HU-TEACH Instructor Worksheet*

Instructions: Please complete this sheet to provide background information for your reviewers so that they can evaluate your redesigned course site in the appropriate context. Also, use this worksheet to ensure that you have included all of the information reviewers need to see in your syllabus.

Basic Course Information

1. Your Full Name: Dr. Helen Bond
2. Department: Curriculum and Instruction
3. School/College: Education
4. Course Title and Number: EDUC 100: Orientation and Pre-professional Seminar
5. Course Access URL (http://www.blackboard.howard.edu):
6. Percentage of instruction online:
   - 30%
   - 60%
   - 100%
7. Did anyone collaborate with you on the design of this course? If so, please provide the name(s) and email address(es). No
8. Is the course part of a sequence (e.g., BIOL 101 and 102)? If so, do all courses in the sequence use the same overall structure and technology? No
9. Is this syllabus a standard syllabus developed by your program or department? If so, are you required to use it? Some parts are standardized such as course policies and student supports. The course content is developed by the instructor in adherence to program outcomes.

Course Tools, Policies, Requirements, Format

1. On which learning management system (e.g., Blackboard), if any, does your course reside? Blackboard
2. If none, what type of online platform is hosting your course (e.g., Facebook, PbWiki, or a personal website)?
3. If the course is not offered on Blackboard, please copy or link to the vendor’s statement certifying that the platform is accessible to students with disabilities.
4. Are you going to require students to complete a tutorial on the use of the platform prior to the beginning of the course? Yes, I have included it. If so, include this information in the syllabus.
5. Are you going to use tools and software other than, or in addition to, a learning management system to deliver the course? If so, include them in the syllabus. I have.
6. In your syllabus, state any institutional accessibility policies that apply to online instruction. How do you plan to implement these policies in your course?
7. Are there any other course or institutional policies with which your students must comply? If so, include them in your syllabus.

*adapted from the Quality Matters “Instructor Worksheet—Sample” (© 2012 Maryland Online, Inc.) for use only at subscribing institutions such as Howard University
8. Is prerequisite knowledge in the discipline or are other competencies required in the course? If so, include them in your syllabus.

9. Are there general or specific technical or computer skills required for students to succeed in the course? If so, include them in your syllabus.

10. Indicate the face-to-face or on-site components in your course (check ALL that apply):

   - Exams
   - Labs
   - Clinical observation or tasks
   - Lectures
   - Discussion
   - Presentations
   - Orientation
   - No face-to-face components *(Face-to-Face real-time instruction is available by appointment only if student(s) are having trouble with a specific assignment or project)
   - Other (please specify): Chat, Tegrity

Course Learning Objectives, Materials, Technologies

1. In your syllabus, list the course-level and/or module-level objectives for each unit of the course.
   *Note: It may not be possible to complete the course review if measurable learning objectives are not present.*

2. What is the source of the learning objectives?
   - Created by the instructor
   - Mandated by the institution
   - Other (please specify):

3. Why are the learning objectives appropriate for the level of the course? *The objectives are designed for Freshman level students who are required to take the course in their first year.*

4. In your syllabus list the major instructional materials required in the course (e.g., textbook).

5. Why did you choose the instructional materials to achieve the course objectives? Comment on the currency of the materials and the variety of perspectives they represent.

6. Does the course use technologies such as audio/visual components, hardware, software, subscriptions, or plug-ins? If so, specify in your syllabus.

Course Interaction Components

1. Does the course include any real-time instructor/student interaction online or in the classroom? If so, briefly describe. If online, is the real-time component optional or mandatory?

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

3. Are students asked to introduce themselves to the class online? If not, please explain why online introductions are not appropriate for your course.
4. Is online student-to-student interaction (e.g., on discussion boards or in group work) appropriate in this course? If not, please explain.
5. Are any course instructions, activities, instructional materials, or feedback provided by individual emails, the gradebook, or by tools or platforms outside the primary online classroom? If so, explain what they are and how reviewers can access them.

Instructor Perspectives

1. Are you familiar with the Quality Matters (QM) Rubric? Have you had any training on the QM rubric (e.g., CA12 Assessing Online Courses workshop)? (Yes) If so, did you design this course based on the rubric or modify it to meet QM standards? (Yes)
2. On what particular aspects of this course would you like feedback from the reviewers? (Objectives, activities, and assignments)
3. Is there anything else you want to communicate to the reviewers about your course? Thank you for your feedback.