

**Faculty Guidebook for**

**Digital Teaching and Learning**

Office of Curriculum, Instruction, and Assessment (CIA)
Digital Learning Advisory Committee (DLAC)

Spring 2022

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# Introduction

This *Faculty Guidebook for Digital Teaching and Learning* is intended to serve as a resource for faculty who teach students in *all* modalities: fully online, hybrid, or face-to-face. If a faculty member is new to KSU or to teaching online, or both, he/she will find access to a myriad of resources and support for digital teaching and learning here.

In this *Guidebook* are descriptions of and links to tools and software, detailed guidance about *how* to use these tools effectively, and important information as to *why*  *a faculty member should* use them to facilitate his/her course design, development, implementation, assessment, management, and accessibility.

Whether a faculty member seeks support for teaching fully online or simply wants to enhance face-to-face instruction - or anything in-between – KSU has the resources, and they are listed here. The various sections of the *Guidebook* will introduce faculty to and/or to deepen their knowledge of and skills with tools and software, link to online tutorials, microlearning, and professional development, and point faculty in the direction of one-on-one and/or group support and guidance.

This Guidebook will have answers to questions about resources and support that are available from Digital Learning Innovations (DLI), KSU Library Services, and the Center for Excellence in Teaching and Learning (CETL), It also includes terminology and information about KSU’s policies regarding online and hybrid instruction, as well as online programs and the scheduling of courses.

The *Faculty Guidebook for Digital Teaching and Learning* was developed by the following members of the Digital Learning Advisory Committee and KSU staff, who each contributed their expertise and experience.

It’s all here! Let us know how we can help!

List contributing DLAC members:

# 1. Modalities Definitions

This section outlines definitions associated with digital learning and offers some guidelines for its implementation at Kennesaw State University (KSU).

## Scheduled Modalities

KSU offers the following scheduled modalities:

* Traditional Face-to-Face
* 100% Online (Synchronous or Asynchronous)
* 95% Online (Synchronous or Asynchronous)
* Hybrid 50% (Synchronous or Asynchronous)
* Hybrid 33% (Synchronous or Asynchronous)
* Hybrid 66% (Synchronous or Asynchronous)

### Face-to-Face Learning

This is a course delivered in a traditional in-person classroom setting at scheduled dates and times. Teaching is conducted synchronously in a physical learning environment, meaning that “traditionally,” the students are in the same place simultaneously.

### Online Learning

Online learning is a learning experience that is designed to be delivered via the Internet.

100% online. These courses do not require any on campus visits or proctored exams.

95% online. These courses will have one on-campus requirement, typically an orientation or exam.

### Hybrid Learning

The [Online Learning Consortium](https://onlinelearningconsortium.org/)defines hybrid learning as online activity that is “mixed with classroom meetings, replacing a significant percentage, but not all required face-to-face instructional activities.” – A course offered partially online and partially face-to-face - and then outline percentages.

### Synchronous Learning

Synchronous learning happens in real time online. Instructors and learners log in at the same time on a set class schedule. Instructors in a synchronous environment may take attendance, and there is real-time interaction between students and instructors. Instructors may use web conferencing, teleconferencing, live-chatting, and live-streamed lectures that must be viewed in real time.

* 100% online courses (asynchronous or synchronous) cannot require on campus meetings.
* All online courses (asynchronous or synchronous) must offer sustained instructor interaction.
* All digital content should be accessible to all learners.

### Asynchronous Learning

Asynchronous courses are defined as online courses where the instructor, the learner, and other participants are not engaged in the learning process at the same time. There is no real-time interaction between students and instructors, and the content is created and made available for learner consumption. Learning is self-paced, and learners engage and complete assignments within given deadline. The instructor provides online learning through a Learning Management System (for example D2L Brightspace), and instruction may include pre-recorded lectures and scheduled assignments for students.

* Asynchronous courses cannot require any synchronous meetings, unless specified in advance on the schedule.

## Class Schedule Listing (Office of Registrar)

The various scheduled modalities described above are designated in unique ways on the dynamic schedule.

“Instructional Method” tells whether the course is:

* Classroom - 100%,
* Online - 100% Online,
* Online - 95% Online,
* Hybrid\* - 50% Online,
* Hybrid\* - 33% Online,

or

* Hybrid\* - 66% Online

\* Please refer to the definition of Hybrid learning above.



Figure 1

“Comments” tells whether the online course is asynchronous or synchronous. Synchronous courses will also have “Days” and a “Time” specified.



Figure 2



Figure 3

“Campus” tells whether the course is an eCore course.



Figure 4

## Additional Learning Models

While there are a limited number of scheduled modality options available at KSU, faculty are encouraged to incorporate blended learning into all their courses. Blended learning occurs when a course design intentionally integrates - best practices of both the face-to-face and online environments. Blended Learning offers a more flexible course format with more possibilities for content delivery and increased access to digital tools and resources.

Note: If a faculty member employs a blended approach with teaching, please consider the following [Blended Learning Rubric](https://softchalkcloud.com/file/files/QgajKBcpIrisoC/Blended_Learning_Rubric.pdf) for aspects of course integration, alignment, student engagement, and the role of technology and D2L site navigation (Ref: DLI [Blended Learning](https://dli.kennesaw.edu/services/pd/blended.php)).

Although many types of blended learning exist, there is no doubt new models will continue to emerge. Provided here are just a couple of examples of the most commonly referred to types of blended learning.

### Flipped Classroom

A flipped classroom introduces students to new concepts and skills at home and provides students time to practice and answer questions during class time. It differs from traditional approaches to instruction and learning because students are given access to new material before class begins (via video lectures, for example), allowing scheduled class time to be used for in-class activities that focus on application of new concepts and skills. In other words, the way students and faculty spend their time (during and outside of class) is flipped.

(Ref: DLI [Flipped Classroom](https://dli.kennesaw.edu/services/pd/flipped.php))

### HyFlex Model

The HyFlex Model (short for hybrid flexible) is a multi-modal solution that centers around the student’s choice. A HyFlex course is offered face-to-face and fully online in a combination of the following elements. **The defining characteristic of this student-centered model is that students can choose which modality to participate in on a week-to-week or even day-to-day basis. It is the instructor’s responsibility to have a fully developed F2F course and a fully developed online course in D2L. The instructor does, however, get to choose whether to have a synchronous online (Teams, Zoom) component. But it is highly recommended they find some way to incorporate what happened in the classroom for students who attend asynchronously.**

## Definition of Regular and Substantive Interaction

The USDOE, in order to differentiate distance education from correspondence courses, has established the following guidelines for distance education courses.

* Online instruction is delivered through an appropriate form of media;
* The instructors with whom students regularly and substantively interact meet the requirements of the institution's accrediting agency for instruction in the subject matter;
* Instructors engage in at least two forms of substantive interaction meeting the regulatory requirements for the course or competency;
* The institution has established scheduled and predictable opportunities for substantive interaction between students and instructors and create expectations for instructors to monitor each student's engagement and substantively engage with students on the basis of that monitoring; and
* Instructors are responsive to students' requests for instructional support.

# 2. Digital Teaching Recommended Practices

This section provides an overview of digital teaching recommended practices to help assist faculty in designing and teaching an online course. Faculty need to check their respective colleges all relevant policies and guidelines.

## Planning

* Align course objectives, course activities, and assessments.
* Develop measurable course and module learning goals and objectives ([Using Bloom’s Taxonomy to Write Effective Learning Objectives](https://tips.uark.edu/using-blooms-taxonomy/)).
* Check to see if department or program is using a D2L and/or SoftChalk template for their courses and use them if so.
* [Engage the help of an instructional designer](https://dli.kennesaw.edu/services/instructional_design.php). Let them know early on what needs to identify a process for designing and developing a course.
* Identify students. Who are they? Do they have prior knowledge?
* Identify training available through the University or college and take advantage of it. (Check with [Digital Learning Innovations](https://dli.kennesaw.edu/services/pd/index.php), [Center for Excellence in Teaching and Learning](https://facultydevelopment.kennesaw.edu/cetl_events.php), [University Information Technology Services](https://uits.kennesaw.edu/support/training.php), and respective college’s Distance Learning Coordinator).
* Each semester, check for errors in content, outdated content or broken links BEFORE a module is released to students.

## Design

* Develop a clear, consistent structure.
* Provide clear, detailed instructions for student activities, assignments, and interactions.
* Use multiple media formats for learning materials.
* Design for [accessibility](https://accessibility.kennesaw.edu/): Use headings/styles in all documents, provide alternative text for all images, caption all videos, use [Ally](https://dli.kennesaw.edu/services/microlearning/introtoally.php) to review courses.
* Review the course from a student’s perspective.
* Design for interactivity. This process may include the use of discussion forums, VoiceThread, group projects, blogs, Twitter, etc.

## Communication

* Communicate with students regularly and often using the announcement tool. Learning Management System (LMS) email, or discussion boards.
* Maintain communication records within the KSU mail systems (LMS or KSU email).
* Adhere to a specified email response time (recommendation is within 24 hours during the week and within 48 hours on the weekend, excluding holidays).
* Contact students who are not adequately participating, haven’t logged into the LMS in two weeks, or who may be earning a C or below. (see <https://dli.kennesaw.edu/services/microlearning/intelligentagent.php> for automating this process).
* Provide virtual office hours for instructor-student communication. The University offers a number of applications to help in this regard.

## Course Teaching and Facilitation

* Specify a grading timetable (suggestion: one week), adhere to it, and update LMS gradebook accordingly.
* Manage discussion forums and other engagement venues. Please see section on Regular and Substantive Interaction in Section 1.
* When appropriate, consider providing synchronous sessions throughout the semester. Please note that all dates for required synchronous sessions must be available in Owl Express so students are aware of these dates during registration. Sessions should be recorded and posted within the course for those who are unable to attend the synchronous sessions.
* Provide at least one, quick, 2-5 question effectiveness survey and modify inconsistencies or difficulties with course set up, navigation, or requirements according to student responses.
* Facilitate and monitor appropriate interaction among students.
* Use [LMS analytics and data](https://dli.kennesaw.edu/services/microlearning/learning_analytics.php) to adjust teaching and facilitation as needed
* Provide Syllabus and assignment policies.

[Required Syllabus Information](https://cia.kennesaw.edu/instructional-resources/syllabus-policy.php)

[Syllabus Template from Curriculum, Instruction, and Assessment Office](https://cia.kennesaw.edu/curriculum-development/templates.php)

[Accessible Online Syllabus Template (and other resources from DLI)](https://dli.kennesaw.edu/resources/usefuldocs.php)

# 3. Tools and Software

|  |  |  |  |
| --- | --- | --- | --- |
| **Tool/ Software** | **Description** | **How to access (help)** | **Audience** |
| Add Published Academic Content Videos to Courses |
| Alexander Street Press Video |  Curated, discipline-focused, primary-source collections, websites, and streaming media for learning and research. All are captioned.  | Through [library](https://go.openathens.net/redirector/kennesaw.edu?url=https%3A%2F%2Fsearch.alexanderstreet.com) or D2L Brightspace | Faculty |
| Films on Demand | Curated videos on a variety of topics. All are captioned and easily included in D2L course sections.  | Through [library](http://proxy.kennesaw.edu/login?url=http://fod.infobase.com) or D2L Brightspace | Faculty |
| Check D2L Items for Accessibility |
| Blackboard Ally | A tool that allows instructors to view how their course content could be improved for accessibility. Content is scored for universal design and instructors can see how they can make their course content accessible to how students learn best. | Through D2L Brightspace ([DLI](https://dli.kennesaw.edu/services/microlearning/introtoally.php) [microlearning](https://dli.kennesaw.edu/services/microlearning/introtoally.php); [UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Indexhttps%3A/apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index) – Instructor Tools)) | Faculty/Students |
| Check for Plagiarism in Written Assignments |
| Turnitin | Turnitin provides students with an interactive means of understanding and applying citation and referencing techniques in their work and provides online grading to academic staff.  | Through D2L Brightspace([UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index) – Instructor Tools) | Faculty |
| Conduct Peer Review in D2L |
| PeerMark | PeerMark is a peer review assignment tool. Instructors can create and manage PeerMark assignments that allow students to read, review, and evaluate one or many papers submitted by their classmates. For each assigned paper, students write reviews by responding to the free response and scale questions.  | Through D2L Brightspace([UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index) – Instructor Tools) | Faculty |
| Content Authoring Tools |
| Media Encoder | An application in the Adobe Creative Suite, used to ingest, transcode, create proxies, and output available formats.  | adobe.com | Faculty/limited license for students |
| Create and Administer Surveys |
| Qualtrics | A powerful online survey tool that allows one to build surveys, distribute surveys and analyze responses from one convenience to online location. | survey.kennesaw.edu ([UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index) – KSU Applications) | Faculty |
| Create and Edit Animation |
| Animate | An application in the Adobe Creative Suite, used to designing interactive vector animations for games, applications and websites. Available only on desktop.  | adobe.com | Faculty/limited license for students |
| Character Animator | An application in the Adobe Creative Suite, used to create interactive, high-quality, animations. Available only on desktop. | adobe.com | Faculty/limited license for students |
| Create and Edit Audio |
| Audition | An application in the Adobe Creative Suite, used to capture, design and mix sound. Available on desktop only.  | adobe.com | Faculty/limited license for students |
| Create and Edit Images |
| Photoshop | An application in the Adobe Creative suite used to create, edit and composite images, graphic, and art. Available on desktop only. | adobe.com([UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index) - Adobe) | Faculty/limited license for students |
| Photoshop Express | An application in the Adobe Creative suite, used to create, edit and composite images, graphics, and art. Available on all devices with less features than Photoshop. | adobe.com | Faculty/limited license for students |
| Illustrator | An application in the Adobe Creative suite used to create, edit and composite vector art and illustrations. | adobe.com([UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index) - Adobe) | Faculty/limited license for students |
| Fresco | A drawing and painting application in the Adobe Creative Suite used to create vector, raster, and brush images. Available on Desktop only.  | adobe.com | Faculty/limited license for students |
| Microsoft Paint |  | Part of Windows |  |
| Create and Edit PDFs |
| Acrobat DC | An application in the adobe Creative suite, used to create and edit PDF documents and Forms. | adobe.com([UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index) - Adobe | Faculty/limited license for students |
| Create and Edit Text-Based Documents |
| InDesign | An application in the Adobe Creative suite, used to create informational layouts for print and digital use. | adobe.com | Faculty/limited license for students |
| InCopy | An application in the Adobe Creative Suite, that allows copywriters and edits to style text and track changes, and also to make layout modifications. Available on desktop only.  | adobe.com([UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index) - Adobe) | Faculty/limited license for students |
| Create and Edit Video |
| Premiere Pro | A professional video editing application in the Adobe Creative suite. Available for desktop only. | adobe.com([UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index) - Adobe) | Faculty/limited license for students |
| Premiere Rush | An application in the adobe Creative suite, used to create, edit, and share videos. Application is available on all devices. | adobe.com([UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index) - Adobe) | Faculty/limited license for students |
| After Effects | An application in the Adobe Creative suite, used to edit videos, creating motion graphics and visual effects. | adobe.com([UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index)- Adobe) | Faculty/limited license for students |
| Kaltura MediaSpace | Kaltura/MediaSpace Capture is a desktop recording and capture tool for the easy creation of videos including Voiceover PowerPoints. | mediaspace.kennesaw.edu([UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index) – Instructor Tools) | Faculty/Students |
| Create and Edit Websites |
| Dreamweaver | An application in the Adobe Creative suite, used to design, code, and publish websites and web applications using HTML, CSS, Javascript, etc. Available only on desktop. | adobe.com | Faculty/limited license for students |
| Create Content |
| Adobe Creative Cloud | A collection of applications by Adobe designed to facilitate digital content creation. KSU provides an enterprise license for Adobe Creative Cloud to faculty and staff. | adobe.com[(UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index) - Adobe) | Faculty/limited license for students |
| XD Desktop | An application in the Adobe Creative suite, used to create and design user interfaces (UX/UI) for website and application development. | adobe.com | Faculty/limited license for students |
| Lightroom | An application in the Adobe Creative suite, used to organize, edit, store and share photos across devices. It also manages workflow and edits to stored images. Available on all devices. | adobe.com | Faculty/limited license for students |
| Lightroom Classic | An application in the Adobe Creative suite, used to organize, edit, store and share photos across devices. It also manages workflow and edits to stored images. Available only on desktop. | adobe.com | Faculty/limited license for students |
| Bridge | An application in the Adobe Creative suite, used to select, organize, edit, and publish digital assets.  | adobe.com | Faculty/limited license for students |
| Dimension | An application in the Adobe Creative suite, used to generate 3D images for scene design and interactive scene content. Available on desktop only. | adobe.com | Faculty/limited license for students |
| Create Engaging Online Content |
| SoftChalk | Content authoring tools that enable instructors to create an engaging online course curriculum.  | Ask for account through Service [(UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index) – Instructor Tools) | Faculty |
| Create Forms for Classes |
| Microsoft Forms | Allows users to create a form, such as a survey or a quiz, invite others to respond to it using almost any web browser or mobile device, see real-time results as they're submitted, use built-in analytics to evaluate responses, and export results to Excel for additional analysis or grading. | o365.kennesaw.edu([UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index)- Microsoft Office) | Faculty/Students |
| Create Word Documents and PowerPoints |
| Microsoft 365 | Offers access to Office applications plus their productivity services such as Outlook, Word, Excel, PowerPoint, OneDrive, SharePoint, and more. Microsoft Teams is a collaboration app that helps a team stay organized and have conversations— all in one place. Users can discover channels to belong to or create their own. Inside channels, users can hold on-the-spot meetings, have conversations, and share files. | o365.kennesaw.edu([UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index) – Microsoft Office) | Faculty/Students |
| Engage Students Using Video and Voice |
| VoiceThread | Collaborative, multimedia slides how that holds images, documents, and videos and allows people to navigate slides and leave comments in 5 ways -using voice (with a mic or telephone), text, an audio file, or video (via a web cam).  | Through D2L Brightspace([UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index)- Instructor Tools) | Faculty/Students |
| Find Training for Various Procedures and Tools |
| Owltrain | OwlTrain is an intelligent online learning experience platform that delivers an immersive learning experience. It leverages highly engaging content, curated into nearly 700 learning paths (channels) that are continuously updated to ensure customers always have access to the latest information, including KSU required and live training opportunities.  | [owltrain.kennesaw.edu](http://owltrain.kennesaw.edu/) | Faculty |
| Learning Management Systems |
| Desire2Learn Brightspace | D2L Brightspace is KSU's web-based learning management system (LMS) software system that allows our users to easily manage course work, assignments, and exams on campus, online, and around the world.  | d2l.kennesaw.edu([UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index) – Instructor Tools) | Faculty |
| Moodle | Learning Management System managed by UITS for off-semester and external participant courses | [moodle.kennesaw.edu](http://moodle.kennesaw.edu/)([UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index) – Instructor Tools) | Faculty |
| Meet Online with Students and Coworkers |
| Microsoft Teams | A collaboration app that helps a team stay organized and have conversations all in one place. Users can discover channels to belong to or create their own. Inside channels, users can hold on-the-spot meetings, have conversations and share files. | o365.kennesaw.edu([UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index) – Microsoft Office) | Faculty/ currently Students |
| Zoom Meetings | Cloud-based video communications app that allows an individual to set up virtual video and audioconferencing. | [ksuzoom.kennesaw.edu](http://ksuzoom.kennesaw.edu/)[(UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index) – Instructor Tools/Web Conferencing) |  |
| Prevent Cheating on Online Exams |
| Respondus Lockdown Browser | Respondus Lock-Down Browser is a custom browser that secures (locksdown) the testing environment. When students use LockDown Browser to access a quiz, they are unable to print, copy, access unauthorized URLs or applications, or close a quiz until it is submitted for grading.  | Through D2L Brightspace([UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index) – Instructor Tools) | Faculty |
| Respondus Monitor | Respondus Monitor Respondus Lock-Down Browser with Monitor is a fully automated proctoring solution. Students use a web cam to record themselves during an online exam. Afterward, flagged(suspicious) events and proctoring results are available to the instructor for further review.  | Through D2L Brightspace([UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index) – Instructor Tools) | Faculty |
| Set up Automated Messaging Features in D2L |
| Intelligent Agents | Can be used to send automatic email notifications from D2L based on conditions the faculty member sets up. For example, a faculty member might use Intelligent Agents to email students based on their grades, login history, or activity completion. | Through D2L Brightspace([UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index) – Instructor Tools) – D2L Brightspace) | Faculty |
| Upload and Download Quizzes in D2L |
| Respondus Campus (4.0) |  | ([UITS Documentation Center](https://apps.kennesaw.edu/portal/PROD/APP_UNI_CDOC_PUBL/Home/Index) – Instructor Tools) | Faculty |

# 4. Making Courses Accessible

Sections 504 and 508 of the [Rehabilitation Act of 1973](https://www.ada.gov/cguide.htm#anchor65610) and the [Americans with Disabilities Act](https://adata.org/learn-about-ada) in 1990 protect people with disabilities from discrimination and guarantee their civil rights. Educational institutions that receive federal funding have a responsibility to ensure that every student, regardless of ability, has equal access to all services, resources, and academic content, including electronic content. Failure to comply with these laws can have drastic consequences for an institution. More importantly, however, ensuring our curriculum is [*accessible*](https://accessibility.kennesaw.edu/basic_accessibility_solutions/what_is_accessibility.php) to all our students is *the right thing to do.*

While these [regulations and policies](https://accessibility.kennesaw.edu/advanced_accessibility_solutions/regulations_policies_standards/index.php) define what constitutes discrimination, it can be tricky to know how the digital content of a course meets the needs of students with disabilities. For this reason, the [Worldwide Web Consortium (W3C)](https://accessibility.kennesaw.edu/advanced_accessibility_solutions/regulations_policies_standards/wc3.php) developed what has become a gold standard for digital accessibility: the [Web Content Accessibility Guidelines (WCAG)](https://accessibility.kennesaw.edu/advanced_accessibility_solutions/regulations_policies_standards/wcag.php), currently on version 2.1. These 13 guidelines are organized along four principles which guarantee content is, Perceivable, Operable, Understandable, and Robust to all users. Each guideline has multiple levels of compliance, A (lowest), AA, and AAA (highest). Ideally, our goal is to meet at least AA compliance.

However, even the Web Content Accessibility Guidelines can feel overwhelming to try to navigate. In fact, much of what is outlined in WCAG 2.1 is very technical, outside of the scope of creating content in a course and has already been done for faculty! The most important thing to do when it comes to creating an accessible course is to ensure that documents and course content are readable and navigable to people who use assistive technology.

## Getting a Handle on Accessibility

### Basic Four (or Faculty Four)

The [Basic Four](https://accessibility.kennesaw.edu/basic_accessibility_solutions/basic_four.php) are four techniques a faculty member can implement to make the most impact in improving the accessibility of course content for students with disabilities. However, these techniques are meant to be a starting point to address the most pressing accessibility concerns. Once a faculty member has mastered these, there is always more he/she can do to make courses accessible. Learn more at the [Basic Four site.](https://accessibility.kennesaw.edu/basic_accessibility_solutions/basic_four.php) They break down to:

1. [Document Structure](https://accessibility.kennesaw.edu/basic_accessibility_solutions/basic_four.php#understanding)**:** In this case, by documents, we refer to many types of content such as Word docs, presentation files such as PowerPoint, HTML files such as D2L pages or Softchalk lessons, and even PDFs. Document structure includes:
	1. **Semantic Structure (Headings):** Labeling a document’s section and subsection headings with the proper heading styles allows students using screen readers to browse documents the way sighted readers do.
	2. **List Styles:** Make sure bullets and numbered lists are formatted properly.
	3. **Tables:** Make sure tables have a heading row set and the reading order is true.
	4. **Color Contrast:** Setting proper text contrast ensures that students with limited vision will not miss key information.
	5. **Descriptive Links:** Long links that are generally skipped by sighted readers are read aloud to student using a screen-reader. Embed links in descriptive text.
2. [Alternative Text](https://accessibility.kennesaw.edu/basic_accessibility_solutions/creating_accessible_content/word_document_guides/Alt%20Text.docx)**:** Alt text typically allows the content and function of an image to be accessible to those with visual or cognitive disabilities.
3. [Video Captions and Audio Transcripts](https://accessibility.kennesaw.edu/basic_accessibility_solutions/creating_accessible_content/accessible_videos.php)**:** All videos must have synchronized, equivalent, accessible captions, and audio files must have a transcript for deaf students.
4. **Accessible Third-Party Resources:** It is up to the instructor to make sure that resources such as third-party videos, publisher resources, or websites are accessible for their students. Resources for checking websites and other software providers are below.

Digital Learning Innovations at KSU provides many resources to guide in [Creating Accessible Content](https://accessibility.kennesaw.edu/basic_accessibility_solutions/creating_accessible_content/index.php) page.

### Checking for Accessibility

There are several ways a faculty member can check content for accessibility! Some of these are shared below and link to resources for more information.

#### Office

Microsoft Office products such as Word, PowerPoint, and Excel all have integrated reports that will check documents for accessibility issues and let what needs to be fixed! The Office documents featured in the [Creating Accessible Content page](https://accessibility.kennesaw.edu/basic_accessibility_solutions/creating_accessible_content/index.php) include instructions on using these checkers.

#### D2L

For faculty who like to work with HTML pages directly in D2L, there is an integrated accessibility checker. Near the end of our [D2L Accessibility Instructions document](https://accessibility.kennesaw.edu/basic_accessibility_solutions/creating_accessible_content/word_document_guides/D2L.docx) are instructions on how to use this checker.

#### Blackboard Ally

Integrated within D2L at KSU is Blackboard Ally, a powerful accessibility tool with two primary features:

1. Ally creates **alternative formats** of content such as audio files, tagged PDFs, BeeLine Reader and even electronic braille for students.
2. Ally provides **accessibility reports** for faculty on every content item and even creates a course report to help determine what to work on first.

For more information visit our [Blackboard Ally resource page.](https://accessibility.kennesaw.edu/basic_accessibility_solutions/creating_accessible_content/ally.php)

#### Websites

The internet is a nearly unlimited source of resources for students, but not every page is built with the same attention to accessibility. [WebAim’s WAVE Accessibility Checker](https://accessibility.kennesaw.edu/basic_accessibility_solutions/creating_accessible_content/word_document_guides/WAVE.docx) is a wonderful tool that can give a report on any website’s accessibility, allowing faculty to decide whether to include it for students.

#### Third-Party Sources

If third-party software is used or online publisher resources, they must be accessible. Learning to read a[ccessibility statements and Voluntary Product Accessibility Templates (VPATs)](https://accessibility.kennesaw.edu/advanced_accessibility_solutions/statements_vpats.php) can help determine whether a resource is appropriate.

## Accessibility Checklist

A complete, downloadable, checklist for course accessibility is available at the [AWA Accessibility Checklist](https://accessibility.kennesaw.edu/basic_accessibility_solutions/checklist.php) site.

## Accessibility Resources

There are many accessibility resources on campus that are available to help faculty.

1. Get help and learn more about accessibility at DLI’s [Academic Web Accessibility page](https://accessibility.kennesaw.edu).
2. Get accessibility instructions at the [Creating Accessible Content and Checking for Accessibility page](https://accessibility.kennesaw.edu/basic_accessibility_solutions/creating_accessible_content/index.php). :
3. Explore training options at our [Accessibility Training page](https://accessibility.kennesaw.edu/advanced_accessibility_solutions/accessibility_training.php).
4. Explore our [Universal Design for Learning page](https://accessibility.kennesaw.edu/advanced_accessibility_solutions/universal_design.php) to see how UDL can help mitigate accessibility issues:
5. Meet [Academic Web Accessibility Team at KSU](https://accessibility.kennesaw.edu/awa_team.php) or get direct help from an [Instructional Designer in Digital Learning Innovations](https://dli.kennesaw.edu/services/instructional_design.php).
6. Learn how to get involved with the KSU [Presidential Commission on Disability Strategies and Resources.](https://diversity.kennesaw.edu/presidential-commissions/disability-strategies-resources.php)
7. Explore resources provided by the commission at the [Disability Strategies and Resources (Resource Page).](https://diversity.kennesaw.edu/resources/disability-strategies-resources.php)

# 5. Digital Learning Innovations: Services and Resources

## DLI Services

### One on One Instructional Design and Development

DLI provides one-on-one services where faculty can work with an instructional design expert on any issues pertaining to course design. Please use the form linked below to request this service.
<https://dli.kennesaw.edu/services/one_on_one_service_request.php>

Faculty can work with the instructional designer aligned to their college for more in-depth design, development, and facilitation of a course. ~~Faculty can~~ Please use the form linked below to request this service.
<https://dli.kennesaw.edu/services/id_project_request.php>

### Professional Development

DLI offers an array of microlearning lessons and professional development courses both in the instructor-led and self-paced formats. Instructor-led, asynchronous, online workshops for faculty assist them in the design, development, and delivery of an online or hybrid courses. Faculty can earn a badge once they complete these workshops. Faculty can complete self-paced, professional development courses on their own time and earn a certificate. Microlearning lessons are self-directed lessons designed to give faculty an overview of a topic in fifteen minutes. Visit the Professional development training page by clicking on this link:
<https://dli.kennesaw.edu/services/pd/index.php>

### Instructor-Led Workshops

**Online Course Facilitation Program (OCFP):** The Online Course Facilitation Program is an interactive, three-week asynchronous workshop that is designed to provide participants with the necessary competencies to facilitate an online course by balancing both technical and pedagogical aspects.

Online Course Design Workshop (OCD): This is a three-week, online, asynchronous workshop designed to provide participants with technical and pedagogical skills for designing and developing their online course and using effective pedagogical practices.

Accessible Teaching Essentials (ATE) Workshop: This workshop is designed for faculty who are new to the topic of accessibility. The workshop introduces them to accessibility issues at stake, provides an approachable structure for making their course content accessible, shows them how to check course content for accessibility, and provides training and resources for creating accessible course content.

UDL Experience (UDLEX) Workshop: The UDL Experience is a three-week workshop designed to give Kennesaw State faculty an opportunity to collaborate on applying UDL principles to course lessons, content, activities, and assessments.

Self-paced PD courses: DLI offers the following self-directed courses that are intended to be viewed in one sitting. Each course introduces faculty to a model or modality of teaching and provides resources for digging deeper and implementing the concept.

* Flipped Classrooms
* Hybrid Classroom
* Blended Learning

Microlearning LessonsAccess our microlearning lesson on the topics below by visiting this link:
<https://dli.kennesaw.edu/services/microlearning/index.php>

* Building Teaching Presence with Intelligent Agents
* Introduction to Ally
* Seven Teaching Principles
* Universal Design for Learning
* Assessment Strategies in D2L
* Introduction to KSU Zoom
* Setting up a Gradebook in D2L
* Introduction to Learning Analytics

### Course Reviews

The DLI team provides instructional design assistance to review online course design using various rubrics ranging from Quality Matters, KSU checklist or college specific quality standards document. Faculty can complete the form below and get in touch with the college- dedicated instructional designer for a course review.
<https://dli.kennesaw.edu/services/coursereview/course_review_request_form.php>

### Academic Web Accessibility Services (AWA Services)

Visit our Academic Web accessibility page for accessibility workshops, microlearning lessons and webinars and conferences.
<https://accessibility.kennesaw.edu/>

### Request Captions for Videos

Faculty can request professional captioning in MediaSpace for videos 15 minutes or less in length through Digital Learning Innovations. ~~Faculty can~~ Please fill out the form at the link below to request captions:
<https://accessibility.kennesaw.edu/get_accessibility_help/request_captions.php>

## DLI Resources

DLI has prepared guides to a variety of topics below that represent best practices in online teaching and learning. Visit the Online Teaching and Learning Pedagogy page for information on the following topics: <https://dli.kennesaw.edu/resources/pedagogyforonlineteaching/index.php>

* Active Learning Techniques
* Constructivism
* Seven Teaching Principles
* Online Accessibility
* Flipped Learning
* Instructional Scaffolding
* Bloom’s Taxonomy
* Assessments Strategies
* Universal Design for Learning
* Transparency in Teaching and Learning
* Engagement
* Communication
* Prior Knowledge
* Gamification
* Open Educational Resources

### Instructional Design Models and Strategies

To learn about the following instructional design models and strategies, please visit:
<https://dli.kennesaw.edu/resources/idmodels/index.php>

* Teaching and Learning Model
* Backward Design Framework
* ADDIE
* Hybrid Synchronous with Distance Learning Measures
* Online Learning Vs. Remote Learning
* Successive Approximation Model
* The Hyflex Model

### Academic Web Accessibility Resources

The goal in this section is to help faculty get started on accessibility by providing quick-reference, on-demand resources that support them in making needed adjustments to their course. Please visit <https://accessibility.kennesaw.edu/> for various resources, regulations and policies regarding the American Disability Act, Accessibility, Accommodations, and Universal Design for Learning.

* [What is Accessibility?](https://accessibility.kennesaw.edu/basic_accessibility_solutions/what_is_accessibility.php)
* [How to Read Accommodations Letter](https://accessibility.kennesaw.edu/basic_accessibility_solutions/how_to_read_your_accommodation_letter.php)
* [Basic Four of Accessibility](https://accessibility.kennesaw.edu/basic_accessibility_solutions/basic_four.php)
* [Creating Accessible Content](https://accessibility.kennesaw.edu/basic_accessibility_solutions/creating_accessible_content/index.php)
* [AWA Course Accessibility Checklist](https://accessibility.kennesaw.edu/basic_accessibility_solutions/checklist.php)
* [Americans with Disability Act (ADA)](https://www.dol.gov/general/topic/disability/ada)
* Sections [505](https://www.eeoc.gov/statutes/rehabilitation-act-1973) and [508](https://www.section508.gov/manage/laws-and-policies/)
* [USG and KSU Policies](https://accessibility.kennesaw.edu/advanced_accessibility_solutions/regulations_policies_standards/usg_ksu_policies.php)
* [World Wide Web Consortium (W3C)](https://www.w3.org/)
* [Web Content Accessibility Guidelines (WCAG)](https://www.w3.org/TR/WCAG20/)
* [Web Accessibility in Mind (WebAIM)](https://webaim.org/)
* [What is Universal Design for Learning?](https://accessibility.kennesaw.edu/advanced_accessibility_solutions/universal_design.php)
* [What are Assistive Technologies?](https://accessibility.kennesaw.edu/advanced_accessibility_solutions/assistive_technologies.php)

# 6. Library Services and Resources

## Library Services

### Library System Faculty Services Webpage

[Faculty Services](file:///C%3A%5CUsers%5Cgbanerje%5CDesktop%5CFaculty%20Services) (<https://library.kennesaw.edu/services/facultyservices.php>)

The Library System Faculty Services webpage includes information about the following services and resources: Library Instruction Programs, Course Reserves and Collegiate Liaison Program.

24/7 Chat Service: A 24/7 Chat Service is provided by the Library System. Faculty are welcome to use the service by visiting the Library System homepage ([library.kennesaw.edu](http://library.kennesaw.edu/)) and clicking on the “Chat with a Librarian!” graphic at the bottom right of the page.

Course Reserves: KSU Library's Course Reserves service allows instructors to place physical or electronic items on reserve for class for the duration of the semester. More information about course reserves is located at <https://library.kennesaw.edu/services/coursereserves.php>

Digital Commons (Institutional Repository): This Institutional Repository (IR) brings together all the University's research under one umbrella, with an aim to preserve and provide access to that research.

More information about Digital Commons is at: <https://digitalcommons.kennesaw.edu/about.html>

The Digital Commons Guide is at <https://libguides.kennesaw.edu/digitalcommons/home>

Contact: Heather Hankins, Institutional Repository Supervisor, hhankin3@kennesaw.edu

More information about these services is at <https://library.kennesaw.edu/services/borrow.php> under the heading, “Borrow from other libraries.”

## Library Resources

Research Guides: A list of Research Guides is at <https://libguides.kennesaw.edu/c.php?g=546002>

Subject specific research guides may be embedded into D2L. More information about how to embed a Research Guide into D2L is at <https://libanswers.kennesaw.edu/technology/faq/229162>

### Open Access / Open Educational Resources / Copyright

The Library System Open Access Guide is at <https://libguides.kennesaw.edu/openaccess>

The Library System Open Educational Resources Guide is at <https://libguides.kennesaw.edu/oer>

The Library System Copyright Guide is at <https://libguides.kennesaw.edu/copyright>

Contact: Chelsee Dickson, Scholarly Communications Librarian/Librarian Assistant Professor, cdickso5@kennesaw.edu

For questions, contact: Rosemary Humphrey, Resource Sharing Librarian/Librarian Assistant Professor, rhumph13@kennesaw.edu

# 7. CETL Resources and Services

The Center for Excellence in Teaching and Learning (CETL) has resources for new faculty which can be found at this link: <https://facultydevelopment.kennesaw.edu/facultysuccess/new-faculty.php>

### Faculty Mutual Mentoring Groups

<https://facultydevelopment.kennesaw.edu/facultysuccess/faculty-mutual-mentoring-groups.php>

### Faculty Resources on Community, Leadership, Onboarding, Tenure and Promotion

<https://facultydevelopment.kennesaw.edu/facultysuccess/faculty-resources.php#Community,%20Identity,%20and%20Wellbeing>

Resources for career success and recognition can be found on their Faculty Success page here: <https://facultydevelopment.kennesaw.edu/facultysuccess/index.php>

### Faculty Coaching for Success

<https://facultydevelopment.kennesaw.edu/facultysuccess/faculty-success-coaching.php>

### Tenured Faculty Enhancement Programs

<https://facultydevelopment.kennesaw.edu/facultysuccess/tenuredfacultyenhancementprogram.php>

### Leadership Development Programs

<https://facultydevelopment.kennesaw.edu/facultysuccess/emergingleaders.php>

Proctoring Service: Faculty may request a proctored environment for KSU students to take course exams for online, hybrid and on campus courses. Students must take prior approval from faculty before making an appointment. If a few students need to take a make-up exam or convenience exam, please fill out the Exam Cover Sheet and return it to ksutesting@kennesaw.edu. A proctored exam alternative is made available for students at a geographic distance of 50 miles or more from campus. It is the student's responsibility to obtain proctor approval from the instructor prior to scheduling a proctored examination.

Final Exam Service:KSU Academic Testing Services features an online application for faculty members teaching online courses to submit requests for the testing staff to proctor computer-based Final Exams at the testing center. Please note the procedures for requesting testing services for Final Exams. Click on the following link for more information: <https://testing.kennesaw.edu/faculty/examreq.php>

Faculty members can use testing services to take Professional Certification exams. For details, please contact Jewel Akpose at jakpose@kennesaw.edu

# 8. Technical Service and Support Infrastructure at KSU

For technical support email service@kennesaw.edu

|  |  |  |  |
| --- | --- | --- | --- |
| **Business Unit** | **Description of Services** | **Phone number** | **Email** |
| [CIO Office](https://cio.kennesaw.edu/about.php)  | Dr. Jeff Delaney serves as the Vice President of IT and Chief Information Officer for Kennesaw State University. | 470-578-6620 | Officeofcio@kennesaw.edu |
| [UITS](https://uits.kennesaw.edu/) | The mission of **University Information Technology Services (UITS)** is to provide customer service excellence through technology leadership and expertise in support of the goals of the university while ensuring innovation and security through technology. | 470-578-6620 | <https://kennesaw.service-now.com/sp?id=landing> |
| [ITAC](https://itac.kennesaw.edu/) | The purpose of the **Information Technology Advisory Committee (ITAC)** is to advise the Chief Information Officer on planning and policy issues concerning use of information technology, increase/facilitate communication between the CIO and IT users and provide support for the teaching mission at KSU through appropriate use of technology to improve learning. | 470-578-6620 | https://itac.kennesaw.edu/ |
| [The Center for Excellence in Teaching and Learning (CETL)](https://facultydevelopment.kennesaw.edu/)  | The **Center for Excellence in Teaching and Learning (CETL)** supports the integrated professional development of KSU graduate students, full- and part-time faculty, and administrators throughout their careers. The Center offers offer programs and services rooted in learning science, process education, human development, organizational development, and assessment theory. It works to cultivate a data-driven, institutional-wide culture of progressive improvement in support of student success. CETL--Faculty Success uses research-based educational and organizational development practices to support KSU faculty in their pursuit of career success and recognition. Our programs help faculty uncover strengths and grow competencies in areas that will progress their career goals in alignment with KSU's strategic initiatives. | **470-578-6410** | cetl@kennesaw.edu  |
| [Distance Learning Advisory Committee (DLAC)](https://dlac.kennesaw.edu/)  | The **Distance Learning Advisory Committee (DLAC)** is an advisory group to the Provost on digital learning matters. The Committee offers a forum for dialogue on digital learning that facilitates communication among the University stakeholders (Provost, faculty and students). Its membership includes one elected teaching faculty representative from each degree-granting college with demonstrated expertise in digital learning from each degree-granting college (i.e. a Distance Learning Coordinator) | 470-578-6023 | dlac@kennesaw.edu |
| [Digital Learning Innovations (DLI)](https://dli.kennesaw.edu)  | **Digital Learning Innovations (DLI)** is a unit of the office of Curriculum, Instruction, and Assessment (CIA). DLI includes [Online Directors](https://dli.kennesaw.edu/aboutus/collegecoordinators.php) [Instructional Designers](https://dli.kennesaw.edu/aboutus/team_members.php)[College Distance Learning Coordinators](https://dli.kennesaw.edu/aboutus/collegecoordinators.php) | 470-578-7550 | dli@kennesaw.edu |
| [Library](https://library.kennesaw.edu/) | The KSU Library System encourages creative solutions and the utilization of new technologies and pedagogical strategies to improve our resources and services. We seek innovative ideas and approaches in our pursuit of continuous improvement in supporting student success and research with relevance. | 470-578-7550 | Library@kennesaw.edu |
| [Curriculum, Instruction and Assessment](http://cia.kennesaw.edu/) | The **Curriculum, Instruction, and Assessment (CIA)** unit is at the heart of what we do at Kennesaw State University, as it encompasses the design, development, and evaluation of the academic degree programs for our students. Our offices facilitate the creation, evaluation, and enrichment our curriculum, ensuring compliance while increasing learning opportunities for students and enhancing the mission of Kennesaw State University. | 470-578-6023 | cia@kennesaw.edu |
| College Level Support | Each college has an [Instructional Designer](https://dli.kennesaw.edu/aboutus/team_members.php) assigned to them as well as their own [Distance Learning Coordinator](https://dli.kennesaw.edu/aboutus/collegecoordinators.php). These people are often first point of contact for help with developing or teaching online courses. |  |  |