



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>

Estimated time needed for revision: 1/2 hour or less 1/2-2 hours 2+ hours

1. COURSE OVERVIEW AND INFORMATION

	Sufficiently Present	Minor Revision 1/2 hour or less	Moderate Revision 1/2-2 hours	Major Revision 2+ hours	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.		✓				deconstruct syllabus for student-use and ease
4. A printable syllabus is available to learners (PDF, HTML).		✓				Create printable syllabus
5. Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.		✓				Need student handbook to be published by admin
6. Course provides access to learner success resources (technical help, orientation, tutoring).		✓				Needs more support for students
7. Course information states whether the course is fully online, blended, or web-enhanced.		✓				Combination of both- but needs to be explicitly stated
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.		✓				Need for department and program



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2. COURSE TECHNOLOGY & TOOLS					
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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.		✓			Privacy policies- NEED
15. Any technology tools meet accessibility standards.		✓			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.	✓					
30.	✓					
31.	✓					
32.	✓					
33.		✓				Add more info about resources and include status
34.	✓					
35.	✓					
36.	✓					
37.	✓					

5. INTERACTION						
38.		✓				Grading and consequences are in handbook-not published yet
39.		✓				Grading and consequences are in handbook- not published yet
40.		✓				Put in "Meet the Teacher" video
41.		✓				Need to add ice-breaker
42.	✓					
43.	✓					



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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.		✓				Grading and consequences are in handbook- not published yet
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).		✓				Include exemplary work for assignments
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.		✓				School uses RenWeb not GC
50.	Learners have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.		✓				Include surveys for students

OVERALL FEEDBACK



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