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##  **emailsig_eLearnandAP[2]** Open SUNY Course Quality Review (OSCQR) 3rd Edition

##  Estimated time needed for revision:

|  | **Criteria** | Sufficiently Present | Minor Revision½ hour or less | Moderate Revision½ to 2 hours | Major Revision2+ hours | Not applicable | **Action Plan** |
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| 1. | Course includes Welcome message and Getting Started content.  |  |  |  |  |  |  |
| 2. | An orientation or overview is provided for the course overall, as well as in each module. Students know how to navigate and what tasks are due. |  |  |  |  |  |  |
| 3. | Course includes a Course Information area that includes overview information about course design. |  |  |  |  |  |  |
| 4. | A printable syllabus is available to learners (PDF, HTML). |  |  |  |  |  |  |
| 5. | Course syllabus includes links to relevant campus policies on plagiarism, computer use, student grievances, accommodating disabilities, etc. (TTU OP 32.06) |  |  |  |  |  |  |
| 6. | Course provides access to campus resources (e.g., technical help, orientation, tutoring, and accessibility lab). |  |  |  |  |  |  |
| 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 and module objectives are clearly defined, measurable, promote higher-order thinking, and are aligned to student learning activities and assessments. |  |  |  |  |  |  |
| 10. | Course provides contact information for instructor. |  |  |  |  |  |  |

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| 1. COURSE OVERVIEW AND INFORMATION |

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| 2. COURSE TECHNOLOGY & TOOLS |

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|  |  | Sufficiently Present | Minor Revision½ hour or less | Moderate Revision½ to 2 hours | Major Revision2+ hours | Not applicable | Action Plan |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 11. | Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources as appropriate. |  |  |  |  |  |  |
| 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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| 3. DESIGN AND LAYOUT |

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|  |  | Sufficiently Present | Minor Revision½ hour or less | Moderate Revision½ to 2 hours | Major Revision2+ hours | Not applicable | Action Plan |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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 and expectations are clear, explicit, and define-purpose. |  |  |  |  |  |  |
| 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 Revision½ hour or less | Moderate Revision½ to 2 hours | Major Revision2+ hours | Not applicable | Action Plan |
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| 29. | Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support student learning and engagement. Course reflects diversity and inclusivity. |  |  |  |  |  |  |
| 30. | Course provides activities for students 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. |  |  |  |  |  |  |
| 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"). |  |  |  |  |  |  |

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| 5. INTERACTION |

|  |  | Sufficiently Present | Minor Revision½ hour or less | Moderate Revision½ to 2 hours | Major Revision2+ hours | Not applicable | Action Plan |
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| 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. | Students 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 (e.g., ice- breakers, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums). |  |  |  |  |  |  |
| 42. | Course offers opportunities for student to student interaction and constructive collaboration. |  |  |  |  |  |  |
| 43. | Students are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions. |  |  |  |  |  |  |

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| 6. ASSESSMENT AND FEEDBACK |

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| 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 students’ mastery of content. |  |  |  |  |  |  |
| 46. | Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work). |  |  |  |  |  |  |
| 47. | Students have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.). |  |  |  |  |  |  |
| 48. | Students are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation. |  |  |  |  |  |  |
| 49. | Students have easy access to a well-designed and up-to-date gradebook. |  |  |  |  |  |  |
| 50. | Students have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology. |  |  |  |  |  |  |

## **OVERALL NARRATIVE**

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