** The Course Developer shall deliver to FHSU the Product in a completed state, suitable for distance learning and aligned with best practices as outlined in Document 4.

The Product will be completed within 16 weeks as per procedures on or before the following deadline date \_\_\_\_\_ .

- 1.4.** If the Product is not completed within 16 weeks as required for any type of course development, the Work-for-Hire Contract will be declared null and void.

### **2. Rights of Use of the Product**

- 2.1. University Rights of Use.** Subject to the restrictions set forth in this Agreement, FHSU shall have the right to use the Product as a course or as supplement to a course in perpetuity and to transform the Product to another medium. FHSU's rights include the right to, or to authorize others to, reproduce, market, distribute, perform and transmit the Product and to prepare derivative works based on the Product in furtherance of FHSU's allowed uses. FHSU shall have the right to determine when and under what conditions the Product is used in courses offered to its students, including the right to determine who will deliver such courses.
- 2.2. Publication and Sales of Fixed Media.** FHSU shall have the right to publish, sell, or authorize others to sell or make other distributions of the Product for instructional purposes.
- 2.3. Archival Collection.** FHSU may retain copies of the Product for archival purposes. FHSU may also make archival copies of the Product available to any persons who have access to Forsyth Library or other facility at FHSU where such copies will be retained. FHSU has no obligations to restrict access to such archival materials.
  - 2.3.1. Use for Faculty training.** FHSU has the right to use the Product in an archival collection as a resource for FHSU faculty to use in other course preparation and in faculty development.
- 2.4. Course Developer's Rights of Use.** Throughout the term of this Agreement, FHSU grants the Course Developer the right to use the substantive content of the Product, without further consent or approval from FHSU, in any scholarly or creative works that do not compete with FHSU's actual or planned use of the Product, subject to laws of the State of Kansas, policies of the Kansas Board of Regents, and the policies of FHSU. In

particular, the Course Developer will have the right to use the content with no expense to FHSU in textbooks, journal articles, conference presentations, consulting projects, and other scholarly works or professional activities. The Course Developer may also allow or arrange for the reproduction, packaging, and distribution of all or part of the Product for use in connection with a textbook or other teaching materials developed by the Course Developer for the general education market.

**2.4.1. Use Upon the Course Developer Leaving FHSU.** The Course Developer agrees that if the Course Developer leaves FHSU, the Product may be taken with the Course Developer, subject to the conditions below:

**2.4.2. Restriction on the Course Developer’s Use of the Product for Teaching Elsewhere.** The Course Developer agrees that the Course Developer will not use the Product to compete with FHSU in Kansas for a period of three (3) years following severance of employment with FHSU. The Course Developer also agrees the Product will not be used outside of Kansas without the express written approval of FHSU.

### 3. Rights of Control and Credit

**3.1. Quality, Clarity, Currency.** The Course Developer shall have full control of the substantive and intellectual content of the Product, subject to approval of the Product using FHSU's Quality Assurance Procedures.

**3.1.1. Supplemental Revisions and Updates.** The Course Developer shall produce any revised or supplemental materials or updates, as suggested by the reviewing parties in order to reflect developments or insights that come to the Course Developer’s attention following completion of the Product.

**3.2. Named Credit.** The Course Developer agrees to acknowledge the support of FHSU in developing and publishing the Product for the Course. All materials created for the Product must include the statement: “Developed for Fort Hays State University by \_\_\_\_\_ ”  
(course developer) (month/year)

**3.2.1 Appropriate use of Material in Creating Product.** The Course Developer shall not include in the content of the Product any material which the Course Developer knows to constitute libel, invasion of privacy, infringement of copyright or other literary rights, or otherwise violate the legal rights of any persons not a party to this Agreement. Any responsibility or liability for such violations shall be treated in a manner consistent with the customary treatment of similar violations as they may occur in the context of traditional teaching at FHSU. Should the University conclude that any of the content of the Product may violate such rights of third parties, the Course Developer will be required to make revisions to the Product to correct the violations for no compensation. Pending such revisions, FHSU shall have the right to remove the portions of the Product that create the potential violations before making any further use of the Product pursuant to this Agreement.

### 4. Copyright Ownership

**4.1. FHSU Ownership.** FHSU shall retain copyright ownership of the Product, subject to the rights granted to the Course Developer pursuant to this Agreement.

**4.2. Copyright Registration.** Application for Copyright may be applied for by FHSU with the Office of Patents and Copyright.

**4.3. Creative Commons.** Notwithstanding the foregoing, the parties acknowledge and agree that any open course materials utilized in or created for the Product may be licensed by FHSU through the Creative Commons.

**5. Miscellaneous Items**

- 5.1 Default.** In the event that either party defaults in its material obligations under this Agreement and shall fail to remedy said default in thirty (30) days after receipt of written notice thereof, this Agreement shall terminate upon expiration of the thirty- (30) day period.
- 5.2 Compensation for creation of the Product will be \_\_\_\_\_ (Pre Tax).**
- 5.3 Severability.** The invalidity of any provision in this Agreement shall not invalidate the agreement as a whole.

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Course Developer	Date
_____	_____

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Co-Course Developer/Mentor	Date
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Assistant Provost Teaching Innovation & Learning Technologies	Date
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cc: Course Developer  
Assistant Provost TILT  
Department Chair  
College Dean  
Instructional Designer

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**Fort Hays State University  
Teaching Innovation and Learning Technologies  
Work-for-Hire Contract**

**PATHWAY II: REDEVELOPMENT of Existing FHSU Course**

This Agreement is entered into this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, by Fort Hays State University (“FHSU”) and \_\_\_\_\_, (“Course Developer”), \_\_\_\_\_ (“Co-Developer/Mentor”) is for the purpose of setting forth the terms of the parties' agreement regarding the redesign of a course entitled \_\_\_\_\_ for \_\_\_\_\_ semester. For good and valuable consideration, the sufficiency of which is hereby acknowledged, both parties hereby agree as follows:

1. Any Agreement the parties entered into prior to the development of the course \_\_\_\_\_ (prior agreement) is incorporated into this Agreement as if fully set forth herein. The terms of the prior agreement regarding ownership, royalties, rights to use and other related topics shall remain in full force and effect and govern the redesigned course.
2. In exchange for a payment of \_\_\_\_\_ (Pre Tax) by FHSU, the Course Developer will perform the following updates, upgrades, deletions or other modifications to the course.
  - Substantive improvements (in excess of 50% of content) to course. Possibly including but not limited to new content, pedagogical approaches, instructional activities, etc. to improve quality and the value of the learning experience.
  - Notwithstanding the foregoing, the parties acknowledge and agree that any open course materials utilized in or created for the Product may be licensed by FHSU through the Creative Commons.
3. FHSU and the Course Developer agree that the material created pursuant to this Agreement will be subject to the Department and Teaching Innovation and Learning Technologies Quality Assurance reviews using OSCQR design standards. FHSU, through the Department and Teaching Innovation and Learning Technologies, will make any recommendations for changes it feels are necessary to bring the Course up to the level of quality expected of courses offered by FHSU. FHSU will act in good faith in making this determination. Absent exceptional circumstances, the Course Developer agrees to implement the changes suggested by the Department and/or Teaching Innovation and Learning Technologies for the Course to be offered by FHSU. Teaching Innovation and Learning Technologies and FHSU Online may refuse to offer the course if, in its judgment upon the exercise of good faith, FHSU determines that the course is for whatever reason not suitable to be offered to its students.
4. **Deadline.** The Course Developer shall deliver to FHSU the Product in a completed state, suitable for immediate classroom or distance learning use, and as outlined in Document 3.

The Product will be completed within 16 weeks as per procedures on or before the following ~~deadline date~~: \_\_\_\_\_ .

If the Product is not completed within 16 weeks as required for any type of course development, the Work-for-Hire Contract will be declared null and void.

5. Should any term of this Agreement be determined to be invalid by any Court, hearing officer, or any other finder of fact or tribunal, the remaining provisions of the Agreement will continue in full force and effect.

_____	_____	_____	_____
Course Developer	Date	Assistant Provost Teaching Innovation & Learning Technologies	Date
_____	_____		
Co-Course Developer/Mentor	Date		

cc: Course Developer  
Assistant Provost TILT  
Department Chair  
College Dean  
Instructional Designer



## Fort Hays State University TILT Course Development: Quality Assurance Form

### Phase IV:

### TILT Course Development: TILT Quality Assurance Form

**Content Review Process for  
New Courses/Redeveloped Courses/Non-FHSU Courses  
(Process led by Instructional Designer)**

Submitted by:  Date:

Course Development Pathway:

Department / Course No. / Title:  \* (Example: *CRS 999: Course Title*)

Course Developer:  \* Course Co-Developer (if applicable):  \*

Department Chair:  \*

Instructional Designer:  \*

Reviewed By:  \*

### TILT Quality Assurance Form - Review Questions

I. Course Overview and Information	Sufficiently Present	Revision	N/A
1. Course includes Welcome and Getting Started content.	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
2. An orientation or overview is provided for the course overall, as well as in each module. Learners know how to navigate and what tasks are due.	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
3. Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
4. A printable syllabus is available to learners (PDF, HTML).	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
5. Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
6. Course provides access to learner success resources (technical help, orientation, tutoring).	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
7. Course information states whether the course is fully online, blended, or web-enhanced.	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
8. Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam).	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
9. Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
10. Course provides contact information for instructor, department, and program.	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
<b>Comments on Course Overview and Information:</b>			

II. Course Technology and Tools		Sufficiently Present	Revision	N/A
11.	Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.	<input type="radio"/> Sufficiently Present	<input type="radio"/> Revision	<input type="radio"/> N/A
12.	Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate).	<input type="radio"/> Sufficiently Present	<input type="radio"/> Revision	<input type="radio"/> N/A
13.	Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.	<input type="radio"/> Sufficiently Present	<input type="radio"/> Revision	<input type="radio"/> N/A
14.	Course includes links to privacy policies for technology tools.	<input type="radio"/> Sufficiently Present	<input type="radio"/> Revision	<input type="radio"/> N/A
15.	Course includes Welcome and Getting started content.	<input type="radio"/> Sufficiently Present	<input type="radio"/> Revision	<input type="radio"/> N/A
<b>Comments on Technology and Tools:</b>				

III Design and Layout		Sufficiently Present	Revision	N/A
16.	A logical consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles).	<input type="radio"/> Sufficiently Present	<input type="radio"/> Revision	<input type="radio"/> N/A
17.	Large blocks of information are divided into manageable sections with ample white space around and between the blocks.	<input type="radio"/> Sufficiently Present	<input type="radio"/> Revision	<input type="radio"/> N/A
18.	There is enough contrast between text and background for the content to be easily viewed.	<input type="radio"/> Sufficiently Present	<input type="radio"/> Revision	<input type="radio"/> N/A
19.	Instructions are provided and well written.	<input type="radio"/> Sufficiently Present	<input type="radio"/> Revision	<input type="radio"/> N/A
20.	Course is free of grammatical and spelling errors.	<input type="radio"/> Sufficiently Present	<input type="radio"/> Revision	<input type="radio"/> N/A
21.	Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.	<input type="radio"/> Sufficiently Present	<input type="radio"/> Revision	<input type="radio"/> N/A
22.	Flashing and blinking text are avoided.	<input type="radio"/> Sufficiently Present	<input type="radio"/> Revision	<input type="radio"/> N/A
23.	A sans-serif font with a standard size of at least 12 pt. is used.	<input type="radio"/> Sufficiently Present	<input type="radio"/> Revision	<input type="radio"/> N/A
24.	When possible, information is displayed in a linear format instead of as a table.	<input type="radio"/> Sufficiently Present	<input type="radio"/> Revision	<input type="radio"/> N/A
25.	Tables are accompanied by a title and summary description.	<input type="radio"/> Sufficiently Present	<input type="radio"/> Revision	<input type="radio"/> N/A
26.	Table header rows and columns are assigned.	<input type="radio"/> Sufficiently Present	<input type="radio"/> Revision	<input type="radio"/> N/A
27.	Slideshows use a predefined slide layout and include unique slide titles.	<input type="radio"/> Sufficiently Present	<input type="radio"/> Revision	<input type="radio"/> N/A
28.	For all slideshows, there are simple, non-automatic transitions between slides.	<input type="radio"/> Sufficiently Present	<input type="radio"/> Revision	<input type="radio"/> N/A
<b>Comments on Design and Layout:</b>				



IV. Content and Activities	Sufficiently Present	Revision	N/A
29. Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement.	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
30. Course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
31. Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies and problem-based activities.	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
32. Where available, Open Educational Resources, free, or low-cost materials are used.	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
33. Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
34. Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including a PDF or any text contained in an image.	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
35. A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.).	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
36. Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
37. Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
<b>Comments on Content and Activities:</b>			

V. Interaction	Sufficiently Present	Revision	N/A
38. Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments).	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
39. Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
40. Learners have an opportunity to get to know the instructor.	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
41. Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust (at least one of the following - ice-breaker, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums).	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
42. Course offers opportunities for learner to learner interaction and constructive collaboration.	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
43. Learners are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions.	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
<b>Comments on Interaction:</b>			

VI Assessment and Feedback		Sufficiently Present	Revision	N/A
44.	Course grading policies, including consequences of late submissions, are clearly stated in the source information area or syllabus.	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
45.	Course includes frequent and appropriate methods to assess learners' mastery of content.	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
46.	Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
47.	Learners have opportunities to review their performance and assess their own learning throughout the course (pre-tests automated self-tests, reflective assignments, etc.).	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
48.	Learners are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
49.	Learners have easy access to a well-designed and up-to-date gradebook.	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
50.	Learners have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.	<input type="checkbox"/> Sufficiently Present	<input type="checkbox"/> Revision	<input type="checkbox"/> N/A
<b>Comments on Assessment and Feedback:</b>				
<b>Overall Comments on the Course:</b>				



**Fort Hays State University**  
**TILT Course Development: Quality Assurance Form**

**Phase V:**

**TILT Course Development: Department Quality Assurance Form**  
**Content Review Process for**  
**New Courses/Redeveloped Courses/Non-FHSU Courses**  
**(Process led by Department/Program Chair and Faculty)**

*The five questions in this review document should be considered a minimal set of standards that align with institutional goals, themes, and quality. You have the opportunity to add any additional considerations that you or your colleagues feel are important to your particular department or program. This secondary assurance of quality review could focus on course netiquette, special instructions to students, social presence of the instructor in an online environment and other variables in your own department's listing of essential "good practices." The ultimate goal is to manage the institution's brand by scheduling and delivering only the highest quality courses and programs possible. Your cooperation in this effort to ensure curricular excellence is greatly appreciated.*

Submitted by:  Date:

Course Development Pathway:

Department / Course No. / Title:  \* (Example: CRS 999: Course Title)

Course Developer:  Course Co-Developer (if applicable):

Department Chair:

Instructional Designer:  Email:

Reviewed By:

**Instructions for Obtaining Course Access:**

- Log in to your Blackboard home page.
- Course to be reviewed should be listed in the **My Courses** area. If you cannot find the course, please contact the Instructional Designer at ext. 4194 (or at the email address listed above) for assistance.
- Click on the course title to gain instructor access to the course.

**Note:** *Once you've submitted the review to Teaching Innovation and Learning Technologies (TILT), the course title will no longer appear in your **My Courses** list.*

**Dept Chair:** Please review/complete all items in the following section, and then click **Approve**.

**Add comments** to explain box(es) checked "Needs Work" in the "Reviewer Comments" space provided.

### Department Quality Assurance Review Criteria

1. Do course outcomes/learning objectives align with the officially approved department/program learning outcomes and objectives (e.g. state, national, professional standards where applicable)?  Works  Needs Work  N/A

Reviewer Comments:

2. Does the course use comparable content materials similar to other sections of the same course? In other words, was the course developed with curricular coherence in mind?  Works  Needs Work  N/A

Reviewer Comments:

3. If there are graduate and undergraduate versions of this course, are there qualitative differences between the two levels?  Works  Needs Work  N/A

Reviewer Comments:

4. Have specific considerations related to program accreditation (or related approvals) been addressed in the development of this course? (American Psychological Association, Music, CSWE, KSE, CAEP, etc.)  Works  Needs Work  N/A

Reviewer Comments:

5. Are course policies (identified in the syllabus) compatible with departmental and institutional policies - for example, those related to student misconduct, dishonesty or proctored examinations? Are hyperlinks available to access policies?  Works  Needs Work  N/A

Reviewer Comments:

Cancel

Save and Forward to Dept Chair