# Level 1



### **OSCQR** Foundation

#### **Course Structure and Layout**

[OSCQR I-I] Course includes Welcome and Getting Started content.

[OSCOR 1-2] 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.

[OSCOR 2-12] Technical skills required for participation in course learning activities scaffolded in a

timely manner (orientation, practice, and application – where appropriate).

[OSCQR 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).

#### Syllabus and Policies

[OSCOR I-4] A printable syllabus is available to learners.

[OSCOR 2-11] Requisite skills for using technology tools (websites, software, and hardware) are

clearly stated and supported with resources.

[OSCOR 5-38] 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.

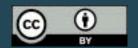
[OSCOR 5-39] Expectations for all course interactions (instructor to student, student to student,

student to instructor) are clearly stated and modeled in all course interaction/

communication channels.

[OSCQR 6-44] Course grading policies, including consequences of late submissions, are clearly

stated in the Course Information area/ Syllabus.



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#### **Learning Environment**

[OSCQR 5-41]	Course provides activities intended to build a sense of class community, 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).
[OSCQR 6-45]	Course includes frequent, authentic, and appropriate methods to assess learners' mastery of content.
[OSCQR 6-46]	Criteria for the assessment of a graded assignments are clearly articulated (rubrics, exemplary work).
[OSCQR 6-49]	Learners have easy access to a well-designed and up-to-date gradebook.