



# OSCQR Course Design Review

Need ideas? Click on a standard below for explanations and examples from OSCQR.org

Estimated time needed for revision:

Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable
	1/2 hour or less	1/2-2 hours	2+ hours	

Action Plan

1. COURSE OVERVIEW AND INFORMATION							
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.		✓				Add video to Overview
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).					✓	
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.		✓				
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.		✓				Add Personal Info.
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.	✓					



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# OLC Quality Scorecard Suite: OSCQR

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**Action Plan**

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.		✓			Review course over sessions
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.					✓

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.			✓		Review sources, add pdf
35	A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.).		✓			Add captions for videos
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").		✓			Reword several links

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**Action Plan**

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.	✓					

6. ASSESSMENT AND FEEDBACK							
44	Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.	✓					
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 NARRATIVE

Overall, I feel that my course is well-designed. As it is my first experience in online learning, there are definitely some items that need to be improved. I plan to adjust several of my links to be more descriptive. I also plan to ensure that my videos have pdf transcripts that are accessible by students. There are some areas of this form that I don't think apply to my Fourth Grade audience, but I did include more grade-appropriate elements. For example, I do not have a syllabus, but I did have a detailed course calendar for students to follow. Also, I do not have links to plagiarism sites, but I do have several activities that request students to use the EasyBib extension within a Google Doc to help them format sources where they find information. I definitely feel this is a great tool to assess your overall course design, and it did help me to find several easy changes to make that will greatly improve my overall course structure and presentation.