

Logsdon, Jeremy

From: Weaver, Catie
Sent: Thursday, August 25, 2022 9:52 AM
To: Logsdon, Jeremy
Subject: RE: EDU 560 - This syllabus instead
Attachments: EDU 560 - Phase I QM ES Full Report.pdf

Good morning, Jeremy,

This is perfect. I'm glad it turned out to be an easy fix. If you'll just link this version in your fall course site, we should be good to go!

I have changed the two standards I referenced in my previous email to "Met" in the QM system and submitted the final report, which you will find in the attached document. If you have any questions about the feedback I provided, please let me know, and I'll be happy for us to go over the report together. You should have also received an email from QM just a few moments ago instructing you to complete the Review Outcome Response Form. Taking this step will essentially finalize this portion of the review inside the QM system.

That completes our work for Phase I of the QAP process, so I will let Marko know that you have fulfilled the requirements for that portion of your contract. Since Phase II focuses on the teaching aspect of quality assurance, we'll wait a few weeks to start that review to ensure that there is sufficient evidence to meet the WKU Teaching Standards. In the meantime, I hope you'll celebrate the great work you've done to make this course a positive learning experience for your students!

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: Wednesday, August 24, 2022 4:20 PM
To: Weaver, Catie <catie.weaver@wku.edu>
Subject: EDU 560 - This syllabus instead

Disregard that email I just sent. I attached the unsaved syllabus. This is the correct one.

From: Weaver, Catie <catie.weaver@wku.edu>
Sent: Wednesday, August 24, 2022 2:27 PM
To: Logsdon, Jeremy <jeremy.logsdon@wku.edu>
Subject: RE: EDU 560 Module 1, A Week Late

Hi, Jeremy,

I hope the first week of the semester is going well for you and your students!

Thank you for taking the time to complete the QAP self-review in the QM portal. I just finished completing the review from my perspective, and there are only two standards that I think we need to address before wrapping up Phase I. I've copied my feedback for those two standards and pasted it below. Both standards' suggestions for improvement are regarding the grading scale, and fortunately, I don't think this will change anything about the content or assessments themselves. Altering the syllabus a bit and/or making some tweaks in the Blackboard Gradebook should get us where we need to be.

If after reviewing the feedback below you have any questions, please let me know, and I'll be happy for us to discuss them further.

STANDARD 3.2 - (3 Points)

3.2 The course grading policy is stated clearly at the beginning of the course. - ([Annotation](#))

Met Not Met

STANDARD 3.2

Reviewer Recommendations

Evidence

The course grading scale is provided in the course syllabus. Please see suggestions for improvement regarding discrepancies between the point values and corresponding percentages.

Suggestions For Improvement

In the "Points (Percentage)" column of the grading scale, there appear to be some discrepancies in the percentage values provided. The total number of points comes to 1000, but the percentages listed for the "Mid-term Instructor Check-in" and the "Completion of the Capstone Project" do not correspond with that total point value. Specifically, 20 points and 25% is listed for the midterm check-in, but 20 points is actually 2% of 1000 points. Furthermore, 600 points and 50% is listed for the completion of the capstone project, but 600 points is 60% of 1000 points.

STANDARD 3.3 - (3 Points)

3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained. - ([Annotation](#))

Met Not Met

STANDARD 3.3

Reviewer Recommendations

Evidence

Each assessment is accompanied by a detailed grading rubric linked in the Blackboard course site. Please see suggestions for improvement regarding point values for individual assignments.

Suggestions For Improvement

The current point values reflected in the Blackboard Gradebook are not a direct match to the grading scale provided in the course syllabus, though both the points in Blackboard and the scale identified in the syllabus yield a total of 1000 points. More specifically, the Blackboard Gradebook does not include columns for the initial meeting with the instructor, the midterm check-in, or the post-survey. Furthermore, the Mini Prospectus, Research Question, Brief Literature Review, and Action Plan assignments are assigned in Blackboard but not listed in the grading scale identified in the course syllabus. Finally, the Final Capstone Rubric is assigned

points in Blackboard, which does not align with the 600 and 300 point values listed in the syllabus for the capstone completion presentation respectively.

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

From: Weaver, Catie
Sent: Monday, August 15, 2022 3:42 PM
To: Logsdon, Jeremy <jeremy.logsdon@wku.edu>
Subject: RE: EDU 560 Module 1, A Week Late

Hi, Jeremy,

I think the course is looking great. While the QM Essentials self-review will allow me to provide more thorough feedback based on the individual standards, at first glance, I only have two suggestions.

1. I would add the word "Overview" to the first document in each learning module where you list the objectives, activities, and assessments. This will help ensure students view it as a starting point for the module and keep it from blending in with the rest of the course materials.
2. To slightly condense the list of items/documents in each learning module, I would include the assessment instructions as part of the actual assignments. For example, in Module 2, rather than linking to the Mini Prospectus Instructions and Brief Guide separately, you could simply paste the text from that document in the assignment content itself. Not only would this give you one less item for students to scroll through in the module, but it would ensure that they can access the instructions from the same page on which they will initiate their submission.

If I can clarify either of the suggestions above, please let me know, and I'll be happy to create a video tutorial or schedule a Zoom for us to walk through them together.

Now that the content is in place, we're ready to begin the self-review process. Within the next few minutes, you should receive an email(s) from Quality Matters letting you know an account has been created on your behalf and that a Course Review Worksheet is ready for you to complete. Once you receive those emails, you can watch the following tutorials and get started.

- [Accessing QM Account and Resetting Password](#)
- [Completing Course Worksheet](#)
- [Completing Self-Review](#)

As you complete the Course Worksheet, you will be asked to upload a course map. I am attaching a template you can use to provide that information, but if you already have it outlined in another document, feel free to link to that instead. Once you have submitted the Course Worksheet, I will receive an email prompting me to review what you submitted so that I can open up the self-review for you to complete.

Please let me know if you have any questions!

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, August 12, 2022 1:39 PM
To: Weaver, Catie <catie.weaver@wku.edu>
Subject: RE: EDU 560 Module 1, A Week Late

Catie,

Thanks for that. It was helpful. I think I have built the entire course, with the exception of some placeholders for some videos that I need to film and plan to wkr on this weekend.

Would you care to take a look and let me know how it looks at the moment? I think I'm done, but I want to make sure I obviously hit everything I need to hit. I looked over the QA rubric and I think I'm there.

Also, definitely a fan of Ultra. This looks so much cleaner. Would it be possible to have my TCHL 559 and 560 turned into Ultra courses for this fall as well?

Jeremy

From: Weaver, Catie <catie.weaver@wku.edu>
Sent: Tuesday, August 9, 2022 10:52 AM
To: Logsdon, Jeremy <jeremy.logsdon@wku.edu>
Subject: RE: EDU 560 Module 1, A Week Late

Hi, Jeremy,

Thank you for the update. You've done a really nice job constructing the first module! The objectives you've listed are measurable and well-aligned and the overall presentation of the information is clean and easy to follow. In reference to the Learning Activities, I think the way the files are embedded/linked is detracting a bit from the otherwise streamlined look of the document. There are a couple of ways you could address that, so I've created a short video showing you my suggestions. You can view the video [[HERE](#)].

Please let me know if you have any questions or want to talk through anything together after watching the video!

Best,
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, August 5, 2022 4:54 PM
To: Weaver, Catie <catie.weaver@wku.edu>
Subject: EDU 560 Module 1, A Week Late

Catie,

My apologies for not getting this to you last Friday like I said I would. I think I'm relatively close to being done, although I have only put up Module 1. Any feedback you could give me there would be greatly appreciated!

I'm not pleased with the way my Learning Activities look, so any advice there would be great.

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 560Western081522
Course Number:	EDU 560
Course Name:	Capstone in Education
Course Representative:	Jeremy Logsdon
Review Start Date:	2022-08-17
Review End Date:	2022-08-25
Custom Rubric:	WKU QAP Quality Course Design Rubric; QM Essential Standards

General Standard 1: Course Overview and Introduction: The overall design of the course is made clear to the learner at the beginning of the course.

Overview Statement: The course overview and introduction set the tone for the course, let learners know what to expect, and provide other guidance to help learners succeed from the outset.

STANDARD 1.1 - (3 Points) Essential

1.1 Instructions make clear how to get started and where to find various course components.

Points Possible: 3

Points Awarded: 3

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

STANDARD 1.1

Reviewer Recommendations

Evidence

Met - I provide an intro video that walks through the course and an overview documnet for each module.

Suggestions For Improvement

Met - I like what I have but am interested in hearing other ways to meet this standard.

STANDARD 1.1

Reviewer Recommendations

Evidence

The course site includes an "Introduction to Course" module which contains a welcome video, the course syllabus, and tutorials for navigating the Blackboard Ultra LMS.

Suggestions For Improvement

n/a

STANDARD 1.2 - (3 Points) Essential

1.2 Learners are introduced to the purpose and structure of the course.

Points Possible: 3

Points Awarded: 3

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

STANDARD 1.2

Reviewer Recommendations**Evidence**

Each module includes the standards that are linked to the CLOs and an introduction video is also present for both the entire course and each individual module to introduce learners to the purpose of each activity.

Suggestions For Improvement

Met - I like what I have but am interested in hearing other ways to meet this standard.

STANDARD 1.2

Reviewer Recommendations**Evidence**

Both the introductory video and the course syllabus provide a detailed explanation of the scope and structure of the course. This is further expanded on in each learning module through the inclusion of a module overview video and a list of relevant module-level objectives that align with the course-level objectives identified in the syllabus.

Suggestions For Improvement

n/a

General Standard 2: Learning Objectives (Competencies): Learning objectives or competencies describe what learners will be able to do upon completion of the course.

Overview Statement: The learning objectives or competencies establish a foundation upon which the rest of the course is based.

STANDARD 2.1 - (3 Points) Essential

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.

Points Possible: 3	Points Awarded: 3	Result: MET (Yes: 2, No: 0)
STANDARD 2.1		
Reviewer Recommendations		
Evidence		
Met - Each module contains specific CLOs that are measurable.		
Suggestions For Improvement		
Met - I like what I have but am interested in hearing other ways to meet this standard.		
STANDARD 2.1		
Reviewer Recommendations		
Evidence		
The course learning outcomes are as follows:		
<ol style="list-style-type: none"> 1. Explore education as part of a school improvement strategy for a school, classroom, or community. 2. Analyze and explore current topics in education research. 3. Integrate theoretical and experiential knowledge of education. 4. Frame questions appropriate for classroom and school inquiry. 5. Develop, implement, reflect upon, and present findings of a capstone project 		
Each of the above course-level learning outcomes uses measurable action verb(s) that can be observed in the direct assessment of whether students have demonstrated a set of specified skills and/or behaviors.		
Suggestions For Improvement		
Try to refrain from "double-barreling" action verbs in course and module level objectives. For example, in Module 2, the following objective is included:		
<ul style="list-style-type: none"> • <i>Analyze and explore</i> current topics in education research (aligns with CLO 2) 		
In cases where students are executing more than one task (i.e., analyze and explore), consider only using the verb that ranks the highest on the Bloom's Taxonomy pyramid ("analyze" in this case). It can be assumed that by demonstrating this behavior, students are also capable of executing tasks associated with lower-level skills of the same nature.		

STANDARD 2.2 - (3 Points) Essential
2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

Points Possible: 3	Points Awarded: 3	Result: MET (Yes: 2, No: 0)
STANDARD 2.2		
Reviewer Recommendations		
Evidence		
Met - Each module describes outcomes and activities that progress students toward meeting the CLOs.		
Suggestions For Improvement		
Met - I like what I have but am interested in hearing other ways to meet this standard.		

STANDARD 2.2

Reviewer Recommendations**Evidence**

Each module overview provides a list of measurable objectives related to the activities and assessments for that module. Furthermore, each module-level objective is accompanied by "aligns with CLO#" to illustrate the alignment between the module activities and assessments and the course learning outcomes identified in the syllabus.

Suggestions For Improvement

n/a

STANDARD 2.3 - (3 Points) Essential

2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.

Points Possible: 3**Points Awarded: 3****Result: MET (Yes: 2, No: 0)**

STANDARD 2.3

Reviewer Recommendations**Evidence**

Met - Each module contains the objective stated at the time in the learner's perspective in common language.

Suggestions For Improvement

Met - I like what I have but am interested in hearing other ways to meet this standard.

STANDARD 2.3

Reviewer Recommendations**Evidence**

All learning objectives are provided in a bulleted list inside the corresponding module's overview document. The objectives are written in a clear and concise manner using language that reflects the learner's perspective.

Suggestions For Improvement

n/a

STANDARD 2.4 - (3 Points) Essential

2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.

Points Possible: 3**Points Awarded: 3****Result: MET (Yes: 2, No: 0)**

STANDARD 2.4

Reviewer Recommendations**Evidence**

Met - Each module contains an overview page that breaks down all activities for learners and connects them with CLOS.

Suggestions For Improvement

Met - I like what I have but am interested in hearing other ways to meet this standard.

STANDARD 2.4

Reviewer Recommendations**Evidence**

Each learning module contains an overview document that provides a well-organized list of the module's corresponding objectives, activities, and assessments. Furthermore, the scope of each of these elements and their connection to one another is articulated through the informational videos provided at the onset of each module.

Suggestions For Improvement

n/a

STANDARD 2.5 - (3 Points) Essential

2.5 The learning objectives or competencies are suited to the level of the course.

Points Possible: 3

Points Awarded: 3

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

STANDARD 2.5

Reviewer Recommendations**Evidence**

Met - All CLOs and objectives use appropriate Bloom's terminology.

Suggestions For Improvement

Met - I like what I have but am interested in hearing other ways to meet this standard.

STANDARD 2.5

Reviewer Recommendations**Evidence**

This is a graduate-level capstone course, and the objectives provided in the course syllabus and for each respective module accurately depict the higher-order thinking and analytical skills that students are expected to exhibit as part of the course requirements.

Suggestions For Improvement

n/a

General Standard 3: Assessment and Measurement: Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.

Overview Statement: Assessment is implemented in a manner that corresponds to the course learning objectives or competencies and not only allows the instructor a broad perspective on the learners' mastery of content, but also allows learners to track their learning progress throughout the course.

<p>STANDARD 3.1 - (3 Points) Essential 3.1 The assessments measure the achievement of the stated learning objectives or competencies.</p>		
Points Possible: 3	Points Awarded: 3	Result: MET (Yes: 2, No: 0)
		STANDARD 3.1
<p>Reviewer Recommendations</p> <p>Evidence</p> <p>Met - All assessments and activities show alignment with the CLOs and module objectives.</p> <p>Suggestions For Improvement</p> <p>Met - I like what I have but am interested in hearing other ways to meet this standard.</p>		
		STANDARD 3.1
<p>Reviewer Recommendations</p> <p>Evidence</p> <p>The alignment between assessments and course objectives is evident through the explanation provided for each in the module overview documents.</p> <p>As an example, Module 3 includes the following objective:</p> <ul style="list-style-type: none"> • Frame questions appropriate for classroom and school inquiry (aligns with CLO 4) <p>As the assessment for this module, students are asked to submit the research question that will serve as the foundation of their capstone project.</p> <p>Suggestions For Improvement</p> <p>For Module 2, consider creating a third objective or "drilling down" on one of the existing two objectives to capture the specific tasks students are being asked to execute as part of the Mini Prospectus assignment.</p>		

<p>STANDARD 3.2 - (3 Points) Essential 3.2 The course grading policy is stated clearly at the beginning of the course.</p>		
Points Possible: 3	Points Awarded: 3	Result: MET (Yes: 2, No: 0)
		STANDARD 3.2

Reviewer Recommendations

Evidence

Met - The syllabus explains the courses grading policy, including grading scale.

Suggestions For Improvement

Met - I like what I have but am interested in hearing other ways to meet this standard.

STANDARD 3.2

Reviewer Recommendations

Evidence

The course grading scale is provided in the course syllabus. The original suggestions for improvement regarding discrepancies between the point values and corresponding percentages have now been resolved.

Suggestions For Improvement

RESOLVED: In the "Points (Percentage)" column of the grading scale, there appear to be some discrepancies in the percentage values provided. The total number of points comes to 1000, but the percentages listed for the "Mid-term Instructor Check-in" and the "Completion of Capstone Project" do not correspond with that total point value. Specifically, 20 points and 25% is listed for the midterm check-in, but 20 points is actually 2% of 1000 points. Furthermore, 600 points and 50% is listed for the completion of the capstone project, but 600 points is 60% of 1000 points.

STANDARD 3.3 - (3 Points) Essential
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.

Points Possible: 3

Points Awarded: 3

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

STANDARD 3.3

Reviewer Recommendations

Evidence

Met - Specific and descriptive criteria in the form of the rubrics are provided for each assessment.

Suggestions For Improvement

Met - I like what I have but am interested in hearing other ways to meet this standard.

STANDARD 3.3

Reviewer Recommendations

Evidence

Each assessment is accompanied by a detailed grading rubric linked in the Blackboard course site. The original suggestions for improvement regarding point values for individual assignments have now been resolved.

Suggestions For Improvement

RESOLVED: The current point values reflected in the Blackboard Gradebook are not a direct match to the grading scale provided in the course syllabus, though both the points in Blackboard and the scale identified in the syllabus yield a total of 1000 points. More specifically, the Blackboard Gradebook does not include columns for the initial meeting with the instructor, the midterm check-in, or the post-capstone survey. Furthermore, the Mini Prospectus, Research Question, Brief Literature Review, and Action Plan assignments are assigned points in Blackboard but not listed in the grading scale identified in the course syllabus. Finally, the Final Capstone Rubric is assigned 750 points in Blackboard, which does not align with the 600 and 300 point values listed in the syllabus for the capstone completion and presentation respectively.

General Standard 4: Instructional Materials: Instructional materials enable learners to achieve stated learning objectives or competencies.

Overview Statement: The focus of this Standard is on supporting the course objectives and competencies, rather than on qualitative judgments about the instructional materials.

STANDARD 4.1 - (3 Points) Essential

4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.

Points Possible: 3

Points Awarded: 3

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

STANDARD 4.1

Reviewer Recommendations

Evidence

Met - All instructional materials are aligned with the topic of each module, which in turn all relate to the content of the course.

Suggestions For Improvement

Met - I like what I have but am interested in hearing other ways to meet this standard.

STANDARD 4.1

Reviewer Recommendations

Evidence

Students are provided with an array of instructional materials and supplemental resources to support their achievement of the stated learning outcomes.

Suggestions For Improvement

n/a

STANDARD 4.2 - (3 Points) Essential

4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.

Points Possible: 3

Points Awarded: 3

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

STANDARD 4.2

Reviewer Recommendations

Evidence

Met - Learners are provided with a video explanation of how the instructional materials connect with the learning activities.

Suggestions For Improvement

Met - I like what I have but am interested in hearing other ways to meet this standard.

STANDARD 4.2

Reviewer Recommendations

Evidence

The alignment between instructional materials and the learning activities can be articulated through the explanation provided for each in the module overview documents. Furthermore, the structure of the Blackboard course site makes it intuitive for students to navigate the instructional materials within the context of each module.

Suggestions For Improvement

n/a

General Standard 5: Learning Activities and Learner Interaction: Learning activities facilitate and support learner interaction and engagement.

Overview Statement: Course components that promote active learning contribute to the learning process and to learner persistence.

STANDARD 5.1 - (3 Points) Essential
5.1 The learning activities promote the achievement of the stated learning objectives or competencies.

Points Possible: 3

Points Awarded: 3

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

STANDARD 5.1

Reviewer Recommendations

Evidence

Met - The module readings and videos, along with learning activities, promote the achievement of the learning objectives for each module.

Suggestions For Improvement

Met - I like what I have but am interested in hearing other ways to meet this standard.

STANDARD 5.1

Reviewer Recommendations

Evidence

The learning activities serve to promote students' achievement of the identified objectives for each learning module. Furthermore, the learning activities are scaffolded in a way that allows students to achieve a consistent progression toward producing a comprehensive final artifact upon the course's completion.

Suggestions For Improvement

n/a

STANDARD 5.2 - (3 Points) Essential

5.2 Learning activities provide opportunities for interaction that support active learning.

Points Possible: 3

Points Awarded: 3

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

STANDARD 5.2

Reviewer Recommendations

Evidence

Met - Learning activities for each module are directly connected with the learning objectives and the highly individualized capstone project each student completes.

Suggestions For Improvement

Met - I like what I have but am interested in hearing other ways to meet this standard.

STANDARD 5.2

Reviewer Recommendations

Evidence

Students will receive regular and substantive feedback from the instructor concerning their completion of the course's learning activities. Additionally, students will present their capstone project to their small group as their final assessment in the course.

Suggestions For Improvement

Look for opportunities to connect students with one another throughout the semester and allow them to discuss the work they are doing as part of their capstone projects.

STANDARD 5.3 - (3 Points) Essential

5.3 The instructor's plan for interacting with learners during the course is clearly stated.

Points Possible: 3

Points Awarded: 3

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

STANDARD 5.3

Reviewer Recommendations

Evidence

Met - Each module contains information on interactive with the learners, including email, face-to-face, and Zoom options.

Suggestions For Improvement

Met - I like what I have but am interested in hearing other ways to meet this standard.

STANDARD 5.3

Reviewer Recommendations**Evidence**

The instructor's plan for interacting with students is clearly articulated in the course syllabus through the following statement:

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.

Suggestions For Improvement

Consider adding information in the course syllabus or Blackboard site regarding how many times students will be expected to meet with the instructor and when those meetings will occur. Even though this may vary by student, giving them a general idea of what is expected from them and what level of support will be provided by you will be helpful in setting the tone for the course.

General Standard 6: Course Technology: Course technologies support learners' achievement of course objectives or competencies.

Overview Statement: The technologies enabling the various tools used in the course facilitate rather than impede the learning process.

STANDARD 6.1 - (3 Points) Essential

6.1 The tools used in the course support the learning objectives or competencies.

Points Possible: 3	Points Awarded: 3	Result: MET (Yes: 2, No: 0)
STANDARD 6.1		
Reviewer Recommendations		
Evidence		
Met - Zoom will be utilized for meetings and capstone presentations, and directions are given to ensure students are equipped to successfully use Zoom.		
Suggestions For Improvement		
Met - I like what I have but am interested in hearing other ways to meet this standard.		
STANDARD 6.1		
Reviewer Recommendations		
Evidence		
The Blackboard course site uses the LMS' integrated tools to provide a space for students to review content, submit assessments, and receive grades and feedback. Furthermore, the syllabus specifies that Zoom will be used to facilitate students' check-in meetings with the instructor.		

Reviewer Recommendations**Evidence**

Met - Zoom will be utilized for meetings and capstone presentations, and directions are given to ensure students are equipped to successfully use Zoom.

Suggestions For Improvement

Met - I like what I have but am interested in hearing other ways to meet this standard.

STANDARD 6.1

Reviewer Recommendations**Evidence**

The Blackboard course site uses the LMS' integrated tools to provide a space for students to review content, submit assessments, and receive grades and feedback. Furthermore, the syllabus specifies that Zoom will be used to facilitate students' check-in meetings with the instructor.

<p>Suggestions For Improvement</p> <p>n/a</p>
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<p>STANDARD 6.2 - (3 Points) Essential 6.2 Course tools promote learner engagement and active learning.</p>		
Points Possible: 3	Points Awarded: 3	Result: MET (Yes: 2, No: 0)
STANDARD 6.2		
<p>Reviewer Recommendations</p> <p>Evidence</p> <p>Met - Zoom is utilized to promote learner engagement and active learning in synchronous interactions.</p> <p>Suggestions For Improvement</p> <p>Met - I like what I have but am interested in hearing other ways to meet this standard.</p>		
STANDARD 6.2		
<p>Reviewer Recommendations</p> <p>Evidence</p> <p>Zoom will be used in this course and is an effective tool for facilitating synchronous student-to-student and student-to-instructor interactions.</p> <p>Blackboard Ultra provides tools like Announcements and the Gradebook that the instructor will leverage as channels to communicate with students about important course topics and their individual progress from within the learning management system.</p> <p>Suggestions For Improvement</p> <p>n/a</p>		

General Standard 7: Learner Support: The course facilitates learner access to institutional support services essential to learner success.

Overview Statement: It is important to ensure online learners know they have access to and are encouraged to use the services that support learners at the institution. In the Learner Support Standard, four different kinds of support services are addressed: technical support, accessibility support, academic services support, and student services support.

<p>STANDARD 7.1 - (3 Points) Essential 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.</p>		
Points Possible: 3	Points Awarded: 3	Result: MET (Yes: 2, No: 0)
STANDARD 7.1		
<p>Reviewer Recommendations</p>		

Evidence

Met - Directions are provided via link for technical support to use Zoom for Mac users and WKU IT for all users.

Suggestions For Improvement

Met - I like what I have but am interested in hearing other ways to meet this standard.

STANDARD 7.1

Reviewer Recommendations

Evidence

The course syllabus includes a "Technical Support" section with a link to the ITS website as well the ITS phone number.

Suggestions For Improvement

n/a

STANDARD 7.2 - (3 Points) Essential

7.2 Course instructions articulate or link to the institution's accessibility policies and services.

Points Possible: 3

Points Awarded: 3

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

STANDARD 7.2

Reviewer Recommendations

Evidence

Met - The coures syllabus articulates WKU's accessibility policies and services.

Suggestions For Improvement

Met - I like what I have but am interested in hearing other ways to meet this standard.

STANDARD 7.2

Reviewer Recommendations

Evidence

The course syllabus contains a "Student Disability Services" section that provides contact information for the Student Accessibility Resource Center.

Suggestions For Improvement

Consider adding a direct link to SARC's website in the "Student Disability Services" section of the syllabus.

STANDARD 7.3 - (3 Points) Essential

7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.

Points Possible: 3

Points Awarded: 3

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

STANDARD 7.3

Reviewer Recommendations**Evidence**

Met - The courses syllabus articulates WKU's academic support services.

Suggestions For Improvement

Met - I like what I have but am interested in hearing other ways to meet this standard.

STANDARD 7.3

Reviewer Recommendations**Evidence**

In addition to information about the academic support provided by the Student Accessibility Resource Center, the syllabus includes links to several helpful student resources in the *Things You Should Know*, *If Issues Arise*, and *Be Prepared: Know Where To Go* sections.

Suggestions For Improvement

n/a

General Standard 8: Accessibility and Usability: The course design reflects a commitment to accessibility and usability for all learners.

Overview Statement: The course design utilizes the principles of Universal Design for Learning (UDL) and reflects a commitment to accessibility, ensuring all learners can access all course content and activities, and to usability, ensuring all learners can easily navigate and interact with course components.

Disclaimer: Meeting QM Specific Review Standards regarding accessibility does not guarantee or imply that the specific accessibility regulations of any country are met.

STANDARD 8.1 - (3 Points) Essential

8.1 Course navigation facilitates ease of use.

Points Possible: 3

Points Awarded: 3

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

STANDARD 8.1

Reviewer Recommendations**Evidence**

Met - Blackboard Ultra site navigation created with assistance of professional to ensure ease of use.

Suggestions For Improvement

Met - I like what I have but am interested in hearing other ways to meet this standard.

STANDARD 8.1

Reviewer Recommendations

Evidence

The course uses the Blackboard Ultra experience and is organized into learning modules that contain all instructional materials and assessments. The learning modules are easy to navigate from both the instructor and student perspectives and are structured in a consistent and cohesive manner throughout the course.

Suggestions For Improvement

n/a

STANDARD 8.2 - (3 Points) Essential 8.2 The course design facilitates readability.

Points Possible: 3

Points Awarded: 3

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

STANDARD 8.2

Reviewer Recommendations

Evidence

Met - Aside from appropriate spelling and grammar, all font styles and sizes, along with heading and body styles, are consistent throughout course for on-screen legibility.

Suggestions For Improvement

Met - I like what I have but am interested in hearing other ways to meet this standard.

STANDARD 8.2

Reviewer Recommendations

Evidence

Appropriate headings and bulleted lists are used throughout the course to promote readability and group content in a way that is easy to interpret by the student. Furthermore, the learning management system's native font settings are used throughout the course to ensure on-screen legibility. Appropriate spelling and grammar are used in all course materials.

Suggestions For Improvement

n/a

STANDARD 8.3 - (3 Points) Essential 8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.

Points Possible: 3

Points Awarded: 3

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

STANDARD 8.3

Reviewer Recommendations**Evidence**

Met - All PDF files are presented as selectable and searchable PDF files rather than image scans.

Suggestions For Improvement

Met - I like what I have but am interested in hearing other ways to meet this standard.

STANDARD 8.3

Reviewer Recommendations**Evidence**

Headings are applied to text-based content created in module overview documents. All linked PDFs are searchable with Optical Character Recognition (OCR).

Note: While the course's accessibility score (per Ally) is 74% and below the desired value of 85%, all flagged issues are outside of the scope of CITL's expectations for accessibility (i.e., contrast issues, untagged PDFs) and do not need to be addressed at this time.

Suggestions For Improvement

n/a

Additional Review Comments:**TOTAL POINTS AWARDED: 69****FINAL RESULT: MET STANDARDS**

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