

OSCQR (The SUNY Online Course Quality Review Rubric)

Overview and Information	1,1	Course includes Welcome and Getting Started content.
	1,2	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.
	1,3	Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.
	1,4	A printable syllabus is available to learners (PDF, HTML).
	1,5	Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.
	1,6	Course provides access to learner success resources (technical help, orientation, tutoring).
	1,7	Course information states whether the course is fully online, blended, or web-enhanced.
	1,8	Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam).
	1,9	Course provides contact information for instructor, department, and program.
Technology and Tools	2,1	Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.
	2,2	Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application – where appropriate).
	2,3	Course includes links to privacy policies for technology tools.
	2,4	Any technology tools meet accessibility standards.
Design and Layout	3,1	A logical, consistent, and uncluttered layout is established. The course is easy to navigate (related content organized together, self-evident titles).
	3,2	Large blocks of information are divided into manageable sections with ample white space around and between the blocks.
	3,3	There is enough contrast between text and background for the content to be easily viewed.
	3,4	Instructions are provided and well written.
	3,5	Course is free of grammatical and spelling errors.
	3,6	Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.
	3,7	Flashing and blinking text are avoided.
	3,8	A sans-serif font with a standard size of at least 12 pt is used.
Content and Activities	4,1	Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement.
	4,2	Course provides activities for learners to develop higher-order thinking and problem solving skills, such as critical reflection and analysis.
	4,3	Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.
	4,4	Where available, Open Educational Resources, free, or low cost materials are used.
	4,5	Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.
	4,6	Hyperlink text is descriptive and makes sense when out of context (avoid using “click here”).
Interaction	5,1	Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments).
	5,2	Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).
	5,3	Learners have an opportunity to get to know the instructor.
	5,4	Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust (at least one of the following – Icebreaker, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums).
	5,5	Course offers opportunities for learner to learner interaction and constructive collaboration.
	5,6	Learners are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions.
	6,1	Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.
	6,2	Course includes frequent and appropriate methods to assess learners’ mastery of content.
	6,3	Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary

Assessment & Feedback	6,4	Learners have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.).
	6,5	Learners are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.
	6,6	Learners have easy access to a well designed and up-to-date gradebook.
	6,7	Learners have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.
https://oscqr.suny.edu/		