

Logsdon, Jeremy

From: Weaver, Catie
Sent: Friday, November 11, 2022 9:46 AM
To: Logsdon, Jeremy
Subject: Re: Phase 2 Question
Attachments: EDU 560 Final Report_QAP Teaching Standards.pdf

Thank you, Jeremy! I've attached the Final Report from the review, and you should have gotten an email from QM letting you know you can go in and fill out the Outcome Response Form just as you did for Phase I. That will be the very last step!

I'll go ahead and let Marko know that we are officially finished with the review process and that you have met all of the requirements for Phase II. It has been such a pleasure to work with you on this course, and I know your students appreciate all you've done to make it a positive learning experience for them. Please don't hesitate to reach out if there is anything I can help with moving forward!

Thanks again and have a wonderful weekend!

Catie Weaver
Instructional Designer I
Center for Innovative Teaching & Learning (CITL)
Western Kentucky University
270-745-4732

From: Logsdon, Jeremy <jeremy.logsdon@wku.edu>
Sent: Friday, November 11, 2022 8:27 AM
To: Weaver, Catie <catie.weaver@wku.edu>
Subject: RE: Phase 2 Question

Catie,

Thanks for letting me know! I have this fixed now. Please let me know if there is anything else I need to do!

Thanks,
Jeremy

From: Weaver, Catie <catie.weaver@wku.edu>
Sent: Thursday, November 10, 2022 3:56 PM
To: Logsdon, Jeremy <jeremy.logsdon@wku.edu>
Subject: RE: Phase 2 Question

Hi, Jeremy,

Thank you for completing the self-review for Phase 2 of the Quality Assurance Program! I just submitted my review, and I am happy to report that the course meets all 11 of the teaching standards. Having said that, I noticed that in your review, you selected that Standard 5 (regarding accessibility) was not met. This was the correct choice given the 85% threshold stated in the annotation, and I appreciate your objective evaluation based on the information we provided.

However, after reviewing the accessibility report and the documents that were having a negative impact on its score, it's clear that those documents are in fact accessible by CITL's standards. So, before we submit the final report in Quality Matters, would you mind going in and editing your review sheet to mark Standard 5 as "Met"? Once you've done that, I'll be able to submit the final report so we can finish up!

Please let me know if you have any questions or if you experience any issues editing your review sheet.

Thanks again!

Catie Weaver
Instructional Designer I
[Center for Innovative Teaching & Learning \(CITL\)](#)
Western Kentucky University
270-745-4732

From: Logsdon, Jeremy <jeremy.logsdon@wku.edu>
Sent: Tuesday, October 25, 2022 12:06 PM
To: Weaver, Catie <catie.weaver@wku.edu>
Subject: RE: Phase 2 Question

Sounds great! I'm shooting a personal goal to have it done by Friday the 11th. I'll let you know if I have any troubles as I work through it!

From: Weaver, Catie <catie.weaver@wku.edu>
Sent: Tuesday, October 25, 2022 11:56 AM
To: Logsdon, Jeremy <jeremy.logsdon@wku.edu>
Subject: Re: Phase 2 Question

Thank you, Jeremy! I've approved the worksheet and initiated the review process, so you can start providing evidence for the standards whenever you're ready. I'd like for us to shoot for having the review completed by 11/15 so we can make any necessary tweaks before Thanksgiving Break. I feel confident we'll be able to wrap up well before then, but if something comes up and you see that we need to adjust our timeline, just let me know. And as always, please don't hesitate to reach out if you have any questions while completing the review!

Catie Weaver
Instructional Designer I
Center for Innovative Teaching & Learning (CITL)
Western Kentucky University
270-745-4732

From: Logsdon, Jeremy <jeremy.logsdon@wku.edu>
Sent: Tuesday, October 25, 2022 11:42 AM
To: Weaver, Catie <catie.weaver@wku.edu>
Subject: RE: Phase 2 Question

Catie,

No worries! I just submitted the worksheet (I think). I'm ready to get started! :)

Thanks,

Jeremy

From: Weaver, Catie <catie.weaver@wku.edu>
Sent: Tuesday, October 25, 2022 11:22 AM
To: Logsdon, Jeremy <jeremy.logsdon@wku.edu>
Subject: Re: Phase 2 Question

Hi, Jeremy,

I hope you are doing well! I apologize that I am a week later than we discussed initiating the QAP Teaching Standards self-review for Phase 2. You should have just received an email from the Quality Matters system letting you know that you can edit and submit the course worksheet, which is just a single question verifying that you have already completed the work for Phase 1. Once you've submitted the worksheet, I'll go in and approve it and add myself to the review so we can start evaluating the 11 teaching standards. If you have any questions or experience any difficulty when viewing/submitted the worksheet in the QM portal, just let me know!

Thank you,

Catie Weaver
Instructional Designer I
Center for Innovative Teaching & Learning (CITL)
Western Kentucky University
270-745-4732

From: Logsdon, Jeremy <jeremy.logsdon@wku.edu>
Sent: Monday, September 19, 2022 10:43 AM
To: Weaver, Catie <catie.weaver@wku.edu>
Subject: RE: Phase 2 Question

Catie,

The 17th of October sounds perfect. I just wanted to make sure I wasn't doing something I should be. I looked through this, and I feel confident I'll have plenty of data/interactions/et cetera by the 17th for that rubric.

Thanks,
Jeremy

From: Weaver, Catie <catie.weaver@wku.edu>
Sent: Monday, September 19, 2022 10:40 AM
To: Logsdon, Jeremy <jeremy.logsdon@wku.edu>
Subject: RE: Phase 2 Question

Hi, Jeremy,

I hope you had a great weekend! Thank you for checking in regarding Phase 2. We generally like to get several weeks into the semester before we complete the second self-review inside of the Quality Matters system. This is just to make sure there is enough evidence to justify that you are meeting each of the 11 WKU Teaching Standards listed in the attached document. So, at this point, as long as you are working to demonstrate those standards in your course delivery and interactions with your students, then you are right on track.

What if we aim to start the review in the QM portal the week of October 17? That should give us plenty of information to draw from and still allow us to wrap up well before the holidays.

Let me know your thoughts, and I'll set myself a reminder to initiate the review when the time comes!

Thank you,

Catie Weaver
Instructional Designer I
[Center for Innovative Teaching & Learning \(CITL\)](#)
Western Kentucky University
270-745-4732

From: Logsdon, Jeremy <jeremy.logsdon@wku.edu>
Sent: Friday, September 16, 2022 4:25 PM
To: Weaver, Catie <catie.weaver@wku.edu>
Subject: Phase 2 Question

Catie,

It occurred to me today that I am not sure if I am doing what I should be doing for Phase 2 for EDU 560. I may be too premature on this, or I'm already behind the ball, but I wanted to check in.

It's obviously at the end of the day Friday, so have a great weekend and we'll talk next week!

Thanks,
Jeremy



Dr. Jeremy Logsdon
Director, WKU Center for Literacy
Assistant Professor, School of Teacher Education
Libraries, Informatics, & Technology in Education
Gary A. Ransdell Hall 1073B
270.745.2207



Welcome Catie!

MyCR

My Custom Reviews

System Guide

SIGN OUT

Custom Review Final Report

Institution:	Western Kentucky University
Course Code:	EDU 560Western102522
Course Number:	EDU 560
Course Name:	Capstone in Education
Course Representative:	Jeremy Logsdon
Review Start Date:	2022-10-25
Review End Date:	2022-11-11
Custom Rubric:	QAP Quality Teaching Standards

General Standard 1: WKU Online Teaching Standards

This rubric focuses on quality teaching standards for the Quality course designation.

STANDARD 1 - (3 Points) **Essential**

Course materials provide written definitions of activities that constitute plagiarism and/or academic misconduct and consequences of committing such behavior.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 2, No: 0)

STANDARD 1

Reviewer Recommendations

Evidence

Met - I provide a plagiarism statement with consequences for committing an infraction in the syllabus.

Suggestions For Improvement

STANDARD 1

Reviewer Recommendations

Evidence

The course syllabus contains a "Plagiarism" section, which clearly states expectations around producing authentic student work as well as the consequences for academic dishonesty.

Suggestions For Improvement

None

STANDARD 2 - (3 Points) Essential

Course assessments are scheduled and available with sufficient time to allow learners to manage their workload.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 2, No: 0)

STANDARD 2

Reviewer Recommendations

Evidence

Met - Due dates are posted on Blackboard. In addition, these due dates are flexible to meet learners' needs as they are all working teachers. This is discussed with students during their first face-to-face conference with me via Zoom or in person during the first two weeks of the course.

Suggestions For Improvement

STANDARD 2

Reviewer Recommendations

Evidence

Each course assessment posted in Blackboard has an accompanying due date. Additionally, the individualized nature of the course provides students the flexibility to submit work on a timeline that aligns with their personal capstone project.

Suggestions For Improvement

Consider adding a tentative course schedule to the syllabus or a separate document within Module 1 to give students a comprehensive look at what they'll be expected to submit [and when] throughout the course of the semester.

STANDARD 3 - (3 Points) Essential

The syllabus must include dates and times for all required synchronous sessions.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 2, No: 0)

STANDARD 3

Reviewer Recommendations

Evidence

Met - There are no required synchronous sessions that are scheduled without student input.

Suggestions For Improvement

STANDARD 3

Reviewer Recommendations

Evidence

There are no synchronous sessions that are scheduled solely by the instructor. Rather, the instructor coordinates individually with students to set up meetings that correspond with their respective schedules.

Suggestions For Improvement

While I realize this may vary from student to student, consider expanding the following statement from the course syllabus to give students an estimate of the number of Zoom meetings they will be expected to attend.

Students will receive live, verbal feedback from instructor during one-on-one Zoom (or face-to-face or phone) meetings. Students will receive written feedback at any desired point for progress. The instructor will give brief feedback live during the capstone presentation and will provide more in-depth feedback via email the day after the capstone presentation.

STANDARD 4 - (3 Points) Essential

When synchronous sessions are included, reasonable accommodations are made for learners who cannot participate.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 2, No: 0)

STANDARD 4

Reviewer Recommendations

Evidence

Met - There are no whole class synchronous sessions. Synchronous sessions are scheduled individually with students or in small groups to meet all students' schedules.

Suggestions For Improvement

STANDARD 4

Reviewer Recommendations

Evidence

Synchronous sessions will only be held at times agreed upon by the instructor and individual students. Thus, if circumstances change and a student cannot attend a synchronous meeting, it will be rescheduled to accommodate their schedule.

Suggestions For Improvement

None

STANDARD 5 - (3 Points) Essential

Course meets WKU accessibility standards.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 2, No: 0)

Reviewer Recommendations

STANDARD 5

Evidence

Met - While my accessibility score is 74% and lists 5 PDFs as the issue, staff at CITL have reviewed the documents and indicated they are accessible by CITL standards.

Suggestions For Improvement

STANDARD 5

Reviewer Recommendations**Evidence**

While the Course Accessibility Report shows a score of 74%, which is below the recommended threshold of 85%, the documents impacting the score are PDFs that were not produced by the instructor. Furthermore, the issues impacting the score of these documents are insufficient contrast and the lack of tagging within the document. A review of the PDFs in question shows that the aforementioned issues do not detract from the overall accessibility of the text. Each document is searchable and can be read by a screen reader, thus meeting the accessibility expectations of CITL.

Suggestions For Improvement

None

STANDARD 6 - (3 Points) Essential**Instructor utilizes Grade Center and posts grades in accordance with the syllabus.****Points Possible: 3****Points Awarded: 3****Result: MET (Yes: 2, No: 0)**

STANDARD 6

Reviewer Recommendations**Evidence**

Met - As stated in the syllabus, students receive written feedback at any desired point during the course for a progress check. This has occurred via Zoom and email both. Feedback has also been left on Blackboard for submitted assignments.

Suggestions For Improvement

STANDARD 6

Reviewer Recommendations**Evidence**

Grades and corresponding feedback are present within the Blackboard Gradebook.

Suggestions For Improvement

None

STANDARD 7 - (3 Points) Essential

Instructor demonstrates presence by engaging actively and frequently throughout the course.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 2, No: 0)

STANDARD 7

Reviewer Recommendations

Evidence

Met - Instructor posts regular Blackboard announcements and sends biweekly email touch-in contacts with students to ensure course progress.

Suggestions For Improvement

STANDARD 7

Reviewer Recommendations

Evidence

The instructor uses the Announcement tool to share important course information and updates with students. Additionally, the instructor is in regular communication with individual students via email and synchronous one-on-one Zoom sessions.

Suggestions For Improvement

None

STANDARD 8 - (3 Points) Essential

Instructor encourages learners to contact instructor when questions arise.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 2, No: 0)

STANDARD 8

Reviewer Recommendations

Evidence

Met - Most Blackboard announcements and emails end with the phrase "Please email me with any questions," and the syllabus includes the statements below:

1. Please email or call the professor to visit about the course. If you get no response in 48 hours, please try again. With the large volume of emails we receive, it is easy to overlook an email or read it and forget to respond.
 2. Teachers should access this class weekly as assignments are due each week of the class. Because teachers in this class are graduate students, it is expected that they are capable of working ahead if they know they are going to be busy and unable to do classwork. *Please contact the instructor if you are struggling with keeping up on assignments.
-

Suggestions For Improvement

STANDARD 8

Reviewer Recommendations

Evidence

Students are encouraged to email the instructor with any questions that arise. This is demonstrated in both the course syllabus and the announcements posted in the Blackboard course site.

Suggestions For Improvement

None

STANDARD 9 - (3 Points) Essential

Instructor encourages learners to be candid, professional, and respectful of others.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 2, No: 0)

STANDARD 9

Reviewer Recommendations

Evidence

Met - This is included in a statement of diversity regarding professionalism and respect in the syllabus.

Suggestions For Improvement

STANDARD 9

Reviewer Recommendations

Evidence

The "Statement of Diversity" section in the course syllabus outlines expectations around the type of communication that is required to establish and maintain an inclusive learning environment.

Suggestions For Improvement

None

STANDARD 10 - (3 Points) Essential

Instructor uses collaborative language, such as we, you, and/or our.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 2, No: 0)

STANDARD 10

Reviewer Recommendations

Evidence

Met - This is included in a statement of diversity and in language in the syllabus.

Suggestions For Improvement

STANDARD 10

Reviewer Recommendations

Evidence

The tone for establishing an inclusive learning environment is set by the "Statement of Diversity" found in the course syllabus. This inclusive climate is maintained through the use of collaborative language present in the instructor's frequent course announcements. The presence of language such as "we," "you," and "our," demonstrates that the instructor is learning/facilitating alongside the students instead of merely teaching "at" them.

Suggestions For Improvement

None

STANDARD 11 - (3 Points) Essential

Specific feedback on activities and assessments is provided in sufficient time for learners to progress.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 2, No: 0)

STANDARD 11

Reviewer Recommendations

Evidence

Met - Feedback is provided in a timely manner as required for students to progress through the next assessments. Feedback is primarily provided via face-to-face communication, email, or Blackboard comments.

Suggestions For Improvement

STANDARD 11

Reviewer Recommendations

Evidence

The Capstone project is scaffolded so that each component must be mastered/completed before a student can move on. To facilitate this progression, the instructor hosts regular meetings with each student to discuss their prior work, any challenges they are experiencing, and next steps. Additional feedback is posted in the Blackboard Gradebook.

Suggestions For Improvement

While I feel confident the feedback provided in the synchronous Zoom meetings with students is quite extensive, consider providing a recap of this feedback in the Blackboard Gradebook. Most of the feedback I see in Blackboard simply says "nice work," or something similar. I think students would find it helpful (as would you as the instructor) to have a more descriptive explanation of what they did well and how they can improve that is stored inside the Learning Management System (i.e., Blackboard).

Additional Review Comments:

TOTAL POINTS AWARDED: 33

FINAL RESULT: MET STANDARDS

