


Select a choice... - [QAR]

Please review each of the below criteria by reading the text, hovering over the cell to learn more, or selecting the 'More information and ideas' link for video explanations and examples in practice. Please fill out some feedback for each section you review, use the status dropdown menu to select from an array of choices for each criteria and then add Action Items that need to be addressed. Please place a ';' after each separate Action Plan item you list.




	Criteria	Feedback	Status	Action Items
1. COURSE OVERVIEW & INFORMATION				
	1.1 Course includes a welcoming homepage and Getting Started content. More information and ideas. [1]		Sufficiently Present	
	1.2 Course provides an overall orientation or overview, as well as module-level overviews that make course content, activities, assignments, due dates, interactions, and assessments, predictable and easy to navigate/find. More information and ideas. [2]		Minor Revision (1/2 hour or less)	
	1.3 Course expectations are easy to find and include the following: Communication Plan, Required Course Materials, Late Work Policy, and Grading & Feedback Expectations. More information and ideas. [3]		Moderate Revision (1/2 hour - 2 hours)	
	1.4 A link (from Watermark) to the current syllabus is available to students. [4]		Major Revision (2+ hours)	
	1.5 Student support resources are available and easy to find. More information and ideas. [5]		Not Applicable	
	1.6 Technology support resources are available and easy to find. [6]		Select a choice...	
	1.7 Course information states whether the course is Online-synchronous, Online-asynchronous, Hybrid, Hyflex, On Campus. More information and ideas. [7]		Select a choice...	
	1.8 Course schedule is included and provides key dates and deadlines that are integrated within the LMS and is easy to use. [8]		Select a choice...	
	1.9 Learners have easy access to a well-designed and up-to-date gradebook. More information and ideas. [9]		Select a choice...	
	1.10 Instructor information is available and easy to find. More information and ideas. [10]		Select a choice...	
2. COURSE TECHNOLOGY & ACCESSIBILITY				
	2.1 Prerequisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources. More information and ideas. [11]		Select a choice...	
	2.2 All technology tools meet accessibility standards or an alternate is provided. More information and ideas. [12]		Select a choice...	
	2.3 All documents and presentations are free of accessibility errors as indicated by an accessibility checker. More information and ideas. [13]		Select a choice...	
	2.4 All webpages are checked using the accessibility checker and are free of errors. More information and ideas. [14]		Select a choice...	
	2.5 All videos are accessible including closed captions. More information and ideas. [15]		Select a choice...	
	2.6 Text content is available in an easily accessed format, preferably HTML Templates. All text content is readable by assistive technology. More information and ideas. [16]		Select a choice...	
	2.7 A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.), and audio description is provided for video-only content. More information and ideas. [17]		Select a choice...	
	2.8 Text is understandable when viewed without color. More information and ideas. [18]		Select a choice...	
	2.9 Hyperlink text is descriptive and makes sense when out of context (avoid using "click here"). More information and ideas. [19]		Select a choice...	
3. COURSE ORGANIZATION & DESIGN				
	3.1 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). More information and ideas. [20]		Select a choice...	
	3.2 Large blocks of information are divided into manageable sections with ample white space around and between the blocks. More information and ideas. [21]		Select a choice...	
	3.3 Instructions are provided and well written. More information and ideas. [22]		Select a choice...	
	3.4 Course is free of grammatical and spelling errors. More information and ideas. [23]		Select a choice...	
	3.5 Structure of the document or HTML Template is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document. More information and ideas. [24]		Select a choice...	

Select a choice... - [QAR]






Please review each of the below criteria by reading the text, hovering over the cell to learn more, or selecting the 'More information and ideas' link for video explanations and examples in practice. Please fill out some feedback for each section you review, use the status dropdown menu to select from an array of choices for each criteria and then add Action Items that need to be addressed. Please place a ',' after each separate Action Plan item you list.

	Criteria	Feedback	Status	Action Items
3.6	There is a consistent course narrative that explains the purpose and use of each item included in the modules. [25]		Select a choice...	
3.7	Images and representations in the course reflect broad diversity; exceptions are explained and discussed. [26]		Select a choice...	

4. LEARNING MATERIALS & ENGAGEMENTS

 4.1	Course offers access to a variety of engaging resources to present content, support learning and collaboration, and facilitate regular and substantive interaction with the instructor. More information and ideas. [27]		Select a choice...	
 4.2	Course provides activities for learners to develop higher-order thinking and problem solving skills, such as critical reflection and analysis. More information and ideas. [28]		Select a choice...	
 4.3	Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities. More information and ideas. [29]		Select a choice...	
4.4	Where available, Open Educational Resources, free, or low cost materials are used. More information and ideas. [30]		Select a choice...	
4.5	Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable. More information and ideas. [31]		Select a choice...	
4.6	Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments. More information and ideas. [32]		Select a choice...	
4.7	Learning materials and learner engagements include multiple means of engagement (Text, Audio, Video, Interactive) including student choice and reflection. More information and ideas. [33]		Select a choice...	
4.8	Learning materials are presented in multiple formats (Text, Audio, Video, Interactive) to allow flexible pathways for learning. More information and ideas. [34]		Select a choice...	

5. REGULAR & SUBSTANTIVE INTERACTIONS

 5.1	Regular and substantive instructor-to-student expectations, and predictable/scheduled interactions and feedback, are present, appropriate for the course length and structure, and are easy to find. More information and ideas. [35]		Select a choice...	
 5.2	Expectations for all course interactions (instructor to student, student to student, student to instructor) are clearly stated and modeled in all course interaction/communication channels. More information and ideas. [36]		Select a choice...	
 5.3	Learners have an opportunity to get to know the instructor. More information and ideas. [37]		Select a choice...	
 5.4	Course provides activities intended to build a sense of class community, support open communication, promote regular and substantive interaction, and establish trust (e.g., ice-breaking activities, Course Bulletin Board, planned Office Hours, and dedicated discussion forums). More information and ideas. [38]		Select a choice...	
5.5	Course offers opportunities for learner to learner interaction and constructive collaboration. More information and ideas. [39]		Select a choice...	
 5.6	Course provides learners with opportunities in course interactions to share resources and inject knowledge from diverse sources of information with guidance and/or standards from the instructor. More information and ideas. [40]		Select a choice...	

6. ASSESSMENTS

 6.1	Course includes frequent, appropriate, and authentic methods to assess the learners' mastery of content. More information and ideas. [41]		Select a choice...	
 6.2	Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work). More information and ideas. [42]		Select a choice...	
6.3	Learners are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation. More information and ideas. [43]		Select a choice...	
6.4	Instructor clearly communicates the purpose of all assessments and how they are connected to the course and module learning objectives. [44]		Select a choice...	

7. OVERALL COURSE SUMMARY

Select a choice... - [QAR]

Please review each of the below criteria by reading the text, hovering over the cell to learn more, or selecting the 'More information and ideas' link for video explanations and examples in practice. Please fill out some feedback for each section you review, use the status dropdown menu to select from an array of choices for each criteria and then add Action Items that need to be addressed. Please place a ',' after each separate Action Plan item you list.

	Criteria	Feedback	Status	Action Items

This OSCQR Scorecard by [SUNY Online Learning](#) was remixed by [Delaware Tech CCIT](#) and is licensed under [CC BY-NC-SA 4.0](#)

[1] By welcoming students to the course and providing context for what they will be learning, the instructor sets a tone for success from the start of the course. Students benefit from an overview of the course, with general information about the nature and purpose of the course, the course expectations, activities, grading structure, and where to find the specific information on each.

[2] Students benefit from knowing what they are about to learn, as well as the scope of work and time commitment expected from them.

[3] Communicating clear expectations from the start of the course enhances a student's ability to be successful. It is important to write course expectations in a student-centered way.

[4] It is important that students have access to the syllabus from the start, so they understand the learning outcomes and expectations of the course.

[5] Check out the Student Support Resource HTML Template for available resources.

[6] Course provides access to online learner success resources (technical help, support services, orientation, academic honesty, tutoring, 3rd party tool information, minimum technology requirements). Check out the Technology Resources HTML Template for available resources.

[7] Make clear what the course format is: Online-synchronous, Online-asynchronous, Hybrid, Hyflex, or On Campus. Students should have a clear understanding of all asynchronous, synchronous, and on-campus requirements.

[8] Some students prefer to print a course schedule. Check out the Course Schedule HTML Template for an online schedule that can also be easily printed.

[9] The gradebook should be clear, easy to navigate, and align to the Course Evaluation Measures Menu.

[10] Check out the Instructor Information HTML Template.

[11] For third party content (publisher websites, subscriptions), students should be provided links to the relevant assistive resources provided by those companies. If students are required to use technology (microphone, webcam, etc.), the requirements for usage should be in the Course Information/Syllabus materials at the beginning of the course.

[12] LMS tools typically adhere to accessibility standards, but any technology tools, or applications outside of the LMS need to be reviewed from an accessibility perspective before including them in the online course.

[13] Register for CCIT's MCC on Digital Accessibility to learn how to ensure that all documents and presentations are accessible.

[14] Register for CCIT's MCC on Digital Accessibility to learn how to ensure that all documents and presentations are accessible.

[15] Register for CCIT's MCC on Digital Accessibility to learn how to ensure that all documents and presentations are accessible.

[16] Check out the HTML Template Reference Guide for available resources on how to use templates.
<https://webapps.dtcc.edu/LMS/referencelibrary/>

[17] Register for CCIT's MCC on Digital Accessibility to learn how to ensure that all documents and presentations are accessible.

[18] Register for CCIT's MCC on Digital Accessibility to learn how to ensure that all documents and presentations are accessible.

[19] Register for CCIT's MCC on Digital Accessibility to learn how to ensure that all documents and presentations are accessible.

[20] Create a cohesive online course structure that is logically sequenced and paced. This includes consistency in the design of learning modules, assignments, and rubrics. Repeating information and using links to frequently accessed course pages aids findability and helps students navigate easily to relevant information without searching extensively.

[21] Reducing content to smaller "chunks" enables students to make better use of working memory and recall. Organizing course content into manageable sections makes it easier for learners to work through, and process the information.

[22] Clear instructions help students to function in the online environment without having to repeatedly ask for help, or clarification. It is recommended to present assignment/activity instructions as close to the assignment to which they apply. Students benefit from this "proximity" by preventing the confusion and frustration of not know what to do, or having to make several clicks to find the instructions.

[23] While everyone occasionally makes makes grammatical and spelling mistakes, the course content represents the instructor, department, and institution, and should be presented professionally, and free of errors. Especially if the instructor expects the same of learners.

[24] By using subjects, titles, and headings to structure course content, instructors can more effectively guide students through an online course, while setting expectations on what to expect along the way.

[25] Providing students with "The Why" behind course materials helps them to make connections and deepen their understanding of foundational course concepts.

[26] Something as simple as selecting images and wording that has an appreciation for the uniqueness and diversity for your student population will help to create a sense of belonging and safe and welcoming environment.

[27] Students benefit more from active learning and engagement via interaction with others, and applying course concepts in tasks, than from passive presentation of content. External readings, assignments, discussions, interactive web sites, and online assessments (formative and summative) should all be connected clearly to course objectives, and supported by course content. Students engage in course activities more readily when the relevance to the course content, to the discipline, and to their real lives are clear to them.

[28] Cognitive presence is the extent to which students are able to construct and confirm meaning through sustained reflection and discourse (Garrison, Anderson, & Archer, 2001). When students are provoked to question, explore, apply, defend, refute, and think critically, and to make that thinking and learning visible and open to feedback by the instructor and classmates, they construct knowledge.

[29] Relevance is central to adult learning. (Malcom Knowles) When students can apply a learning activity to practical value beyond the duration of the course, relevance is established between the stated learning objective, the learning activity, and the assessment of that activity.

[30] Delaware Tech is committed to using low cost instructional materials wherever possible to reduce the financial burden on students.

[31] Resources and materials in the course should be properly cited. In doing so, instructors, and programs model good professional and academic citizenship.

[32] Students need to know how what they are learning and what they are required to demonstrate and connect to the course outcomes. The relevance of what they are learning is important (Knowles, 1984). Connecting objectives to activities provides context and relevance. Program objectives, course objectives and module level objectives should all be aligned. Objectives should be aligned with the learners' perspective and appropriate to the level of rigor for the particular program of study. Ensure the activities and assessments are mapped to these outcomes. Knowles, M. (1984). *Andragogy in Action*. San Francisco: Jossey-Bass.

[33] Register for CCIT's MCC on How to Build a Course to learn how to increase learned engagement and learning materials.

[34] Register for CCIT's MCC on How to Build a Course to learn how to increase learned engagement and learning materials.

[35] Regular and Substantive interaction must be initiated by the instructor, scheduled and predictable, and academic and relevant to the course in nature.

Providing clear expectations that are easy to find can minimize learner confusion, reduce learner questions, and help instructors focus their time more efficiently. Students will experience less frustration if they know what to expect and how and when they will have access to the instructor for help, private interaction, and feedback.

[36] Providing clear expectations regarding all course activities/ interactions, and anticipating learners' questions in course information and instructions, can minimize learner confusion, reduce learner questions, and help instructors focus their time more efficiently. Learners will experience less frustration if they know what to expect.

Expectations for assignments, class participation, grading, feedback and assessments (including proctoring), due dates, and attendance requirements should all be clear to the learner.

Adult learners expect and benefit from understanding the parameters and rationale of the learning activities in a course up front. Outlining clear expectations for timing and frequency of contributions, as well as providing standards, rubrics, and models for particular course activities helps learners to be successful, and reduces questions and frustration caused by ambiguity.

For blended courses, provide clear guidelines for synchronous (in-class) and asynchronous (online) participation.

[37] Social presence is the ability of students to project their personal characteristics into the community of inquiry, thereby presenting themselves as 'real people.' (Garrison, Anderson, & Archer, 2001).

When students can get a broader sense of their instructor as a real person, the "distance" between the instructor and learner is mitigated.

The tone and approach of the instructor in regard to self-introduction will serve as a model for learners. It is important that learners feel that the instructor is approachable, accessible, and willing to communicate consistently throughout the course.

[38] Building a sense of community mitigates the sense of isolation reported by online students.

Courses that promote class community help learning occur "in a social context" (Dewey) and mitigate the perception of a correspondence course.

[39] Incorporating group work and peer review assignments (as appropriate) support social, teaching, and cognitive presences.

By requiring students to engage with each other, the design of such activities requires them to assume more responsibility for their own learning. This often leads to a deeper level of engagement. The instructor's role shifts to that of a facilitator, who guides, moderates, and evaluates the quality and quantity of interaction between students.

[40] Teaching presence is the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes (Anderson, Rourke, Garrison, & Archer, 2001)

Inviting students to reach out beyond a textbook or assigned readings empowers them to understand a wider scope of research and perspectives. When exposed to different information sources, students have the opportunity to discern the integrity of those sources and (possibly) share those perceptions with each other.

[41] Consistent and regular assessments help students demonstrate their progress and deficiencies.

[42] Establish and communicate clear grading schema. Rubrics are recommended as a best practice for communicating criteria and achievement levels for particular assignments. Provide examples of work that model the performance you require/expect of students.

Check out the Assignments HTML Template for available resources.

[43] Understanding students who may need more time, accommodations, or who may face unpredicted or emergency circumstances, is critical to promoting student success in online courses.

[44] Check out the Assignments HTML Template for available resources.