

Simplified OSCQR

A condensed checklist for SUNY Oneonta Fall 2020



1. Welcome, overview and information (Simplified from OSCQR standards 1-10):

- 1.1. The course has information that makes it clear how and when students attend class or submit assignments.
 - *Students should know if there are mandatory sessions held online (if synchronous), or how many times a week assignments are due (if asynchronous).*
- 1.2. Contact information is in the course shell for the instructor (including how and when the instructor will communicate), academic support services, IT support services.
 - *Set realistic expectations. For example: "I answer emails from 9-5, and I try to answer all emails within 48 hours. I do not answer emails on Sundays, but do my best to get through all messages received on the weekend on Monday."*

2. Course Organization (Simplified from OSCQR standards 16-28)

- 2.1. The course is organized into modules, units, weeks, or other chunks. Each section has due dates and expectations clearly stated.
- 2.2. The Blackboard navigational menu includes important links, and unused tools and links are removed. (ie. If a faculty member isn't using the Blackboard Groups feature, it has been removed from the navigation menu)

3. Accessibility (OSCQR standard 21)

- 3.1. At a minimum, videos should have automatically generated captions
 - *(YouTube and Microsoft Stream use AI and speech-to-text software to generate captions)*
- 3.2. If course readings are in the red on Ally, faculty have reached out to the library to see if more accessible copies can be located.

4. Course activities (Simplified from OSCQR standards 29-30)

- 4.1. Course activities should encourage collaboration between students whether through discussion boards, synchronous sessions, or group projects.
- 4.2. Course activities encourage learners to develop higher-order thinking and problem-solving skills, such as critical reflection or analysis.

5. Interaction (Interaction is the heart of any online course. OSCQR standards 38-43 are unmodified)

- 5.1. Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignment)
- 5.2. Expectations for interaction are clearly stated (how will students contributions be scored, how frequently do they need to contribute?)
- 5.3. Learners have the opportunity to get to know the instructor
- 5.4. Course offers opportunities for learner to learner interaction and constructive collaboration
- 5.5. Learners are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions.

6. Technology Requirements (Simplified from OSCQR standards 11-15)

- 6.1. Students are told up front about technology requirements for the class.
- 6.2. If there are technology requirements for exams (such as Respondus Monitor) a practice test is included.



This condensed version of the OSCQR rubric was prepared by SUNY Oneonta's Teaching, Learning & Technology Center (TLTC). The OSCQR Rubric was originally developed by the State University of New York, through a partnership between the Open SUNY Center for Online Teaching Excellence and the Online Learning Consortium. OSCQR is shared freely with a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/) (CC-BY).