Course Design Review (OSCQR)

The Course Design Review process promotes continuous improvement in instructional design of online asynchronous, online synchronous, hybrid plus, and hybrid courses. This research-based course design review and enhancement model was developed to offer a team approach to the application of instructional design principles to online and hybrid courses.

Faculty and instructional designers work together throughout the Course Design Review process, using the OSCQR tool to promote systematic reflection on elements of course design that promote quality learning experiences for students and achievement of the desired learning outcomes. This process is intended to assist in conversations about how we can strengthen student learning experiences by using effective practices in instructional design.

For more information about the Course Design Review process and timeline, please visit Instructional Design and Distance Learning’s [website](https://instructionaldesign.buffalostate.edu/course-design-review-oscqr).

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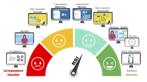
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# **Instructions**

Before beginning the Course Design Review process, please ensure that your course is fully developed in a [Brightspace development shell](https://buffalostate.teamdynamix.com/TDClient/2003/Portal/Requests/ServiceDet?ID=41980) and that you’ve [requested a Course Design Review](https://buffalostate.teamdynamix.com/TDClient/2003/Portal/Requests/ServiceDet?ID=33613).

The first phase of the Course Design Review Process is your Self-Review using your Brightspace development shell and the OSCQR tool. The information you provide in your Self-Review is crucial to this process. Please use this opportunity to share elements of the course design that are working well, strategies you’re interested in exploring, and any questions you may have.

**Please follow the steps below to complete your self-review:**

1. Complete the **Reflection** section.
2. In the **OSCQR** section, complete the **Self** review for each standard.
   1. You’re able to click on the hyperlinks within each OSCQR standard to learn more about why the standard is important to instructional design and ideas for incorporating that standard.
   2.  = standards that specifically address or can be leveraged to support the requirements for Regular and Substantive Interaction (RSI).
   3.  = standards that are required according to the Americans with Disabilities act.
   4. For each OSCQR standard, please indicate the **Status** next to “**Self**”:
      1. **S = Sufficiently Present**
      2. **U = Update Needed**
      3. **N/A = Not Applicable**
   5. If the standard is Sufficiently Present, use the “**Self**” section within the "Example/Location in Course where this is Demonstrated" column to describe how/where this standard is present (for example, “In Module 1 folder in the assignment descriptions”).
   6. If there is an Update Needed to further incorporate the standard, use “**Self**” section within the "Action Plan" column to describe how you plan to incorporate that standard into your course design (for example, “I’m not sure what alt tags are. Please provide resources so that I can add alt tags.”).

# **Course Profile**

* Course Title:
* Modality:
* Number of Credits:
* Course Length:
* Semester to be Taught:
* Anticipated Enrollment:

# **Reflection**

* What is your goal for this course design review?
* If you’ve taught this course before, what is your favorite part of the course? What’s working well?
* What about this course has been challenging?
* What do students like about this course?
* Are there any areas of the course that you would like additional feedback on?
* Is there any additional information you would like to share with the Course Design Review team?

# **OSCQR**

## Course Overview and Information

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Priority** | **OSCQR Standard** | **Status** **(Sufficiently Present, Update Needed, N/A)** | **Example/Location in Course where this is Demonstrated** | **Action Plan** |
| 1 | Important  Standard that specifically address or can be leveraged to support the requirements for Regular and Substantive Interaction (RSI). | Course includes Welcome and [Getting Started content](https://oscqr.suny.edu/standard1/). | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 2 | Important  Standard that specifically address or can be leveraged to support the requirements for Regular and Substantive Interaction (RSI). | Course provides an overall [orientation or overview](https://oscqr.suny.edu/standard2/), as well as module-level overviews to make course content, activities, assignments, due dates, interactions, and assessments predictable and easy to navigate/find. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 3 | **Essential**  Standard that specifically address or can be leveraged to support the requirements for Regular and Substantive Interaction (RSI). | Course includes a [course information area](https://oscqr.suny.edu/standard3/) (downloadable [syllabus](https://oscqr.suny.edu/standard4/)) that makes course expectations clear and findable. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 4 | **Essential** | Course includes links to relevant [campus policies](https://deanofstudents.buffalostate.edu/handbook-student-policies) on [plagiarism](https://academicstandards.buffalostate.edu/misconduct), computer use, [student grievances](https://ecatalog.buffalostate.edu/undergraduate/academic-policies/student-complaints-grievances-appeals/), [accommodating disabilities](https://sas.buffalostate.edu/information-faculty), etc. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 5 | **Essential**  Standard that specifically address or can be leveraged to support the requirements for Regular and Substantive Interaction (RSI). | Course provides access to campus and [SUNY Online](https://online.suny.edu/help/) resources ([technical help](https://buffalostate.teamdynamix.com/TDClient/2003/Portal/Home/), orientation, [tutoring](https://academicsuccess.buffalostate.edu/)). | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 6 | Important | Course information states the [modality](http://bscintra.buffalostate.edu/dops/policysect4/040703.pdf) (online synchronous, online asynchronous, hybrid, hybrid +, or traditional. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 7 | **Essential**  Standard that specifically address or can be leveraged to support the requirements for Regular and Substantive Interaction (RSI). | Approved [Student Learning Outcomes (SLOs)](https://oscqr.suny.edu/standard9/) from [CSCC](https://collegesenate.buffalostate.edu/cscc) course proposal are present in course, and are clearly defined, measurable, and aligned to student learning activities and assessments.  Outcomes should address what learners need to be able to do when they complete the course, and aligned activities and assessments should showcase how learners have achieved those outcomes. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 8 | **Essential**  Standard that specifically address or can be leveraged to support the requirements for Regular and Substantive Interaction (RSI). | Course provides [contact information](https://oscqr.suny.edu/standard10/) for instructor, department, and program. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |

## Course Technology and Tools

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Priority** | **OSCQR Standard** | **Status (Sufficiently Present, Update Needed, N/A)** | **Evidence (Example/Location in Course where this is Demonstrated)** | **Action Plan** |
| 9 | **Essential** | Appropriate [software, hardware and skills](https://oscqr.suny.edu/standard11/) for accessing and participating in the course are communicated (mobile, publisher websites, access codes, credentials, browser, microphone, webcam, [MS Office)](https://buffalostate.teamdynamix.com/TDClient/2003/Portal/KB/ArticleDet?ID=84705). | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 10 | **Essential** | [Technical skills](https://oscqr.suny.edu/standard12/) required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate). | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 11 | Important | Frequently used [technology tools are easily accessed](https://oscqr.suny.edu/standard13/). Any tools not being utilized are removed from the course menu. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 12 | Important | Course includes links to [privacy policies](https://oscqr.suny.edu/standard14/) for third-party technology tools and web resources. Learners entrust the university with their personal information and expect that information to be protected. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 13 | **Essential**  Standard that is required according to the Americans with Disabilities act. | Any technology tools meet [accessibility](https://oscqr.suny.edu/standard15/) standards. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |

## Design and Layout

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Priority** | **OSCQR Standard** | **Status (Sufficiently Present, Update Needed, N/A)** | **Evidence (Example/Location in Course where this is Demonstrated)** | **Action Plan** |
| 14 | **Essential** | A logical, consistent, and uncluttered [layout](https://oscqr.suny.edu/standard16/) is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles). | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID |
| 15 | **Essential** | Each week/module has an introduction/overview and [learning objectives.](https://oscqr.suny.edu/standard9/) | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 16 | Important | Large blocks of information are divided into manageable sections with ample [white space](https://oscqr.suny.edu/standard17/) around and between the blocks. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 17 | **Essential**  Standard that is required according to the Americans with Disabilities act. | There is enough [contrast](https://oscqr.suny.edu/standard18/) between text and background for the content to be easily viewed. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 18 | **Essential**  Standard that specifically address or can be leveraged to support the requirements for Regular and Substantive Interaction (RSI). | [Clear instructions](https://oscqr.suny.edu/standard19/) are provided. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 19 | Important | Course is free of [grammatical and spelling](https://oscqr.suny.edu/standard20/) errors. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 20 | **Essential**  Standard that is required according to the Americans with Disabilities act. | Text is [formatted](https://oscqr.suny.edu/standard21/) with titles, headings, and other styles to enhance readability and improve the structure of the document. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 21 | **Essential**  Standard that is required according to the Americans with Disabilities act. | Flashing and [blinking text](https://oscqr.suny.edu/standard22/) are avoided. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 22 | Important | A [sans-serif font](https://oscqr.suny.edu/standard23/) with a standard size of at least 12pt (default in Brightspace) is used. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 23 | **Essential**  Standard that is required according to the Americans with Disabilities act. | [When using tables](https://oscqr.suny.edu/standard24/), ensure that they are accompanied by a [title, summary description](https://oscqr.suny.edu/standard25/), [header rows/columns](https://oscqr.suny.edu/standard26/). If table displays on multiple pages [indicate repeat header row](https://support.microsoft.com/en-us/office/repeat-table-header-on-subsequent-pages-2ff677e0-3150-464a-a283-fa52794b4b41#:~:text=In%20the%20table%2C%20right%2Dclick,Select%20OK.). | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 24 | **Essential**  Standard that is required according to the Americans with Disabilities act. | For all slideshows, there are simple, [non-automatic transitions](https://oscqr.suny.edu/standard28/) between slides. Slideshows use a [predefined slide layout and include unique slide titles](https://oscqr.suny.edu/standard27/). | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |

## Content and Activities

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Priority** | **OSCQR Standard** | **Status (Sufficiently Present, Update Needed, N/A)** | **Evidence (Example/Location in Course where this is Demonstrated)** | **Action Plan** |
| 25 | **Essential**  Standard that specifically address or can be leveraged to support the requirements for Regular and Substantive Interaction (RSI). | Course offers access to a [variety](https://oscqr.suny.edu/standard29/) of engaging resources to present content, support learning and collaboration, and facilitate regular and substantive interaction with the instructor ([multiple means of representation](https://udlguidelines.cast.org/representation) for communication, collaboration, content delivery, student engagement).  Learners benefit more from activities than from simple presentation of content. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 26 | **Essential**  Standard that specifically address or can be leveraged to support the requirements for Regular and Substantive Interaction (RSI). | Course provides activities for students to develop [higher-order thinking](https://oscqr.suny.edu/standard30/) and problem-solving skills, such as critical reflection and analysis. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 27 | **Essential**  Standard that specifically address or can be leveraged to support the requirements for Regular and Substantive Interaction (RSI). | Course provides [authentic activities](https://oscqr.suny.edu/standard31/) that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 28 | Important | Where available, [Open Educational Resources](https://oscqr.suny.edu/standard32/), free, or low-cost materials are used. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 29 | Important | Course materials and resources include [copyright](https://oscqr.suny.edu/standard33/) and licensing status, clearly stating permission to share where applicable. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 30 | **Essential**  Standard that is required according to the Americans with Disabilities act. | All text content is [readable by assistive technology](https://oscqr.suny.edu/standard34/), including a PDF or any text contained in an image. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 31 | **Essential**  Standard that is required according to the Americans with Disabilities act. | A [text equivalent](https://oscqr.suny.edu/standard35/) for every non-text element is provided ("alt" tags, captions, transcripts, etc.). | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 32 | **Essential**  Standard that is required according to the Americans with Disabilities act. | [Text, graphics, and images](https://oscqr.suny.edu/standard36/) are understandable when viewed without color. Text should be used as a primary method for delivering information. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 33 | **Essential**  Standard that is required according to the Americans with Disabilities act. | Hyperlink text is [descriptive](https://oscqr.suny.edu/standard37/) and makes sense when out of context (avoid using "click here"). For example, a hyperlink reading “Subscribe to the Harvard Business Review” provides more information and more clearly directs them to an action required, in place of the URL or “click here” to subscribe. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |

## Interaction

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Priority** | **OSCQR Standard** | **Status (Sufficiently Present, Update Needed, N/A)** | **Evidence (Example/Location in Course where this is Demonstrated)** | **Action Plan** |
| 34 | **Essential**  Standard that specifically address or can be leveraged to support the requirements for Regular and Substantive Interaction (RSI). | [Regular and substantive](https://oscqr.suny.edu/standard38/) instructor-to-student expectations, and predictable/scheduled interactions and feedback are present, appropriate for the course length and structure, and are easy to find (questions, email, assignment grading and feedback). | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 35 | **Essential**  Standard that specifically address or can be leveraged to support the requirements for Regular and Substantive Interaction (RSI). | [Expectations for all course interactions](https://oscqr.suny.edu/standard39/) (instructor to student, student to student, student to instructor) are clearly stated and modeled in all course interaction /communication channels (netiquette, grade weighting, models, examples, and timing and frequency of contributions). | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 36 | Important  Standard that specifically address or can be leveraged to support the requirements for Regular and Substantive Interaction (RSI). | Students have an opportunity to [get to know the instructor](https://oscqr.suny.edu/standard40/). | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 37 | **Essential**  Standard that specifically address or can be leveraged to support the requirements for Regular and Substantive Interaction (RSI). | Course provides activities intended to build a sense of [class community](https://oscqr.suny.edu/standard41/), 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). | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 38 | **Essential** | Course offers a variety of [opportunities for interaction](https://oscqr.suny.edu/standard42/) and constructive collaboration (student to student, student to instructor, student to content). Group and peer-review assignments can support social, teaching, and cognitive presences in the online space. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 39 | Important  Standard that specifically address or can be leveraged to support the requirements for Regular and Substantive Interaction (RSI). | Course provides learners with opportunities in course interactions to [share resources](https://oscqr.suny.edu/standard43/) and inject knowledge from diverse sources of information with guidance and/or standards from the instructor. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |

## Assessment and Feedback

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Priority** | **OSCQR Standard** | **Status (Sufficiently Present, Update Needed, N/A)** | **Evidence (Example/Location in Course where this is Demonstrated)** | **Action Plan** |
| 40 | **Essential**  Standard that specifically address or can be leveraged to support the requirements for Regular and Substantive Interaction (RSI). | Course [grading policies](https://oscqr.suny.edu/standard44/), including consequences of late submissions, are clearly stated in the course information area or syllabus. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 41 | **Essential**  Standard that specifically address or can be leveraged to support the requirements for Regular and Substantive Interaction (RSI). | Course includes frequent and appropriate [methods to assess students’](https://oscqr.suny.edu/standard45/) mastery of content.  The key to establishing an appropriate assessment strategy is first making sure that established objectives are measurable, and then mapping activities back to those goals to see which best lend themselves to conveying learner mastery. It comes down to one simple question – how will you know that learning has taken place? | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 42 | **Essential**  Standard that specifically address or can be leveraged to support the requirements for Regular and Substantive Interaction (RSI). | [Criteria](https://oscqr.suny.edu/standard46/) for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work). | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 43 | **Essential**  Standard that specifically address or can be leveraged to support the requirements for Regular and Substantive Interaction (RSI). | Students have opportunities to review their performance and [assess their own learning](https://oscqr.suny.edu/standard47/) throughout the course (pre-tests, automated self-tests, reflective assignments, practice questions, opportunities, etc.). | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 44 | **Essential**  Standard that is required according to the Americans with Disabilities act. | Students are [informed when a timed response is required](https://oscqr.suny.edu/standard48/). Proper lead time is provided to ensure there is an opportunity to prepare an accommodation. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 45 | **Essential** | Students have access to an [up-to-date gradebook](https://oscqr.suny.edu/standard49/) that includes the total points/percentage column that accurately reflects their performance. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |
| 46 | **Essential** | Students have opportunities facilitated by the instructor throughout the semester to [provide descriptive feedback](https://oscqr.suny.edu/standard50/) on their learning experience (course design/navigation, course content/activities, assignments/instructions, technology). This feedback can guide better design choices to support learner success while the course is in progress. | Self: | Self: | Self: |
| Peer: | Peer: | Peer: |
| ID: | ID: | ID: |