



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.	✓					
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.	✓					



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2. COURSE TECHNOLOGY & TOOLS

	Sufficiently Present	Minor Revision 1/2 hour or less	Moderate Revision 1/2-2 hours	Major Revision 2+ hours	Not Applicable	Action Plan
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					
	Sufficiently Present	Minor Revision 1/2 hour or less	Moderate Revision 1/2-2 hours	Major Revision 2+ hours	Not Applicable
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.).				✓	
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					
	Sufficiently Present	Minor Revision 1/2 hour or less	Moderate Revision 1/2-2 hours	Major Revision 2+ hours	Not Applicable
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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Major Revision
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Action Plan

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 FEEDBACK



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