

# JSU Online Course Review Rubric

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The JSU Online Course Review Rubric is a rubric created using both the [Quality Matters \(QM\) Rubric](#) and the [OSCQR – SUNY Online Course Quality Review Rubric](#). This rubric is used by instructional designers with Online@JSU during the course review process. For instructors, the rubric is available for reference purposes.

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## Rubric Sections

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- [Section 1: Course Overview and Introduction](#)
  - [Section 2: Learning Objectives](#)
  - [Section 3: Assessment and Measurement](#)
  - [Section 4: Instructional Materials](#)
  - [Section 5: Learning Activities & Learner Interaction](#)
  - [Section 6: Design & Layout](#)
  - [Section 7: Course Technology](#)
  - [Section 8: Accessibility & Mobile Compatibility](#)
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## Rating Scale

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- Major Revision Needed
- Moderate Revision Needed
- Minor Revision Needed
- Sufficiently Present
- Not Applicable

Each section requires a percentage of objectives that must be met as “sufficiently present” in order to achieve a rating of “sufficiently present” for the entire section.

SECTION 1: LEARNING OBJECTIVES		
Obj.	Standard	Resources
1	The course learning objectives, or course/program competencies, describe measurable outcomes.	<a href="#">Resources</a>
2	The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	<a href="#">Resources</a>
3	Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	<a href="#">Resources</a>
4	The relationship between learning objectives or competencies and learning activities is clearly stated.	<a href="#">Resources</a>
5	The learning objectives or competencies are suited to the level of the course.	<a href="#">Resources</a>

***\*4/5 objectives must reach "Sufficiently Present" to achieve an overall rating of "Sufficiently Present" for "Learning Objectives."***

SECTION 2: ASSESSMENT & MEASUREMENT		
Obj.	Standard	Resources
1	The assessments measure the achievement of the stated learning objectives or competencies.	<a href="#">Resources</a>
2	The course grading policy is stated clearly at the beginning of the course.	<a href="#">Resources</a>
3	Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained. (Rubrics, grading schema, and exemplary work samples are provided where appropriate.)	<a href="#">Resources</a>
4	The assessments used are sequenced, varied, and suited to the level of the course	<a href="#">Resources</a>
5	The course provides learners with multiple opportunities to track their learning progress with timely feedback.	<a href="#">Resources</a>
6	Learners have easy access to a well-designed and up-to-date gradebook.	<a href="#">Resources</a>

***\*5/6 objectives must reach "Sufficiently Present" to achieve an overall rating of "Sufficiently Present" for "Assessment and Measurement."***

SECTION 3: LEARNING ACTIVITIES & LEARNER INTERACTION		
Obj.	Standard	Resources
1	The learning activities promote the achievement of the stated learning objectives or competencies.	<a href="#">Resources</a>
2 BOTH	Learning activities provide opportunities for interaction that support active learning. <ul style="list-style-type: none"> <li>• <b><i>Substantive Interaction: Provide direct instruction</i></b></li> <li>• <b><i>Regular &amp; Substantive</i></b></li> </ul>	<a href="#">Resources</a>
3	The instructor's plan for interacting with learners during the course is clearly stated. <ul style="list-style-type: none"> <li>□ <b><i>Substantive Interaction: Provide information or respond to questions about the content of a course or competency.</i></b></li> </ul>	<a href="#">Resources</a>
4	Learners have an opportunity to get to know the instructor. <ul style="list-style-type: none"> <li>□ <b><i>Regular Interaction</i></b></li> </ul>	<a href="#">Resources</a>

5	The requirements for learner interaction are clearly stated.	<a href="#">Resources</a>
6	Course provides activities for learners to develop higher order thinking and problem-solving skills, such as critical reflection and analysis. <input type="checkbox"/> <b>Substantive Interaction: Provide direct instruction</b> <input type="checkbox"/> <b>Regular Interaction</b>	<a href="#">Resources</a>
7	Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities. <input type="checkbox"/> <b>Substantive Interaction: Provide direct instruction</b> <input type="checkbox"/> <b>Regular Interaction</b>	<a href="#">Resources</a>
8	Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments). <input type="checkbox"/> <b>Substantive Interaction: Assess or provide feedback on student's coursework</b> <input type="checkbox"/> <b>Regular Interaction</b>	<a href="#">Resources</a>

**\*6/8 objectives must reach "Sufficiently Present" to achieve an overall rating of "Sufficiently Present" for "Learning Activities and Learner Interaction."**

SECTION 4: INSTRUCTIONAL MATERIALS		
Obj.	Standard	Resources
1	The instructional materials contribute to the achievement of the stated learning objectives or competencies.	<a href="#">Resources</a>
2	The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	<a href="#">Resources</a>
3	The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials	<a href="#">Resources</a>
4	The instructional materials represent up-to-date theory and practice in the discipline.	
5	Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement. <ul style="list-style-type: none"> <li><b>Substantive Interaction: Facilitate a group discussion regarding the content of a course or competency.</b></li> </ul>	<a href="#">Resources</a>
6	Where available, Open Educational Resources, free, or low-cost materials are used.	<a href="#">Resources</a>
7	Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.	<a href="#">Resources</a>
8	Course offers opportunities for learner-to-learner interaction and constructive collaboration.	<a href="#">Resources</a>

**\*6/8 objectives must reach "Sufficiently Present" to achieve an overall rating of "Sufficiently Present" for "Instructional Materials."**

<b>SECTION 5: DESIGN &amp; LAYOUT</b>		
<b>Obj.</b>	<b>Standard</b>	<b>Resources</b>
1	The course homepage is functional, well-organized, and well-designed.	<a href="#">Resources</a>
2	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).	<a href="#">Resources</a>
3	Large blocks of information are divided into manageable sections with ample white space around and between the blocks.	<a href="#">Resources</a>
4	There is enough contrast between text and background for the content to be easily viewed.	<a href="#">Resources</a>
5	Instructions are provided and well written.	<a href="#">Resources</a>
6	Course is free of grammatical and spelling errors.	<a href="#">Resources</a>
7	Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.	<a href="#">Resources</a>
8	A font with a standard size of at least 12 pt is used.	<a href="#">Resources</a>
9	Content is presented in organized modules on the Modules Page in Canvas.	<a href="#">Resources</a>
10	Canvas Pages are used where appropriate rather than direct uploads of files (PDFs, WORD documents, PPT, etc.)	<a href="#">Resources</a>
11	Video and audio material are chunked into easily digestible chunks no longer than 15 to 20 minutes in length.	<a href="#">Resources</a>
12	Videos are uploaded into Kaltura or are shared into the course via Stream, OneDrive, or YouTube.	<a href="#">Resources</a>

***10/12 objectives must reach "Sufficiently Present" to achieve an overall rating of "Sufficiently Present" for "Design & Layout."***

<b>SECTION 6: COURSE TECHNOLOGY</b>		
<b>Obj.</b>	<b>Standard</b>	<b>Resources</b>
1	The tools used in the course support the learning objectives or competencies.	<a href="#">Resources</a>
2	Course tools promote learner engagement and active learning.	<a href="#">Resources</a>
3	The course provides learners with information on protecting their data and privacy.	<a href="#">Resources</a>
4	Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate).	<a href="#">Resources</a>

***\*3/4 objectives must reach "Sufficiently Present" to achieve an overall rating of "Sufficiently Present" for "Course Technology."***

SECTION 7: COURSE OVERVIEW & INTRODUCTION		
Obj.	Standard	Resources
1	Instructions make clear how to get started and where to find various course components. – Welcome and Get Started - Get Started page can also be the Home Page)	<a href="#">Resources</a>
2	Learners are introduced to the purpose and structure of the course.	<a href="#">Resources</a>
3	Communication expectations and expectations for all course interactions (instructor to student, student to student, student to instructor) for online discussions, email, and other forms of interaction are clearly stated. <ul style="list-style-type: none"> <li><b><i>Regular and substantive interaction</i></b></li> </ul>	<a href="#">Resources</a>
4	Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	<a href="#">Resources</a>
5	Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided. (This information is provided in Technical Requirements and Technology Support.)	<a href="#">Resources</a>
6	Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	<a href="#">Resources</a>
7	The self-introduction by the instructor is professional and is available online.	<a href="#">Resources</a>
8	Learners are asked to introduce themselves to the class.	<a href="#">Resources</a>
9	A printable syllabus and course calendar is available.	<a href="#">Resources</a>
10	Course information states the course delivery format: face-to-face, hybrid, online-synchronous, or online-asynchronous.	<a href="#">Resources</a>
11	Information or links to learner support services are available. (Tutoring, student services, academic services, etc.	<a href="#">Resources</a>

***\*9/11 objectives must reach “Sufficiently Present” to achieve an overall rating of “Sufficiently Present” for “Course Overview and Introduction.”***

SECTION 8: ACCESSIBILITY & MOBILE COMPATIBILITY		
Obj.	Standard	Resources
1	Course navigation facilitates ease of use.	<a href="#">Resources</a>
2	The course design facilitates readability	<a href="#">Resources</a>
3	The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	<a href="#">Resources</a>
4	Course multimedia facilitate ease of use.	<a href="#">Resources</a>
5	Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").	<a href="#">Resources</a>
6	The use of blue text to signify importance of textual content is avoided.	<a href="#">Resources</a>
7	The use of underlined text to signify importance of textual content is avoided.	<a href="#">Resources</a>
8	All content is mobile compatible.	<a href="#">Resources</a>
9	Flashing and blinking text are avoided.	<a href="#">Resources</a>

***\*7/9 objectives must reach “Sufficiently Present” to achieve an overall rating of “Sufficiently Present” for “Accessibility & Mobile Compatibility.”***