

RCHSS Definition of a Template Class

A template class is a class intentionally created by faculty who design the course mindful of its future use by other instructors. Instructors should be able to immediately begin facilitating an assigned template class with minimal training and few alterations to the established course.

*We recommend subject matter experts who are full time faculty (lecturers, tenure track faculty) create template classes unless no full time faculty member exists for the subject matter.

Specific Guidelines Regarding What a Template Class Should Contain

These guidelines are provided to be helpful in discussions regarding the creation and identification of template classes.

1. A template class should follow the best practices for online design as established by the KSU Quality Checklist including a 15 or 16 weekly modules format and introductory content for the students. These modules can be combined to accommodate abbreviated fall or spring schedules or summer schedules.
2. A template class contains a syllabus and course schedule that can be personalized by an instructor taking over the course with regard to name, office location, contact information, and dates. Little else should need to be altered.
3. A template class should also include a placeholder for the self-introduction of the facilitator including, at a minimum, a visual representation of the instructor and a biographical overview.
4. A template class should keep information susceptible to change to a minimum (i.e., don't mention page numbers or dates in lectures).
5. A template class should contain an additional module titled "Facilitation." This module, only available to faculty, contains teaching instructions and relevant content guidelines. These instructions should also include prompts specific to the LMS, such as when to turn on a quiz or when to make certain assignments available to students. (Please direct facilitators to CHSS ODE for assistance with D2L and teaching tasks.) The facilitation module may also include alternate content and instructions on how to deploy it.
6. If the creator of a template class creates activities using tools that must be "reset" before every semester, such as VoiceThread or Padlet, then the blank versions of the PowerPoints or questions and instructions on how to reset the activities should be included in the facilitation module.
7. If voiceover PowerPoints are part of the course materials, creators should include finished versions (video recordings with captions) in the course. As a courtesy, creators should also include the PowerPoints with speaking notes (every word to be said by the narrator) in the Facilitation folder so that facilitators can create their own narrated versions, if desired. Facilitators should be provided with steps to obtain captioning of videos after creation.
8. In a template class, the creator creates the majority of the content. Third party content is kept to a minimum (primarily because one cannot guarantee that any particular third party content will exist semester to semester).
9. Template class components are accessible to students who use assistive technology.
10. A template class should be presented to a facilitator as "ready to go" with the exception of updating syllabus and schedule information.

Curation of a Template Class

Proper curation and transmission of template classes should be employed to minimize frustrations of students, facilitators, and administration. The ideal model of curation would:

1. designate the ODE as curator of the course which entails maintaining a clean copy of the course and sharing the clean copy with assigned facilitators.
2. ensure the chair verifies the facilitator is teaching the template class as expected including a verbal reminder that course organization and content (excepting name, room, dates) should not be altered by the facilitator. Facilitators should be reminded that they can create copies of the template voiceover PowerPoints with their own voices, but they cannot alter the content of the presentations.
3. ensure the creator or other designated faculty regularly monitors the course for needed updates such as textbook changes or broken links.

Deployment of Template Classes

Departments/schools should establish criteria for use of template classes based on the needs and pedagogical philosophies of the department/school. The case of emergency last minute hire (defined as faculty who have not received their KSU ID within two weeks of the semester start) is the only case in which the use of a template class (if available) is required by the college.

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