Using Quality Matters as a Guide

At Washburn, it is recommended to use Quality Matters as a guide for your online course development. The heart of Quality Matters is a 43 point rubric. It includes benchmarks in the areas of Course Overview and Introduction, Learning Objectives/Competencies, Assessment and Measurement, Instructional Materials, Learner Activities and Learner Interaction, Course Technology, Learner Support, and Accessibility & Usability.

When you first look at the rubric, it is absolutely overwhelming!! It’s almost like reading a foreign language. You may not be familiar with many of the terms, or you may not completely understand how to interpret and implement many of the benchmarks. This rubric is really targeted to someone who is educated in instructional design principles.

One way to approach adopting the Quality Matters standards is to analyze each benchmark to see what is required. Our analysis showed that many of the features could be “canned” or developed so that they could be reused over and over again in many courses. In the School of Nursing, we adopted this approach. The reusable tools we developed are a Course Template for D2L, a Syllabus Template, and a Student Resource Center. About 37% of the QM benchmarks can be achieved by using these standard objects.
Course Template

The course template in D2L provides students with a standardized experience about where to easily find information from course to course. It doesn’t mean that every course is identical, but that key features are consistently used. **Consistency is a crucial characteristic of effective online course design.**

![Course Template Screenshot]

The main page displays an image of the faculty member to encourage connection and to build a sense of presence, uses an image in the welcome message to “brand” the course, and clearly displays how to get started. **Note, home page has been customized to remove the Content Browser.** When students use the Content Browser, they only get the links – not all the other information you have put in the course.
The Course Overview (START HERE) section includes the syllabus, Introduction to the course, Meet the Instructor, and an optional Class Ice-Breaker.

The Introduction is an ideal place to set the tone for the course. You can kick things off with a video; or you might do a narrated PowerPoint where you review the syllabus. *An online course should be a media-rich experience. Use videos, podcasts, and images.*
The Meet the Instructor section ensures that all the students know how and when to contact the instructor. Again, it's another \textit{way to connect and to build presence in the course}. 
The Class Ice-Breaker can be optional. It’s not always required if you’re using a cohort model. It’s could also be an opportunity to pre-assess your students to determine what they already know about the subject matter.

The next major tab in the template is Course Structure. It covers Course Outcomes, Course Expectations, Course Grading Policy, Course Rubrics, and Tracking Your Progress. Much of this information is also included in the syllabus. **It is provided in the course as well for the student’s convenience.**

One of the biggest challenges with Quality Matters is doing a good job of mapping your program outcomes to course outcomes to module outcomes to learning activities to assessment.

One way to handle this need to clearly map outcomes throughout the course.
Course Outcomes

At the end of this course, students will be able to:

- C1. XXXX
- C2. XXXX
- C3. XXXX
- C4. XXXX
- C5. XXXX

Course Outcomes to Modules Mapping

Each module has its own outcomes. The table below outlines the general topic for each module and how it maps back to the overall course outcomes.

<table>
<thead>
<tr>
<th>Module</th>
<th>Outcome</th>
<th>C1</th>
<th>C2</th>
<th>C3</th>
<th>C4</th>
<th>C5</th>
<th>C6</th>
<th>C7</th>
<th>C8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>&lt;Module Name&gt;</td>
<td>X</td>
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</tr>
</tbody>
</table>

Drag and drop files here to create and update topics
Another key aspect of Quality Matters is clearly explaining to students what is required. It is useful to provide an explicit area for course expectations around the different components of the course.

Quality Matters expects that the Grading Policy be clearly outlined.
Provide the students up front with the rubrics that will be used or other grading criteria. It really helps students plan their work when they know all the requirements in advance. **D2L supports rubrics, and it makes it much easier to grade than calculating the grade manually.**

One of the Quality Matters benchmarks is giving students an opportunity to track their own progress. This is difficult to do if there are only 2-3 major projects or tests in a course. **In an online course, it especially important to give students smaller assignments that are due each week.** This outline matches exactly what students can find in the gradebook.
Under the Table of Contents, there are 8 default modules. In the RN-to-BSN program, the courses run 8 weeks, so each module covers one week. In a full semester term, you might choose to have modules that run more than one week. **It's important to note that the modules are given names that relate to the topic being covered.** This is another tool to help build up a frame of reference in the student’s mind.
Each module has a similar structure: Module Outcomes, Required Readings & Materials, Learning Activities, Student Interaction, Additional Recommended Resources, and Module Assignments.

The Module Outcomes reinforce the outcome mapping that was begun earlier.
In Quality Matters, it's important for student’s to understand what materials are required versus those that are supplemental or optional.

Learning Activities can be anything. It might be videos to watch, or an activity to complete. It important to provide a context for the activities and how they address the module outcomes. The activities may or may not be graded.
Student interaction can also vary. In an online course, it’s important to provide a variety of different types of interaction.

Additional Recommended Resources is a way to distinguish them from the required materials provided earlier.

Module Assignment are designed to the culminating activities for the module. They are usually associated with a graded assessment.
The final section in the template for students is the Student Resource Center. It includes a link to another course in D2L designed specifically for this purpose.

Student Resource Center

Visit the School of Nursing Student Resource Center in D2L to learn more about these topics:

**Technology Support** - getting answers to your technology questions:
- Information Technology Services
  - Password resets
  - Access to MyWashburn & Banner
  - Setting up e-mail on your phone
  - Using Office 365
  - Name changes
  - Technical Support questions
- Online Education Support
  - Questions related to D2L

**Accessibility** - learn more about your options at Washburn and obtain help.

**Academic Support Services** - services to help you with your academic studies:
- Mabee Library
- Meet Your Librarian
- Center for Student Success
- Tutoring & Writing Center
- APA Resources

**Student Services** - services to help you personally:
- School of Nursing Advising
- Financial Aid
- Student Organizations
- Counseling
- Career Services
Syllabus Template

Having a standard course template is a big help, but it's also important to use a syllabus template as well. One of the first things you’ll notice about this syllabus template is that is uses color. *These are online students and color is free!*

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**Washburn University School of Nursing**

**<<Program>>**

**NU-XXX – <<Course Name>>**

**Course Syllabus - Online**

**<<Term>> <<Year>>**

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The course syllabus is considered a *learning agreement* between the student and the course instructor(s). Students will be held accountable for the contents outlined in this document. It is considered important and is your guide to succeeding in this course.

**Faculty**

**Name, Credentials**

- Office: xxx
- Voice: xxx
- Cell: xxx
- Email: xxx
- Office Hours: By appointment
- The best way to reach me is...

**Course Description**

Place course description from catalog.

X Credit Hours

**Course Prerequisite(s) and Competencies:**

Place course prerequisite(s) and previous competencies.

**Course Outcomes:**

Upon completion of the course NU-XXX, the learner will be able to:

- Xxx
- Xxx
- Xxx
One of the item especially important for Quality Matters is the mapping of Course outcomes to Program Outcomes.

**Course Outcomes:**

Upon completion of the course NU-300, the learner will be able to:

- C1. Demonstrate critical reading and synthesis of content.
- C2. Apply a writing process that requires continuing recursive rereading, and revision.
- C3. Use electronic resources for organization, drafting, reviewing, editing, and sharing content.
- C5. Develop a central idea or argument, and to provide logical and clear support.
- C6. Construct a literature review to demonstrate how to present ideas, paraphrasing, summarizing, and correctly citing material.
- C7. Discuss key aspects of scholarly writing with your classmates.

**Mapping to Program Outcomes:**

1. Apply principles of leadership to deliver quality patient care in complex systems.
2. Integrate evidence, clinical judgment, inter-professional perspectives, and patient preferences in the planning, implementation, and evaluation of patient care (C1).
3. Demonstrate skill in using patient care technologies, information systems, and communication devices to support quality nursing practice (C3).
4. Practice strategies to change local and global health policy by influencing sociocultural, economic, legal, and political systems.
5. Integrate inter-professional communication patterns into nursing practice (C2, C3, C4, C5, C6, C7).

A Course Bibliography is standard, but the image of the textbook cover is a nice touch.

**Course Bibliography:**

**Required:**

Course Methodology can be approached in different ways. In the syllabus template, a table is provided, and the instructor merely needs to delete those strategies not being employed in the course.

**Course Methodology:**

This course uses a fully online format to guide you through the learning experience of this course. We will use these strategies:

<table>
<thead>
<tr>
<th>Presentation of Materials</th>
<th>Student Interaction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Textbook Readings</td>
<td>• Discussion Forums</td>
<td>• Written Assignments</td>
</tr>
<tr>
<td>• PowerPoint presentations</td>
<td>• Pair &amp; Share</td>
<td>• Projects</td>
</tr>
<tr>
<td>• Scholarly Articles</td>
<td>• Small Group</td>
<td>• Rubrics</td>
</tr>
<tr>
<td>• Web Resources</td>
<td>• Virtual Classroom Sessions</td>
<td>• Checklists</td>
</tr>
<tr>
<td>• Video Recordings</td>
<td>• Chat</td>
<td>• Self-Assessments</td>
</tr>
<tr>
<td>• Podcasts</td>
<td>• Social Media</td>
<td>• Oral Presentations</td>
</tr>
<tr>
<td>• Programmed Lessons</td>
<td>• Peer Evaluation</td>
<td>• Quizzes</td>
</tr>
<tr>
<td>• Simulations</td>
<td>• Field Work</td>
<td>• Proctored Exams</td>
</tr>
<tr>
<td>• Case Studies</td>
<td>• Community Engagement</td>
<td></td>
</tr>
<tr>
<td>• Practicum Experience</td>
<td>• Email</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Blog</td>
<td></td>
</tr>
</tbody>
</table>

The Methods of Evaluation is repeated in the syllabus from the course.

**Methods of Evaluation:**

Your work in this course will be evaluated in these areas:

<table>
<thead>
<tr>
<th>Grade Category</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 - 100%</td>
<td>A</td>
</tr>
<tr>
<td>83 - 90.99%</td>
<td>B</td>
</tr>
<tr>
<td>75 - 82.99%</td>
<td>C</td>
</tr>
<tr>
<td>66 - 74.99%</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 66%</td>
<td>F</td>
</tr>
</tbody>
</table>
The Content Overview/Outline gives an overview to students about what to expect throughout the course. It is a one-on-one mapping from the Module Outcomes provided in the course.

**Content Overview/Outline:**

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>INTRODUCTION &amp; TOPIC SELECTION</td>
</tr>
<tr>
<td></td>
<td>• Read Chapters</td>
</tr>
<tr>
<td></td>
<td>• View PowerPoint</td>
</tr>
<tr>
<td></td>
<td>• Attend Virtual Class Session</td>
</tr>
<tr>
<td></td>
<td>• Topic and Article Selection for Review of Literature</td>
</tr>
<tr>
<td></td>
<td>• Self-Assessment of Grammar &amp; Composition</td>
</tr>
<tr>
<td>Module 2</td>
<td>PRE-WRITING</td>
</tr>
<tr>
<td></td>
<td>• Read Chapters</td>
</tr>
<tr>
<td></td>
<td>• Participate in Discussion Forum</td>
</tr>
<tr>
<td></td>
<td>• Develop Outline</td>
</tr>
<tr>
<td></td>
<td>• Self-Assessment of Grammar &amp; Composition</td>
</tr>
<tr>
<td>Module 3</td>
<td>WRITING VOICE, TENSE, AND TRANSITION</td>
</tr>
<tr>
<td></td>
<td>• Read Chapters</td>
</tr>
<tr>
<td></td>
<td>• Participate in Discussion Forum</td>
</tr>
<tr>
<td></td>
<td>• Complete Writing Worksheet</td>
</tr>
<tr>
<td></td>
<td>• Self-Assessment of Grammar &amp; Composition</td>
</tr>
<tr>
<td>Module 4</td>
<td>SUMMARIZING, PARAPHRASING, AND QUOTING SOURCE MATERIAL</td>
</tr>
<tr>
<td></td>
<td>• Read Supplemental Resources</td>
</tr>
<tr>
<td></td>
<td>• Participate in Discussion Forum</td>
</tr>
<tr>
<td></td>
<td>• Complete Article Summaries</td>
</tr>
<tr>
<td></td>
<td>• Self-Assessment of Grammar &amp; Composition</td>
</tr>
<tr>
<td>Module 5</td>
<td>INTRODUCTIONS AND CONCLUSIONS</td>
</tr>
<tr>
<td></td>
<td>• Read Supplemental Resources</td>
</tr>
<tr>
<td></td>
<td>• View PowerPoint</td>
</tr>
<tr>
<td></td>
<td>• Attend Virtual Class Session</td>
</tr>
</tbody>
</table>
Providing Technology Requirements is a real strength of the syllabus template. It is standard information that can be used over and over again.

**Technology Requirements:**

Desire to Learn (D2L) will be used for this course to post announcements, class instruction, participation, e-mail, discussion and individual course grades. Course materials and assessments will be posted to the D2L course sites throughout the semester. The assumption is made that all students have access to reliable computer facilities, the Internet, and a web browser to access the D2L course web site.

1. See D2L Help for recommended browsers. In my experience [http://www.firefox.com](http://www.firefox.com) works well for Mac/Apple based hardware. ([https://rnsite.irms.mnscu.edu/shared/platform_requirements/10.3_Platform_Requirements.html](https://rnsite.irms.mnscu.edu/shared/platform_requirements/10.3_Platform_Requirements.html))
2. Complete the System Check before logging in: [https://d2l.washburn.edu/d2l/systemCheck](https://d2l.washburn.edu/d2l/systemCheck).
3. Skype is an excellent way for us to meet if conferences or study sessions are needed in a face-to-face venue. You can download a free version by going to [http://www.skype.com](http://www.skype.com). Skype to Skype calls are free of charge.
4. Online courses hosted within the D2L Learning environment are accessed at [http://d2l.washburn.edu](http://d2l.washburn.edu).
5. Once you log in, you can access Student Help under the Help tab. Click on Course Tools from the main navigation at the top of the screen.
6. Or call the Help desk @ 785-670-2381. For more information on technical support, visit the WUSON Student Resource Center in D2L.

Desire2Learn’s regularly scheduled maintenance window is the 2nd Sunday of each month, between 12:00 (midnight) and 6:00am CST. At any point during this time, Washburn University’s Desire2Learn site may be unavailable.


Similarly, Virtual Classroom Requirements can be used repeatedly.

**Virtual Classroom Requirements:**

Zoom is the application that will be used for our virtual classroom sessions. You will receive an e-mail from the instructor with the conference information. Simply click on the Where: link to enter the session.

System requirements can be viewed at:


An accessibility statement for Zoom is not available.

Zoom Privacy Policy: [https://www.zoom.us/privacy](https://www.zoom.us/privacy).

*A web-cam and/or microphone is required/recommended to participate in virtual classroom sessions.*
Providing the requirements for Minimum Technical Skills is another benchmark of Quality Matters.

**Minimum Technical Skills:**
All students are expected to have these minimum technical skills:

- Using the D2L learning management system:
  - From My Home in D2L, from the main menu, drop-down the Help tab. Click on Training & Orientation.
- Using e-mail with attachments:
- Creating and submitting files using Word.
  - Look in YouTube or use a Google search.

Providing clear guidance on access to Technical Support is important in Quality Matters, and can be easily repeated.
Student expectations of Instructor are clearly delineated.
**Student Expectations of Instructor:**

**Access to Faculty:**
Faculty for online classes are available by appointment by email, course chat software, Zoom and Skype software, text messages, and telephone conference.

**Timely Response to Email Questions and Answers:**
Students can expect a *reasonable* response time to questions submitted by email. Every effort will be made to answer questions received Monday through Friday within about 24-48 hours of when they are received, excluding weekends and holidays. Please keep in mind that many faculty receive hundreds of email messages a day and messages might not be opened immediately. If the instructor does not respond within 48 hours Monday through Friday, please resend your message. Generally, faculty will not respond to email or discussion forums after 1700 (5:00 pm CST) on Friday. *It may take up to 72 hours for faculty to respond to your questions– especially after 5:00 pm (1700) on Fridays, excluding holidays.*

Email messages are considered professional communication and should be civil, concise, to the point and submitted in complete sentences.

**Timely Posting of Course Materials:**
The course week runs from Monday to Sunday. Course calendars/schedules of class content will be posted at the beginning of semester prior to the first day of class. Except for the first week, class content for a week will be made available on the prior Wednesday at 6:00 am. Content will remain available, but assignments will close each Sunday at 6:00 pm.

**Timely Grading:**
Students can expect all submitted assignments to be graded within 7 days.

**Schedule and Syllabus Changes:**
The instructor(s) have the right to alter the course schedule or syllabus as may be necessary to facilitate learning needs.

The Instructor Expectations of Students includes:

- Attendance & Participation
- Course Materials
- Late Assignments
- General Criteria
- Plagiarism
- Online Discussion Forums
- Expectations for each type of assignment (also repeated in the course shell
In the section on Online Discussion Forums, it’s important to include guidelines and a reference to proper ‘netiquette.’

Online Discussion Protocol

Guidelines for being successful in online discussions are as follows:

- Posting should be evenly distributed during each discussion forum.
- Adding your post the last day of the forum is open is not acceptable.
- Postings should be a minimum to cover the topic and your points accurately.
- Avoid short responses such as “I agree,” “Good point” unless they are accompanied by supporting statements from the readings, prior knowledge, or literature outside the readings.
- Contribute NEW and relevant information to the discussions.
- Encourage further discussion by building on current threads.
- Check postings for responses from others and respond in kind.
- Stay focused on the discussion topic.

Because email is so important, a specific section on Email Expectations is recommended.

Email Expectations:

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information and the University will consider this your official notification for important information. It may also be used by your instructors to provide specific course information. If you prefer to use an alternate e-mail address to receive official University notices you can set a forwarding address in the Outlook Web App by following the steps below.

Outlook Web App: Set Forwarding Address

1. Go to http://outlook.washburn.edu
2. Sign in
3. Click the Gear in the upper right
4. Choose Options
5. Select forward your email from the list on the right
6. In the lower portion of the screen, enter the email address to which you want to forward all your email.
7. Click the start forwarding button

It is your responsibility to ensure that your official e-mail box does not exceed your message quota resulting in the inability of e-mail messages to be accepted into your mailbox.
Finally there is a reference to the University Course Policies and Additions to Syllabus.

**Course Policies and Additions to Syllabus**

For current policy information on these topics visit:
http://www.washburn.edu/faculty-staff/faculty-resources/policies-forms/forms/master-syllabus.doc

- Mission of the University
- Definition of a Credit Hour
- Safe Educational Environment
- Academic Misconduct Policy
- Student Services Center
- Student Health Services
- WU Counseling Services
- Disability Services
- Center for Student Success
- Withdrawal Policy
- Attendance/Administrative Withdrawal
- **Student Resource Center**
  One of the requirements of Quality Matters is providing general support for students beyond just what’s in the course. This section can be especially difficult for individual instructors on their own for their respective courses. To meet this requirement, the School of Nursing developed a separate course shell to provide students with these resources.

  Technology Support repeats the same information as found in the syllabus.

Information on Accessibility is provided. Accessibility and usability are significant benchmarks in the Quality Matters rubric.
Academic Support Services includes information about Mabee Library, Meet Your Librarian (Gwen Wilson), Center for Student Success, Tutoring & Writing Center, and APA Resources.

Student Services includes information on SON Advising, Financial Aid, Student Organizations, Counseling, and Career Services.