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| **Course Title:** | **Instructor of course:** |
| **Reviewer:** | **Term Reviewed:** |
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**\*** *Indicates IDS Template location or resource.*

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| Course Overview and Information |
| [1. **[Getting Started]** Course includes Welcome and Course Orientation Content](http://oscqr.org/standard1/) that establishes instructor presence and guidance.  \**Getting started text, Course Orientation Book, Course Orientation Video* |
| [2. **[Course Overview]** An orientation or overview is provided for the course overall, as well as in each module. Learners know how to navigate and what tasks are due.](http://oscqr.org/standard2/)  \**GS /Course Orientation, GS / Course Structure; weekly overviews* |
| [3. **[Deconstructed Syllabus]** Course includes a Course information area that deconstructs the syllabus for learners in a clear and navigable way.](http://oscqr.org/standard3/)  \**Syllabus (Moodle book, Google Doc)* |
| [4. **[Printable Syllabus]** A printable syllabus is available to learners](http://oscqr.org/standard4/)  \**Syllabus (Moodle book, Google Doc)* |
| [5. **[Campus Policies]** Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.](http://oscqr.org/standard5/)  \*Syllabus / Policies |
| [6. **[Learner Success Resources]** Course provides access to learner success resources (technical help, orientation, tutoring).](http://oscqr.org/standard6/)  \**Syllabus / Support* |
| [7. **[Course Modality]** Course information states whether the course is fully online, blended, or web-enhanced.](http://oscqr.org/standard7/)  \**Syllabus / Course Information* |
| [8. **[Access/Participation Methods]** Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam, etc.)](http://oscqr.org/standard8)  \**Syllabus / Course Information* |
| [9. **[Course Objectives]** Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.](http://oscqr.org/standard9)  \**Syllabus / Course Outcomes* |
| [10. **[Contact Information]** Course provides contact information for instructor, department, and program.](http://oscqr.org/standard10)  \**Syllabus / Course Information* |
| **Course Overview and Information Comments:** |

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| 2. Course Technology and Tools |
| [11.**[Requisite Technology Skills]** Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.](http://oscqr.org/standard11)  \**Course Tour / Required Digital Literacy, Syllabus / Course Resources* |
| [12. **[Scaffolding of Technology Skills]** Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate).](http://oscqr.org/standard12) |
| [13. **[Access to Technology]** Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.](http://oscqr.org/standard13) |
| [14. **[Privacy Policies]** Course includes links to privacy policies for technology tools.](http://oscqr.org/standard14)  \**Syllabus / Privacy policies* |
| [15. **[Accessible Technology]** Any technology tools meet accessibility standards.](http://oscqr.org/standard15) |
| **Course Technology and Tools Comments:** |

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| 3. Design and Layout |
| [16. **[Course Navigation]** 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).](http://oscqr.org/standard16)  *\*Course Design, Course overview, Required, Supplemental, Activities. (Consistent weekly/topic format throughout course)* |
| [17. **[White Space]** Large blocks of information are divided into manageable sections.](http://oscqr.org/standard17) |
| [18. **[Contrast]** There is enough contrast between text and background for the content to be easily viewed.](http://oscqr.org/standard18) |
| [19. **[Instructions]** Instructions are provided and well written](http://oscqr.org/standard19).  *\*Course Overview, directions within resources and activities.* |
| [20. **[Grammar/Spelling]** Course is free of grammatical and spelling errors.](http://oscqr.org/standard20) |
| [21. **[Text Formatting]** Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.](http://oscqr.org/standard21) |
| [22. **[Blinking Text]** Flashing and blinking text are avoided.](http://oscqr.org/standard22) |
| [23. **[Font and Size]** A sans-serif font with a standard size of at least 12pt is used.](http://oscqr.org/standard23) |
| [24.  **[Tables for Layout]** When possible, information is displayed in a linear format instead of as a table.](http://oscqr.org/standard24) |
| [25. **[Accessibility of Tables]** Tables are accompanied by a title and summary description.](http://oscqr.org/standard25) |
| [26. **[Header Rows/Columns]** Table header rows and columns are assigned](http://oscqr.org/standard26). |
| [27. **[Slide Layout/Titles]** Slideshows use a predefined slide layout and include unique slide titles.](http://oscqr.org/standard27) |
| [28. **[Slide Transitions]** For all slideshows, there are simple, non-automatic transitions between slides.](http://oscqr.org/standard28) |
| **Design and Layout Comments:** |

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| 4. Content and Activities |
| [29. **[Variety]** Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement.](http://oscqr.org/standard29) |
| [30. **[Higher Order Thinking]** Course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.](http://oscqr.org/standard30) |
| [31. **[Authentic Activities]** The course provides activities that emulate real-world applications of the discipline, such as experiential learning, case studies, and problem-based activities.](http://oscqr.org/standard31) |
| [32. **[OER]** Where available, Open Educational Resources (OER), free, or low cost materials are used.](http://oscqr.org/standard32) |
| [33. **[Copyright]** Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.](http://oscqr.org/standard33) |
| [34. **[Text Accessibility]** Text content is available in an easily accessed format. All text content is readable by assistive technology, including PDF or any text contained in an image.](http://oscqr.org/standard34) |
| [35. **[Text Equivalents]** Text equivalent for every non-text element is provided ("alt" tags, captions, transcriptions, etc.)](http://oscqr.org/standard35) |
| [36. **[Graphics/Images]** Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.](http://oscqr.org/standard36) |
| [37. **[Hyperlink Text]** Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").](http://oscqr.org/standard37) |
| **Content and Activities Comments:** |

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| 5. Interaction |
| [38.](http://oscqr.org/standard38) [**[Instructor Feedback]**](http://oscqr.org/standard37) [Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments)](http://oscqr.org/standard38) \**Syllabus / Instructor Expectations* |
| [39.](http://oscqr.org/standard39) [**[Interaction]**](http://oscqr.org/standard37) [Expectations for student interaction are clearly stated (netiquette, participation grading, timing and frequency of participation).](http://oscqr.org/standard39) \**Syllabus / Student Expectations* |
| [40.](http://oscqr.org/standard40) [**[Instructor Presence]**](http://oscqr.org/standard37) [Learners have an opportunity to get to know the instructor.](http://oscqr.org/standard40)  \**Syllabus / Instructor Bio, Introductions Forum* |
| [41.](http://oscqr.org/standard41) [**[Class Community]**](http://oscqr.org/standard37) [Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust (i.e. Ice-breaker, Bulletin Board, Meet Your Classmates, Q/A Forum)](http://oscqr.org/standard41)  \* *News and Announcements, Introductions Forum, Course Q/A forum, Various activities through the course.* |
| [42.](http://oscqr.org/standard42) [**[Learner-to-Learner Interaction]**](http://oscqr.org/standard37) [Course offers opportunities for learner to learner interaction and constructive collaboration.](http://oscqr.org/standard42) |
| [43.](http://oscqr.org/standard43) [**[Learner Contributions]**](http://oscqr.org/standard37) [Learners are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions.](http://oscqr.org/standard43) |
| **Interaction Comments:** |

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| 6. Assessment and Feedback |
| [44.](http://oscqr.org/standard44) [**[Course Grading Policies]**](http://oscqr.org/standard37) [Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.](http://oscqr.org/standard44)  \**Syllabus / Grading Policy* |
| [45.](http://oscqr.org/standard45) [**[Learner Assessment]**](http://oscqr.org/standard37) [Course includes frequent and appropriate methods to assess learners' master of content.](http://oscqr.org/standard45) |
| [46.](http://oscqr.org/standard46) [**[Assignment Grading Criteria]**](http://oscqr.org/standard37) [Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).](http://oscqr.org/standard46) |
| [47.](http://oscqr.org/standard47) [**[Formative Assessment]**](http://oscqr.org/standard37) [Learners have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.)](http://oscqr.org/standard47) |
| [48.](http://oscqr.org/standard48) [**[Assessment Accommodations]**](http://oscqr.org/standard37) [Learners are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare for accommodation.](http://oscqr.org/standard48) |
| [49.](http://oscqr.org/standard49) [**[Gradebook]**](http://oscqr.org/standard37) [Learners have easy access to a well designed and up-to-date gradebook.](http://oscqr.org/standard49) |
| [50.](http://oscqr.org/standard50) [**[Course Feedback]**](http://oscqr.org/standard37) [Learners have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.](http://oscqr.org/standard50) |
| **Assessment and Feedback Comments:** |