| Instructor: | |  | | | | Year/Semester: | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Course Title: | |  | | | | Course ID: | |
| Department: | |  | | | |  | |
| Initial Review: | | **Second Review:** | | | | **Final Review:** | |
| Date: | | Date: | | | | Date: | |
| Name: | | Name: | | | | Name: | |
|  | | Sufficiently Present | Minor Revision (1/2 hour or less | Moderate Revision (1/2 – 2 hours) | Major Revision (2+ hours) | Not Applicable | Action Plan/Notes |
| 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. |  |  |  |  |  |  |
| 3 | A printable syllabus is available to learners (PDF, HTML, or Word). |  |  |  |  |  |  |
| 4 | Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc. |  |  |  |  |  |  |
|  | | **Sufficiently Present** | **Minor Revision (1/2 hour or less** | **Moderate Revision (1/2 – 2 hours)** | **Major Revision (2+ hours)** | **Not Applicable** | **Action Plan/Notes** |
| 5 | Course includes links to learner success resources (technical help, orientation, tutoring). |  |  |  |  |  |  |
| 6 | Course information states whether the course is traditional, blended, or online. |  |  |  |  |  |  |
| 7 | Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam). |  |  |  |  |  |  |
| 8 | Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments on the designated page. |  |  |  |  |  |  |
| 9 | Course provides contact information for instructor, department, and program. |  |  |  |  |  |  |
| 2. COURSE TECHNOLOGY & TOOLS | | | | | | | |
| 10 | Prerequisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources. |  |  |  |  |  |  |
| 11 | Technical skills required for participation in course learning activities build in a timely manner (orientation, practice, and application - where appropriate.) |  |  |  |  |  |  |
| 12 | Frequently used technology tools are easily accessed. Any Blackboard tools not being utilized are removed from the course menu. |  |  |  |  |  |  |
|  | | **Sufficiently Present** | **Minor Revision (1/2 hour or less** | **Moderate Revision (1/2 – 2 hours)** | **Major Revision (2+ hours)** | **Not Applicable** | **Action Plan/Notes** |
| 13 | Course includes links to privacy policies for third-party technology tools. |  |  |  |  |  |  |
| 14 | Any technology tools used meet accessibility standards. |  |  |  |  |  |  |
| 3. DESIGN AND LAYOUT | | | | | | | |
| 15 | Uses the FTCC course template, which is logical, consistent and uncluttered. The course is therefore easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles). |  |  |  |  |  |  |
| 16 | Large blocks of information are divided into manageable sections with ample white space around and between the blocks. |  |  |  |  |  |  |
| 17 | There is enough contrast between text and background for the content to be easily viewed. |  |  |  |  |  |  |
| 18 | Instructions are provided and well written. |  |  |  |  |  |  |
| 19 | Course is free of grammatical and spelling errors. |  |  |  |  |  |  |
| 20 | Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document. |  |  |  |  |  |  |
|  | | **Sufficiently Present** | **Minor Revision (1/2 hour or less** | **Moderate Revision (1/2 – 2 hours)** | **Major Revision (2+ hours)** | **Not Applicable** | **Action Plan/Notes** |
| 21 | There is no flashing or blinking text. |  |  |  |  |  |  |
| 22 | A sans-serif font with a standard size of at least 12 pt. is used. |  |  |  |  |  |  |
| 23 | When possible, information is displayed in a linear format instead of as a table. |  |  |  |  |  |  |
| 24 | Tables are accompanied by a title and summary description. |  |  |  |  |  |  |
| 25 | Table header rows and columns are assigned. |  |  |  |  |  |  |
| 26 | Slideshows use a predefined slide layout and include unique slide titles. |  |  |  |  |  |  |
| 27 | For all slideshows, there are simple, non-automatic transitions between slides. |  |  |  |  |  |  |
| 4. CONTENT AND ACTIVITIES | | | | | | | |
| 28 | Course materials include a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement. |  |  |  |  |  |  |
|  | | **Sufficiently Present** | **Minor Revision (1/2 hour or less** | **Moderate Revision (1/2 – 2 hours)** | **Major Revision (2+ hours)** | **Not Applicable** | **Action Plan/Notes** |
| 29 | Course materials include activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis. |  |  |  |  |  |  |
| 30 | Course materials include activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities. |  |  |  |  |  |  |
| 31 | Course materials and resources include appropriate copyright and licensing status, clearly stating permission to share where applicable. |  |  |  |  |  |  |
| 32 | Any 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. |  |  |  |  |  |  |
| 33 | A text equivalent for any non-text element is provided ("alt" tags, captions, transcripts, etc.). |  |  |  |  |  |  |
| 34 | All text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information. |  |  |  |  |  |  |
| 35 | Any Hyperlink text is descriptive and makes sense when out of context (avoid using "click [here").](http://oscqr.org/standard37) |  |  |  |  |  |  |
| 5. INTERACTION | | | | | | | |
| 36 | Expectations for timely and regular feedback from the instructor are clearly stated [(questions, email, assignments).](http://oscqr.org/standard38) |  |  |  |  |  |  |
|  | | **Sufficiently Present** | **Minor Revision (1/2 hour or less** | **Moderate Revision (1/2 – 2 hours)** | **Major Revision (2+ hours)** | **Not Applicable** | **Action Plan/Notes** |
| 37 | Expectations for interaction are clearly stated (netiquette, [models/examples, and timing and frequency of contributions).](http://oscqr.org/standard39) |  |  |  |  |  |  |
| 38 | Learners have an opportunity to get to know the instructor (e.g., includes professional bio, introductory video, and/or profile). |  |  |  |  |  |  |
| 39 | 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, Meet Your Classmates, Ask a Question/Bulletin Board discussion forums). |  |  |  |  |  |  |
| 40 | Course offers opportunities for learner to learner interaction and constructive collaboration. |  |  |  |  |  |  |
| 6. ASSESSMENT AND FEEDBACK | | | | | | | |
| 41 | Course grading policies, including consequences of late submissions, are clearly [stated in the course information area or syllabus.](http://oscqr.org/standard44) |  |  |  |  |  |  |
| 42 | Course includes regular, high quality methods to assess learners’ mastery of [content.](http://oscqr.org/standard45) |  |  |  |  |  |  |
| 43 | Criteria for the assessment of a graded assignment are clearly articulated (rubrics, [exemplary work).](http://oscqr.org/standard46) |  |  |  |  |  |  |
| 44 | Learners are informed when a due date or time-limited response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation. |  |  |  |  |  |  |
| 45 | Learners have easy access to a well-designed and up-to-date gradebook. |  |  |  |  |  |  |

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| Overall Narrative |
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