OLC QUALITY SCORECARD SUITE

OSCQR Course Design Review

OLC Quality Scorecard Suite: OSCQR 4.0

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

OSCQR Version Change Log: https://oscqr.suny.edu/change-log/

			Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan
		Estimated time needed for revision:		*1/2 hour or less*	*1/2-2 hours*	*2+ hours*		
	1. COURSE OVERVIEW AND INFORMATION							
	1.	Course includes Welcome and Getting Started content.	✔					
	2.	Course provides an overall orientation or overview, as well as module-level overviews to make course content, activities, assignments, due dates, interactions, and assessments, predictable and easy to navigate/find.	✔					
	3.	Course includes a course information area and syllabus that make course expectations clear and findable.		✔				
	4.	A printable syllabus is available to learners (PDF, HTML).	✔					
	5.	Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.		✔				
	6.	Course provides access to online learner success resources (technical help, support services, orientation, academic honesty, tutoring).	✔					
	7.	Course information states whether the course is fully online, blended, or web- enhanced.		✔				
	8.	Course provides appropriate guidelines for successful participation regarding technical requirements (e.g., browser version, mobile, publisher resources, secure content, pop-ups, browser issues, 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.	✔					

= Standards that specifically address, or can be leveraged to support the requirements for Regular and Substantive Interaction (RSI).

ONLINE LEARNING CONSORTIUM™

SUNY Online

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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 to present content, support learning and collaboration, and facilitate regular and substantive interaction with the instructor.	✔					
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.), and audio description is provided for video-only content.		✔				
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.	Regular and substantive instructor-to-student expectations, and predictable/scheduled interactions and feedback, are present, appropriate for the course length and structure, and are easy to find.	✔					
39.	Expectations for all course interactions (instructor to student, student to student, student to instructor) are clearly stated and modeled in all course interaction/communication channels.	✔					
40.	Learners have an opportunity to get to know the instructor.	✔					
41.	Course provides activities intended to build a sense of class community, support open communication, promote regular and substantive interaction, and establish trust (e.g., ice-breaking activities, Course Bulletin Board, planned Office Hours, and dedicated discussion forums).	✔					
42.	Course offers opportunities for learner to learner interaction and constructive collaboration.	✔					
43.	Course provides learners with opportunities in course interactions to share resources and inject knowledge from diverse sources of information with guidance and/or standards from the instructor.	✔					

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	6. ASSESSMENT AND FEEDBACK							
	44.	Course grading policies, including consequences of late submissions, are clearly stated in the Course Information/Syllabus materials.						
	45.	Course includes frequent, appropriate, and authentic methods to assess the learners' mastery of content.						
	46.	Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).						
	47.	Course provides opportunities for learners to review their performance and assess their own learning throughout the course (via pre-tests, self-tests with feedback, reflective assignments, peer assessment, 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.	Course includes the opportunity for learners to provide descriptive feedback on their experience in the online course, the course design, content, user experience, and technology.						

OVERALL FEEDBACK

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