

## [OSCQR 4.0]

	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>		<b>Action Plan</b>

1. COURSE OVERVIEW AND INFORMATION							
1	1	Course includes Welcome and Getting Started content. [1]					<a href="#">1. Need ideas?</a>
	2	Course provides an overall orientation or overview, as well as module-level overviews to make course content, activities, assignments, due dates, interactions, and assessments, predictable and easy to navigate/find. [2]					<a href="#">2. Need ideas?</a>
	3	Course includes a course information area and syllabus that make course expectations clear and findable. [3]					<a href="#">3. Need ideas?</a>
	4	A printable syllabus is available to learners (PDF, HTML). [4]					<a href="#">4. Need ideas?</a>
	5	Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc. [5]					<a href="#">5. Need ideas?</a>
	6	Course provides access to learner success resources (technical help, orientation, tutoring). [6]					<a href="#">6. Need ideas?</a>
	7	Course information states whether the course is fully online, blended, or web-enhanced. [7]					<a href="#">7. Need ideas?</a>
	8	Course provides appropriate guidelines for successful participation regarding technical requirements (e.g., browser version, mobile, publisher resources, secure content, pop-ups, browser issues, microphone, webcam). [8]					<a href="#">8. Need ideas?</a>
	9	Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments. [9]					<a href="#">9. Need ideas?</a>
	10	Course provides contact information for instructor, department, and program. [10]					<a href="#">10. Need ideas?</a>

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

3. DESIGN AND LAYOUT							
3	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). [16]					<a href="#">16. Need ideas?</a>
	17	Large blocks of information are divided into manageable sections with ample white space around and between the blocks. [17]					<a href="#">17. Need ideas?</a>
	18	There is enough contrast between text and background for the content to be easily viewed. [18]					<a href="#">18. Need ideas?</a>
	19	Instructions are provided and well written. [19]					<a href="#">19. Need ideas?</a>
	20	Course is free of grammatical and spelling errors. [20]					<a href="#">20. Need ideas?</a>
	21	Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document. [21]					<a href="#">21. Need ideas?</a>
	22	Flashing and blinking text are avoided. [22]					<a href="#">22. Need ideas?</a>
23	A sans-serif font with a standard size of at least 12 pt is used. [23]					<a href="#">23. Need ideas?</a>	

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24	When possible, information is displayed in a linear format instead of as a table. [24]						<a href="#">24. Need ideas?</a>
25	Tables are accompanied by a title and summary description. [25]						<a href="#">25. Need ideas?</a>
26	Table header rows and columns are assigned. [26]						<a href="#">26. Need ideas?</a>
27	Slideshows use a predefined slide layout and include unique slide titles. [27]						<a href="#">27. Need ideas?</a>
28	For all slideshows, there are simple, non-automatic transitions between slides. [28]						<a href="#">28. Need ideas?</a>

### 4. CONTENT AND ACTIVITIES

29	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. [29]						<a href="#">29. Need ideas?</a>
30	Course provides activities for learners to develop higher-order thinking and problem solving skills, such as critical reflection and analysis. [30]						<a href="#">30. Need ideas?</a>
31	Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities. [31]						<a href="#">31. Need ideas?</a>
32	Where available, Open Educational Resources, free, or low cost materials are used. [32]						<a href="#">32. Need ideas?</a>
4 33	Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable. [33]						<a href="#">33. Need ideas?</a>
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. [34]						<a href="#">34. Need ideas?</a>
35	A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.), and audio description is provided for video-only content. [35]						<a href="#">35. Need ideas?</a>
36	Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information. [36]						<a href="#">36. Need ideas?</a>
37	Hyperlink text is descriptive and makes sense when out of context (avoid using "click here"). [37]						<a href="#">37. Need ideas?</a>

### 5. INTERACTION

38	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. [38]						<a href="#">38. Need ideas?</a>
39	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. [39]						<a href="#">39. Need ideas?</a>
5 40	Learners have an opportunity to get to know the instructor. [40]						<a href="#">40. Need ideas?</a>
41	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. [41]						<a href="#">41. Need ideas?</a>
42	Course offers opportunities for learner to learner interaction and constructive collaboration. [42]						<a href="#">42. Need ideas?</a>
43	Learners are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions. [43]						<a href="#">43. Need ideas?</a>

### 6. ASSESSMENT AND FEEDBACK

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		<i>Estimated time needed for revision:</i>					
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6	44	Course grading policies, including consequences of late submissions, are clearly stated in the Course Information/ Syllabus materials. [44]					<a href="#">44. Need ideas?</a>
	45	Course includes frequent, appropriate, and authentic methods to assess the learners' mastery of content. [45]					<a href="#">45. Need ideas?</a>
	46	Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work). [46]					<a href="#">46. Need ideas?</a>
	47	Course provides opportunities for learners to review their performance and assess their own learning throughout the course (via pre-tests, self-tests with feedback, reflective assignments, peer assessment, etc.). [47]					<a href="#">47. Need ideas?</a>
	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. [48]					<a href="#">48. Need ideas?</a>
	49	Learners have easy access to a well-designed and up-to-date gradebook. [49]					<a href="#">49. Need ideas?</a>
	50	Course includes the opportunity for learners to provide descriptive feedback on their experience in the online course, the course design, content, user experience, and technology. [50]					<a href="#">50. Need ideas?</a>

OVERALL NARRATIVE

[1] By welcoming learners 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. Learners 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] Adult learners benefit from knowing what they are about to learn, as well as the scope of work and time commitment expected from them. For most adult learners, such "advanced organizers" help them plan around conflicting priorities (family, children, work) and manage their time.

[3] Deconstruction of the syllabus enables learners to find varied, discrete course information quickly with one or two clicks, rather than reading through the entire syllabus document. The preferred format for this section is short documents (one or two screens for easy scrolling) with narrow focus and clear titles.

Key findings have implications and support for the deconstructed syllabus, well named modules, etc. "Findability may have a significant effect on self-efficacy and motivation, as well as student perception of the instructor."

[4] Some learners prefer to print a syllabus for offline reference. A single document is preferred for easy printing.

[5] Course has clear policies and/ or links to institutional resources for learners to consult regarding how to file a grievance, campus computer use policies, and the disability office. Instructors can reinforce this in the Course Information section. Learners should feel connected to their campus through their online courses.

[6] Having easy access to support prepares learners for success in the online environment and reduces frustration.

[7] Make clear what the course format is- completely online, blended, or web enhanced. This information should be included in the syllabus or course information area. For blended courses, learners will need a clear understanding of the ratio between synchronous and asynchronous requirements.

[8] Learners will likely try to access their online courses on several different devices. The SUNY Online Help Desk, or campus-based Help Desk should be referenced (provide a link) for help and expertise with any issues that arise from different operating systems and devices (mobile, laptops, etc.)

[9] Learners 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.

[10] Provide opportunities for private communication with the instructor. Include department and program information. This helps learners who are completely online establish and maintain a sense of connection with the instructor and the overall program.

[11] For third party content (publisher websites, subscriptions), learners should be provided links to the relevant assistive resources provided by

those companies. If learners 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] Learners should be provided ample time to set up, practice, and troubleshoot third party tools.

[13] When faced with a large variety of LMS tools, it is important for course developers and faculty to select the tools that learners will be using most frequently, and make prominent links to those tools.

[14] Learners should be informed about the degree to which their data (identities, submissions, logons) can be monitored, collected, and distributed either by the LMS, or through the registration process for an external tool (online workbook, blog tool, etc.).

[15] 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.

[16] 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 learners navigate easily to relevant information without searching extensively.

[17] Reducing content to smaller “chunks” enables learners 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.

[18] Low contrast between text and background on computer screens and mobile devices can decrease readability and inhibit learner success in an online course.

[19] Clear instructions help learners 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. Learners 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.

[20] 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.

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

[22] Online course content that flashes or blinks can cause seizures for some learners, and should be purposefully avoided.

[23] Font size and type face in online text (serif vs. sans-serif) affect readability. Consistency is also essential.

[24] In order for screen readers to read online course pages properly, information presented in tables needs to be structured in such a way that when using a screen reader the visually impaired learner can easily follow and understand the auditory output that is generated.

[25] In presenting data using tables, a title and summary description must be included to guide learners using screen readers through the topic

before the screen reader accesses the actual data in the table.

[26] In order for screen readers to process table information, row and column headers need to be in place.

[27] Using a consistent layout in presentation slides provides continuity and consistency in course content presentation.

[28] Irrelevant sounds, motions, or animations in a presentation can reduce learner comprehension.

[29] Learners 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. Learners 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.

[30] Cognitive presence is the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse (Garrison, Anderson, & Archer, 2001). When learners 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.

[31] Relevance is central to adult learning. (Malcom Knowles) When the adult learner 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.

[32] SUNY Online is committed to using low cost instructional materials wherever possible to reduce the financial burden on learners. Campus librarians are a good resource for help with OER. See also SUNY OER services: <https://oer.suny.edu/>

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

[34] Providing content in accessible formats is critical to making materials accessible to all learners.

[35] Screen readers do not read images, which makes them inaccessible to learners with visual impairments who rely on those readers. If images are used, ALT (alternative) text, descriptive text need to be provided.

[36] Learners who have low vision, or are color blind, need high contrast between the text font and background in order to read.

[37] Screen readers provide learners with the ability to hear only the links that appear on a page. Should a learner come across a page that indicates "click here" used for every link, there would be no context related to any implied action to take in the course, and the learner would need to read through the entire page each time to access a specific link.

[38] 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. Learners 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.

[39] 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.

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

When learners 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.

[41] Building a sense of community mitigates the sense of isolation reported by online learners.

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

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

By requiring learners 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 learners.

[43] 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 learners 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, learners have the opportunity to discern the integrity of those sources and (possibly) share those

perceptions with each other.

[44] Learners need to know how their work will be assessed in a clear and transparent manner.

[45] Consistent and regular assessments help learners demonstrate their progress and deficiencies.

[46] 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 learners.

[47] Self assessment has been shown to play a role in learner self-efficacy, support learner self-regulation, and foster learners' abilities to construct meaning, and promote metacognition.

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

[49] The gradebook should be clear, and easy to navigate.

[50] Solicit feedback from learners on their experiences in the course to aid the instructor in making improvements to the course design and/or instruction practices.