

# JSU Online Course Review Rubric

The JSU Online Course Review Rubric was 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.

Instructors, use the course review rubric to assist you in preparing your online course for a successful review. Online@JSU will use this rubric to assess each online course.

## Section 1: Course Overview and Introduction

Obj.	Standard	Notes/Comments	Yes/No
1	Instructions make clear how to get started and where to find various course components. (Orientation/Get Started/Start Here content is available.)		<input type="checkbox"/>
2	Learners are introduced to the purpose and structure of the course.		<input type="checkbox"/>
3	Communication expectations for online discussions, email, and other forms of interaction are clearly stated. <ul style="list-style-type: none"> <li>• <b>Substantive Interaction: Assess or provide feedback on student's coursework</b></li> <li>• <b>Regular Interaction</b></li> </ul>		<input type="checkbox"/>
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.	Available in Orientation & Student Support Module	<input type="checkbox"/>
5	Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	Available in Orientation & Student Support Module	<input type="checkbox"/>
6	Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.		<input type="checkbox"/>
7	The self-introduction by the instructor is professional and is available online.		<input type="checkbox"/>
8	Learners are asked to introduce themselves to the class.		<input type="checkbox"/>
9	A printable syllabus and course calendar is available.		<input type="checkbox"/>
10	Course information states the course delivery format: face-to-face, hybrid, online-synchronous, or online-asynchronous.		<input type="checkbox"/>
11	Information or links to learner support services are available. (Tutoring, student services, academic services, writing center, etc.	Available in Orientation & Student Support Module	<input type="checkbox"/>

## Section 2: Learning Objectives

Obj.	Standard	Notes/Comments	Yes/No
1	The course learning objectives, or course/program competencies, describe measurable outcomes.		<input type="checkbox"/>
2	The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.		<input type="checkbox"/>
3	Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.		<input type="checkbox"/>
4	The relationship between learning objectives or competencies and learning activities is clearly stated.		<input type="checkbox"/>
5	The learning objectives or competencies are suited to the level of the course.		<input type="checkbox"/>

## Section 3: Assessment and Measurement

Obj.	Standard	Notes/Comments	Yes/No
1	The assessments measure the achievement of the stated learning objectives or competencies.		<input type="checkbox"/>
2	The course grading policy is stated clearly at the beginning of the course.		<input type="checkbox"/>
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.)		<input type="checkbox"/>
4	The assessments used are sequenced, varied, and suited to the level of the course		<input type="checkbox"/>
5	The course provides learners with multiple opportunities to track their learning progress with timely feedback.		<input type="checkbox"/>
6	Learners have easy access to a well-designed and up-to-date gradebook.		<input type="checkbox"/>

## Section 4: Instructional Materials

Obj.	Standard	Notes/Comments	Score
1	The instructional materials contribute to the achievement of the stated learning objectives or competencies.		<input type="checkbox"/>
2	The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.		<input type="checkbox"/>
3	The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials		<input type="checkbox"/>
4	The instructional materials represent up-to-date theory and practice in the discipline.		<input type="checkbox"/>
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>		<input type="checkbox"/>
6	Course materials and resources include copyright and licensing status where applicable		<input type="checkbox"/>

## Section 5: Learning Activities and Learner Interaction

Obj.	Standard	Notes/Comments	Yes/No
1	The learning activities promote the achievement of the stated learning objectives or competencies.		<input type="checkbox"/>
2	Learning activities provide opportunities for interaction that support active learning. <ul style="list-style-type: none"> <li>• <b>Substantive Interaction: Provide direct instruction</b></li> </ul>		<input type="checkbox"/>
3	Course offers opportunities for learner-to-learner interaction and constructive collaboration.		<input type="checkbox"/>
4	The instructor's plan for interacting with learners during the course is clearly stated. <ul style="list-style-type: none"> <li>• <b>Substantive Interaction: Provide information or respond to questions about the content of a course or competency.</b></li> </ul>		<input type="checkbox"/>
5	Learners have an opportunity to get to know the instructor. <ul style="list-style-type: none"> <li>• <b>Regular Interaction</b></li> </ul>		<input type="checkbox"/>
6	The requirements for learner interaction are clearly stated.		<input type="checkbox"/>
7	Course provides activities for learners to develop higher order thinking and problem-solving skills, such as critical reflection and analysis. <ul style="list-style-type: none"> <li>• <b>Substantive Interaction: Provide direct instruction</b></li> <li>• <b>Regular Interaction</b></li> </ul>		<input type="checkbox"/>
8	Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities. <ul style="list-style-type: none"> <li>• <b>Substantive Interaction: Provide direct instruction</b></li> <li>• <b>Regular Interaction</b></li> </ul>		<input type="checkbox"/>

## Section 6: Design and Layout

Obj.	Standard	Notes/Comments	Yes/ No
1	The course homepage is functional and well-organized.		<input type="checkbox"/>
2	Large blocks of information are divided into manageable sections with ample white space around and between the blocks.		<input type="checkbox"/>
3	There is enough contrast between text and background for the content to be easily viewed.		<input type="checkbox"/>
4	Instructions are provided and well written.		<input type="checkbox"/>
5	Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.		<input type="checkbox"/>
6	Font size is consistent within each page and across pages.		<input type="checkbox"/>
7	Canvas Pages are used where appropriate rather than direct uploads of files (PDFs, WORD documents, PPT, etc.)		<input type="checkbox"/>
8	Video and audio material are chunked into easily digestible chunks no longer than 15 to 20 minutes in length.		<input type="checkbox"/>

## Section 7: Course Technology

Obj.	Standard	Notes/Comments	Yes/No
1	The tools used in the course support the learning objectives or competencies.		<input type="checkbox"/>
2	Course tools promote learner engagement and active learning.		<input type="checkbox"/>
3	The course provides learners with information on protecting their data and privacy.	Available in Orientation & Student Support Module	<input type="checkbox"/>

### Section 8: Accessibility and Mobile Compatibility

Obj.	Standard	Notes/Comments	Yes/No
1	Course navigation facilitates ease of use.		<input type="checkbox"/>
2	The course design facilitates readability.		<input type="checkbox"/>
3	The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.		<input type="checkbox"/>
4	Course multimedia facilitate ease of use.		<input type="checkbox"/>
5	Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").		<input type="checkbox"/>
6	The use of blue text or underlined text to signify importance of textual content is avoided.		<input type="checkbox"/>
7	All content is mobile compatible.		<input type="checkbox"/>
8	Videos are captioned.		<input type="checkbox"/>
9	Images are given proper alt-text or designated as "decorative"		<input type="checkbox"/>

## Rating Categories

<p><b>Certified Exemplary</b></p>	<ul style="list-style-type: none"> <li>• Critical course components work together and are aligned with <b><i>all (or almost all)</i></b> specific review standards to ensure that students achieve the desired learning outcomes;</li> <li>• Demonstrates a <b><i>sophisticated understanding</i></b> of instructional pedagogies that are appropriate for the online environment and <b><i>incorporates effective</i></b> teaching strategies in course designs to meet the multiple learning needs of students;</li> <li>• <b><i>Effectively uses and manages</i></b> appropriate educational technologies to integrate with learning activity designs and go even further to enhance student engagement in the online learning environment.</li> </ul>
<p><b>Certified Accomplished</b></p>	<ul style="list-style-type: none"> <li>• Critical course components work together and are aligned with <b><i>most</i></b> of the specific review standards to support student success in online learning;</li> <li>• Demonstrates <b><i>adequate understanding</i></b> of instructional pedagogies that are appropriate for the online environment and <b><i>incorporates some</i></b> of the teaching strategies in course designs that align with students preferred individualized learning style;</li> <li>• <b><i>Uses adequate</i></b> educational technologies to integrate with learning activity designs that facilitate students learning.</li> </ul>
<p><b>Making Promise</b></p>	<ul style="list-style-type: none"> <li>• <b><i>Many</i></b> critical course components are <b><i>missing</i></b> or present to a degree that does not adequately support student learning in the online context; some of the specific review standards are met;</li> <li>• Demonstrates <b><i>partial understanding</i></b> of instructional pedagogies that are appropriate for the online environment and incorporates some of the teaching strategies in course designs;</li> <li>• <b><i>Uses limited</i></b> educational technologies to integrate with learning activity designs that facilitate students learning.</li> </ul>
<p><b>Incomplete</b></p>	<ul style="list-style-type: none"> <li>• <b><i>Most</i></b> of the critical course components are <b><i>missing</i></b> or present to a degree that students cannot make decision and are not in control of their learning; only a few of the specific review standards are met;</li> <li>• Shows <b><i>minimal</i></b> awareness of instructional pedagogies that are important for online learning environment and incorporates limited teaching strategies in course designs;</li> <li>• <b><i>No educational technology is used</i></b> to integrate with learning activity designs and students have no opportunity to interact with multimedia content and peers.</li> </ul>