OSCQR Course Design Review

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

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| Estimated time needed for revision: | **Sufficiently Present** | **Minor Revision**½ hour or less | **Moderate Revision**½ - 2 hours | **Major Revision**2+ hours | **Not Applicable** | **Action Plan** |
| **1.** | **COURSE OVERVIEW AND INFORMATION** |
| 1 | [Course includes Welcome and Getting Started content](http://oscqr.org/standard1/) |  |  |  |  |  |  |
| 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.](http://oscqr.org/standard2/) |  |  |  |  |  |  |
| 3 | [Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.](http://oscqr.org/standard3/) |  |  |  |  |  |  |
| 4 | [A printable syllabus is available to learners (PDF, HTML).](http://oscqr.org/standard4/) |  |  |  |  |  |  |
| 5 | [Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.](http://oscqr.org/standard5/) |  |  |  |  |  |  |
| 6 | [Course provides access to learner success resources (technical help, orientation, tutoring).](http://oscqr.org/standard6/) |  |  |  |  |  |  |
| 7 | [Course information states whether the course is fully online, blended, or web-enhanced.](http://oscqr.org/standard7/) |  |  |  |  |  |  |
| 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).](http://oscqr.org/standard8/) |  |  |  |  |  |  |
| 9 | [Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.](http://oscqr.org/standard9/) |  |  |  |  |  |  |
| 10 | [Course provides contact information for instructor, department, and program.](http://oscqr.org/standard10/) |  |  |  |  |  |  |

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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.](http://oscqr.org/standard11/) |  |  |  |  |  |  |
| 12 | [Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application – where appropriate).](http://oscqr.org/standard12/) |  |  |  |  |  |  |
| 13 | [Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.](http://oscqr.org/standard13/) |  |  |  |  |  |  |
| 14 | [Course includes links to privacy policies for technology tools.](http://oscqr.org/standard14/) |  |  |  |  |  |  |
| 15 | [Any technology tools meet accessibility standards.](http://oscqr.org/standard15/) |  |  |  |  |  |  |

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| **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).](http://oscqr.org/standard16/) |  |  |  |  |  |  |
| 17 | [Large blocks of information are divided into manageable sections with ample white space around and between the blocks.](http://oscqr.org/standard17/) |  |  |  |  |  |  |
| 18 | [There is enough contrast between text and background for the content to be easily viewed.](http://oscqr.org/standard18/) |  |  |  |  |  |  |
| 19 | [Instructions are provided and well written.](http://oscqr.org/standard19/) |  |  |  |  |  |  |
| 20 | [Course is free of grammatical and spelling errors.](http://oscqr.org/standard20/) |  |  |  |  |  |  |
| 21 | [Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.](http://oscqr.org/standard21/) |  |  |  |  |  |  |
| 22 | [Flashing and blinking text are avoided.](http://oscqr.org/standard22/) |  |  |  |  |  |  |
| 23 | [A sans-serif font with a standard size of at least 12 pt is used.](http://oscqr.org/standard23/) |  |  |  |  |  |  |
| 24 | [When possible, information is displayed in a linear format instead of as a table.](http://oscqr.org/standard24/) |  |  |  |  |  |  |
| 25 | [Tables are accompanied by a title and summary description.](http://oscqr.org/standard25/) |  |  |  |  |  |  |
| 26 | [Table header rows and columns are assigned.](http://oscqr.org/standard26/) |  |  |  |  |  |  |
| 27 | [Slideshows use a predefined slide layout and include unique slide titles.](http://oscqr.org/standard27/) |  |  |  |  |  |  |
| 28 | [For all slideshows, there are simple, non-automatic transitions between slides.](http://oscqr.org/standard28/) |  |  |  |  |  |  |

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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.](http://oscqr.org/standard29/) |  |  |  |  |  |  |
| 30 | [Course provides activities for learners to develop higher-order thinking and problem solving skills, such as critical reflection and analysis.](http://oscqr.org/standard30/) |  |  |  |  |  |  |
| 31 | [Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.](http://oscqr.org/standard31/) |  |  |  |  |  |  |
| 32 | [Where available, Open Educational Resources, free, or low cost materials are used.](http://oscqr.org/standard32/) |  |  |  |  |  |  |
| 33 | [Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.](http://oscqr.org/standard33/) |  |  |  |  |  |  |
| 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.](http://oscqr.org/standard34/) |  |  |  |  |  |  |
| 35 | [A text equivalent for every non-text element is provided (“alt” tags, captions, transcripts, etc.).](http://oscqr.org/standard35/) |  |  |  |  |  |  |
| 36 | [Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.](http://oscqr.org/standard36/) |  |  |  |  |  |  |
| 37 | [Hyperlink text is descriptive and makes sense when out of context (avoid using “click here”).](http://oscqr.org/standard37/) |  |  |  |  |  |  |

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| **5.** | **INTERACTION** |
| 38 | [Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments).](http://oscqr.org/standard38/) |  |  |  |  |  |  |
| 39 | [Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).](http://oscqr.org/standard39/) |  |  |  |  |  |  |
| 40 | [Learners have an opportunity to get to know the instructor.](http://oscqr.org/standard40/) |  |  |  |  |  |  |
| 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 – Icebreaker, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums).](http://oscqr.org/standard41/) |  |  |  |  |  |  |
| 42 | [Course offers opportunities for learner to learner interaction and constructive collaboration.](http://oscqr.org/standard42/) |  |  |  |  |  |  |
| 43 | [Learners are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions.](http://oscqr.org/standard43/) |  |  |  |  |  |  |

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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.](http://oscqr.org/standard44/) |  |  |  |  |  |  |
| 45 | [Course includes frequent and appropriate methods to assess learners’ mastery of content.](http://oscqr.org/standard45/) |  |  |  |  |  |  |
| 46 | [Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).](http://oscqr.org/standard46/) |  |  |  |  |  |  |
| 47 | [Learners have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.).](http://oscqr.org/standard47/) |  |  |  |  |  |  |
| 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.](http://oscqr.org/standard48/) |  |  |  |  |  |  |
| 49 | [Learners have easy access to a well designed and up-to-date gradebook.](http://oscqr.org/standard49/) |  |  |  |  |  |  |
| 50 | [Learners have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.](http://oscqr.org/standard50/) |  |  |  |  |  |  |

**OVERALL NARRATIVE**

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