



OSCQR Course Design Review

OLC Quality Scorecard Suite: OSCQR 3.1

Need ideas? Click on a standard below for explanations and examples from <https://OSCQR.suny.edu>

Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan
	<i>1/2 hour or less</i>	<i>1/2-2 hours</i>	<i>2+ hours</i>		

Estimated time needed for revision:

1. COURSE OVERVIEW AND INFORMATION

Standard	Description	Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan
1.	Course includes Welcome and Getting Started content.	✓					
2.	An orientation or overview is provided for the course overall, as well as in each module. Learners know how to navigate and what tasks are due.	✓					
3.	Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.	✓					
4.	A printable syllabus is available to learners (PDF, HTML).		✓				I will make the syllabus PDF downloadable.
5.	Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.					✓	
6.	Course provides access to learner success resources (technical help, orientation, tutoring).	✓					
7.	Course information states whether the course is fully online, blended, or web- enhanced.		✓				In the course description and objectives, I will add that the course is fully online.
8.	Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam).	✓					
9.	Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.	✓					
10.	Course provides contact information for instructor, department, and program.	✓					



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2. COURSE TECHNOLOGY & TOOLS						
11.	Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.	✓				
12.	Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate).				✓	
13.	Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.	✓				
14.	Course includes links to privacy policies for technology tools.				✓	
15.	Any technology tools meet accessibility standards.	✓				

3. DESIGN AND LAYOUT						
16.	A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles).	✓				
17.	Large blocks of information are divided into manageable sections with ample white space around and between the blocks.	✓				
18.	There is enough contrast between text and background for the content to be easily viewed.	✓				
19.	Instructions are provided and well written.	✓				
20.	Course is free of grammatical and spelling errors.	✓				
21.	Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.	✓				
22.	Flashing and blinking text are avoided.	✓				
23.	A sans-serif font with a standard size of at least 12 pt is used.	✓				
24.	When possible, information is displayed in a linear format instead of as a table.	✓				
25.	Tables are accompanied by a title and summary description.	✓				
26.	Table header rows and columns are assigned.	✓				
27.	Slideshows use a predefined slide layout and include unique slide titles.				✓	
28.	For all slideshows, there are simple, non-automatic transitions between slides.				✓	



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4. CONTENT AND ACTIVITIES						
29.	Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement.	✓				
30.	Course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.	✓				
31.	Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.	✓				
32.	Where available, Open Educational Resources, free, or low cost materials are used.	✓				
33.	Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.	✓				
34.	Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including a PDF or any text contained in an image.	✓				
35.	A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.).		✓			I need to add the "alt" tags for the few images I used.
36.	Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.	✓				
37.	Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").	✓				

5. INTERACTION						
38.	Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments).	✓				
39.	Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).	✓				
40.	Learners have an opportunity to get to know the instructor.	✓				
41.	Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust (at least one of the following - Ice-breaker, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums).	✓				
42.	Course offers opportunities for learner to learner interaction and constructive collaboration.	✓				
43.	Learners are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions.	✓				

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6. ASSESSMENT AND FEEDBACK							
44.	Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.		✓				I need to add consequences for late submissions
45.	Course includes frequent and appropriate methods to assess learners' mastery of content.	✓					
46.	Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).	✓					
47.	Learners have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.).	✓					
48.	Learners are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.	✓					
49.	Learners have easy access to a well designed and up-to-date gradebook.	✓					
50.	Learners have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.	✓					

OVERALL FEEDBACK

When working on my course and designing it, I tried my best to follow the OSCQR Standards. After going over this scorecard, from my humble opinion and experience, I feel happy that my course needs some minor revisions. For my action plan, I will go to my course and make the necessary adjustments in the identified standards. This way, I believe my class will complete and ready for my students' success.



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