# TCU OSAT Version Update Information

List of Substantive differences between version 7.19 (current, 7/2019) and version 6.18 (last update: 6/2018). Italics in quoted text indicate changes.

| **Criterion** | **Section** | **Description of Substantive Content Change** |
| --- | --- | --- |
| Welcome | Course Basics | **Clarification**: Descriptive text for criterion now indicates that a foundational course module can serve as a secondary welcome if it introduces course themes. |
| Evaluation Design | Course Basics | **Clarification**: Descriptive text for criterion now indicates and provides examples of different forms of assessment: Different assessment types may use the same TCU Online tool, so long as the activity itself varies significantly in design and shape of student engagement (e.g., Discussions tool used for whole-class discussions and journals).  **Clarification**: Exemplary level now mentions that rubrics are present for all course assessments *other than self-assessment or reflective activities.* |
| Course Schedule | Course Basics | **Addition**: A new criterion aligns with expectations from SACS, the State Authorization Reciprocity Agreement, and federal financial aid guidelines to articulate whether the course schedule provides for regular and substantive interaction throughout the duration of the stated term dates for the course session, including through the university-designated end date of the session. |
| Universal Design | Course Basics | **Addition**: A new criterion combines criterion-referenced standards from the former Content Presentation & Organization criterion and the Environmental Look criterion to address the extent to which modifications to the course shell and course content built in the shell ensure engagement and accessibility for all students. |
| Content Presentation & Organization | Course Basics | **Deletion**: See the description for Universal Design above. |
| Environmental Look | Course Basics | **Deletion**: See the description for Universal Design above. |
| Redundancy | Course Basics | **Clarification**: The Accomplished level now focuses on module-level redundancy, indicating that there is either module-level information about activities within the module or that activities have due dates or other necessary information as a repetition piece. This aligns the Sufficient level with course-level repetition and the Exemplary level (see below) with robust activity-level repetition.  **Clarification**: Exemplary level now mentions “Navigation through course content is clear and discussions, quizzes, assignments, etc. appear as links to TCU Online tools inside the appropriate content modules.” This had been an element associated with the exemplary level on the now-deleted Content Presentation & Organization criterion, but this item is a better fit with the redundancy criterion. |
| Student & Content Interactions | Interaction & Collaboration | **Clarification**: Descriptive text for criterion now explains differentiated and supplementary materials: “Differentiated and Supplementary resources may include uploaded or linked additional course content materials in alternative formats that address different learning preferences, remedial or extension materials to support individualized student needs, or course reference materials (e.g. citation guides).” |
| Student Self-Assessment or Reflection | Interaction & Collaboration | **Clarification**: Reflection has been added to the criterion name. Descriptive text for criterion now indicates that learning activities associated with this criterion *“*are meta-cognitive activities in which students think about their learning growth/gaps/how content applies in their lives, not opportunities to assess students regarding mastery of course content.”  **Clarification**: Written reflections have been identified as an independent element within the description for the Accomplished and Exemplary levels.  **Deletion**: Checklists have been removed as an item within this criterion, as checklists do not generally provide a robust meta-cognitive experience. |
| Faculty-Centered Tools | Course Facilitation | **Deletion**: The competencies tool has been removed from the listing as a potential faculty-centered tool. The outcomes / competencies tool is an area of revision for the platform. A new tool will come to TCU Online in the future; this will then be evaluated for inclusion in the OSAT. |
| Feedback | Course Facilitation | **Clarification**: Accomplished level now mentions “All course assessments have grades posted in the online gradebook” and “rubrics are present, but not used to provide feedback.” Exemplary level now mentions “All course assessments have grades posted in the online gradebook” “All assignments *other than self-assessment or reflective activities* contain extensive, individualized comments . . . .”  For both the accomplished and the exemplary level, language suggesting that comments should be provided in the gradebook has been removed in keeping with the practice of considering comments left by instructors anywhere in the platform (ex: uploaded documents, replies to journal threaded discussions, etc.) |
| Course Accessibility | Learner Support & Policies | **Clarification**: This criteria will no longer be a mathematical part of the OSAT scoring rubric. It will now provide course-specific \ information for course revisions and future content additions. In the event of a student requesting accommodations, instructors are responsible for providing accessible course materials so a students can receive an equivalent educational experience; it will be easier to meet the needs of a student requesting accommodations if the course has incorporated accessibility concerns throughout the course building and course revision process. |
| Academic Misconduct | Learner Support & Policies | **Clarification**: Criterion has been re-named (formerly: Academic Integrity) to match syllabus template heading.  **Addition**: Exemplary criterion now includes an option for instructors to provide a description of common academic misconduct issues for specific course activities (e.g., collaboration, outside assistance, talking about a quiz). |

List of Substantive differences between version 6 (current, 6/2018) and version 5 (last update: 11/2017). Italics in quoted text indicate changes.

| **Criterion** | **Section** | **Description of Substantive Content Change** |
| --- | --- | --- |
| Welcome | Course Basics | **Addition**: Accomplished and Exemplary levels now specify a welcome announcement (use of the Announcement tool). |
| Instructor Bio | Course Basics | **Clarification**: Descriptive text now indicates that the instructor bio may be found as part of the syllabus, a dedicated content item, or part of a course introductions discussion.  **Clarification**: Sufficient level now mentions “instructor bio is present *as text only*.” |
| Learning Outcomes | Course Basics | **Deletion**: References to measurable course-level learning outcomes tied to modules have been removed from the Accomplished and Exemplary levels; measurable course-level learning outcomes must be tied specifically to activities or assessments. |
| Redundancy | Course Basics | **Clarification:** Descriptive text now indicates specific elements of essential information (relevant course policies, submission directions, rubric, impact of item on final grade), activity directions, and dates as examples of redundancy in the course.  **Addition**: Exemplary level now mentions “grading scale or grading structure *or grading rubric*” in addition to other details that must accompany assignments or activities for the level.  **Deletion**: Exemplary level no longer references the module as a site for redundancy; redundant information must be tied to the activity or assessment itself. |
| Environmental Look | Course Basics | **Deletion**: References to accessibility have been removed from the exemplary level; accessibility is captured in a separate criterion in the rubric (Course Accessibility, under Learner Support & Policies). |
| Student & Content Interactions | Interaction & Collaboration | **Addition**: Sufficient level now lists module checklists as a possible interactive element.  **Clarification**: Exemplary level now indicates that “differentiated instruction or supplementary resources are provided, *either at the course level or accompanying specific topics*.” |
| Student Self-Assessment | Interaction & Collaboration | **Addition**: Accomplished level now specifies that a meaningful self-assessment activity occurs only once in the course.  **Addition:** Exemplary level now specifies that meaningful self-assessment activities occur two or more times in the course. |
| Development of Learning Community | Interaction & Collaboration | **Clarification**: Descriptive text now indicates that this criterion is not scored for pre-delivery OSAT reviews (OSAT reviews needed for a course to go live). |
| Online Etiquette | Interaction & Collaboration | **Addition**: Exemplary level now specifies that online etiquette / netiquette policies are referenced in the individual discussion prompts. |
| Faculty-Centered Tools | Course Facilitation | **Clarification**: Descriptive text now mentions “Announcements, Attendance, Awards, Calendar *events or due dates*, Competencies, date restrictions *on content*, *Intelligent Agents*, links, Panopto *use by faculty*, Surveys, *Video Note use by faculty, and Virtual Classroom*.” |
| Student-Centered Tools | Course Facilitation | **Clarification**: Descriptive text now mentions “Assignments, Blog, Chat, Checklist tool, Discussions, *ePortfolio*, Glossary, Groups, Rubrics, Release Conditions, Self-Assessments, *Panopto Assignments*, Quizzes, *and Video Note use by students*. Outside learning tools may include embedded flashcards or games, an online course gallery, external lab/quiz programs, *outside tutorials*, Zoom, interactive Google Drive items, etc.” |
| Instructor Involvement | Course Facilitation | **Clarification**: Descriptive text now indicates that this criterion is not scored for pre-delivery OSAT reviews (OSAT reviews needed for a course to go live).  **Addition**: Accomplished and Exemplary levels now list virtual classroom sessions as a potential element of instructor involvement. |
| Module Introduction | Course Facilitation | **Addition**: Accomplished and Exemplary levels now indicate that references to student work in current class discussions or assignments or references to current external events can be found either the module introduction itself or a weekly announcement (via the Announcement tool) driving students to the new module.  **Addition**: Accomplished level now lists the option of providing module-level objectives.  **Addition**: Exemplary level now requires module-level objectives. |
| Feedback | Course Facilitation | **Clarification**: Descriptive text now indicates that this criterion is not scored for pre-delivery OSAT reviews (OSAT reviews needed for a course to go live).  **Addition**: Exemplary level now mentions rubrics as a method for providing individualized feedback. |
| TCU Online Orientation | Learner Support & Policies | **Addition**: Exemplary level now references tool-specific help / how-to documentation.  **Addition**: Exemplary level now mentions the provision of help information or contacts for external learning resources. |
| Getting Help | Learner Support & Policies | **Clarification**: Descriptive text indicates that Course Nav bar does not count as an instance of help information provision unless faculty specifically direct students there.  **Deletion**: Accomplished level now only requires correct help information to be listed in two areas of the course; Exemplary level requires this information to be listed in more than two areas.  **Addition**: Accomplished level now requires a statement that students are to keep the instructor apprised of any student progress in dealing with the helpdesk about technical issues. |
| TCU Disability Information | Learner Support & Policies | **Addition**: New Accomplished level indicates that “*links to current institutional policies, contacts, and procedures for supporting learners with disabilities are present*.” (Was formerly N/A)  **Addition**: Exemplary level now requires that “*text* addresses current institutional policies, contacts, and procedures for supporting learners with disabilities.” |
| Course Accessibility | Learner Support & Policies | **Addition**: New Sufficient level indicates that “a*ccessibility is not sufficient or complete, but progress has been made: the majority of required and optional course content is formatted to meet accessibility guidelines; where there are issues, these do not prohibit students from gaining access to content, although they may make it more difficult*.” (Was formerly N/A)  **Addition**: New Accomplished level indicates that “*Course is fully accessible, although there may be some issues with optional / supplementary content on external sites.*” (Was formerly N/A) |