

[OSCQR 3.0]

	Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable		
<i>Estimated time needed for revision:</i>		<i>1/2 hour or less</i>	<i>1/2-2 hours</i>	<i>2+ hours</i>			Action Plan

1. COURSE OVERVIEW AND INFORMATION							
1*	Course includes Welcome and Getting Started content.						Need ideas?
2*	An orientation or overview is provided for the course overall, as well as in each module. Students are informed how to navigate and what tasks are due.						Need ideas?
3	Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.						Need ideas?
4	A printable syllabus is available to learners (PDF, HTML).						Need ideas?
5*	Syllabus includes links to relevant campus policies on plagiarism, computer use, student grievances, accommodating disabilities, etc.					Provided in the Harper College Syllabus Template	Need ideas?
6	Course provides access to campus resources (technical help, orientation, tutoring).					Provided in Student Support link in Blackboard course shell	Need ideas?
7	Course information states whether the course is fully online, blended, or web-enhanced.						Need ideas?
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).						Need ideas?
9*	Course objectives/outcomes are clearly defined, measurable, and aligned to student learning activities and assessments.						Need ideas?
10*	Course provides contact information for instructor, department, and program.						Need ideas?

2. COURSE TECHNOLOGY & TOOLS							
11*	Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.						Need ideas?
12*	Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate).						Need ideas?
13	Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.						Need ideas?
14	Course includes links to privacy policy statements for technology tools						Need ideas?
15	Course includes links to accessibility standards statements for technology tools						Need ideas?

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).						Need ideas?
17	Large blocks of information are divided into manageable sections with ample white space around and between the blocks.						Need ideas?
18*	There is enough contrast between text and background for the content to be easily viewed.						Need ideas?
19*	Instructions are provided and well written.						Need ideas?
20	Course is free of grammatical and spelling errors.						Need ideas?
21	Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.						Need ideas?
22	Flashing and blinking text are avoided.						Need ideas?
23	A standard, sans-serif, legible-sized font is used throughout the course.						Need ideas?
24	When possible, information is displayed in a linear format instead of as a table.						Need ideas?
25	Tables are accompanied by a title and summary description.						Need ideas?

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26	Table header rows and columns are assigned.						Need ideas?
27	Slideshows use a predefined slide layout and include unique slide titles.						Need ideas?
28	For all slideshows, there are simple, non-automatic transitions between slides.						Need ideas?

4. CONTENT AND ACTIVITIES

29*	Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support student learning and engagement.						Need ideas?
30*	Course provides activities for students to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.						Need ideas?
31	Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.						Need ideas?
32	Where available, Open Educational Resources, free, or low cost materials are used.						Need ideas?
33	Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.						Need ideas?
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.						Need ideas?
35	A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.).						Need ideas?
36	Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.						Need ideas?
37	Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").						Need ideas?

5. INTERACTION

38*	Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments).						Need ideas?
39*	Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).						Need ideas?
40*	Students have an opportunity to learn about their instructor's professional background and expertise, which may also include their instructor's interests, hobbies, etc.						Need ideas?
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).						Need ideas?
42	Course offers opportunities for student to student interaction and constructive collaboration.						Need ideas?
43	Students are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions.						Need ideas?

6. ASSESSMENT AND FEEDBACK

44*	Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.						Need ideas?
45*	Course includes frequent and appropriate methods to assess students' mastery of content.						Need ideas?

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46*	Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).						Need ideas?
47	Students have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.).						Need ideas?
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.						Need ideas?
49*	Students have easy access to a well designed and up-to-date gradebook.						Need ideas?
50	Students have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.						Need ideas?

*Indicates Harper College Priority 1 Standard

OVERALL NARRATIVE