

Polk State College: Quality Online Course Rubric

In accordance with the [State of Florida Quality Course Design Initiative](#) this rubric will serve as our “Quality” level course designation tool. Faculty can ‘self-assess’ their course based on the following standards. Each standard should be met at an 85% level or better. Each standard relates directly to the College’s [Guidelines for Teaching Online](#) as well as the [SPI](#) and [Faculty Online Observation Form](#) to make them inherently meaningful. At completion of the self-assessment the rubric must be submitted to Learning Technology for review and revision, if needed, to award the ‘Quality’ designation.

RUBRIC GUIDE:

Quality (Q) designation results from a course being reviewed by two trained reviewers, meeting all QM essential standards, and providing alternative means of access to course materials in formats that meet the needs of diverse learners.

Section 1: Course Design	
Standard	Elucidation
1.1 Instructions for beginning the course are clearly stated.	<p>QM SRS 1.1: Instructions make clear how to get started and where to find various course components.</p> <p>QM SRS 7.1: The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.</p> <p>QM SRS 7.2: Course instructions articulate or link to the institution's accessibility policies and accommodation services.</p> <p>QM SRS 7.3: Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.</p> <p>GTO A.2: "Getting Started" message (how to begin the course; appropriate academic support resources, e.g., Tutoring)</p> <p>GTO A.3: "Navigation" overview of online components of the course</p> <p>GTO A.4: Course specific "Technical Skills Needed" as well as general "Digital Literacy Skills"</p> <p>FOOF 1: The instructor communicates course content clearly.</p> <p>FOOF 12: The course has appropriate instructions, evaluative criteria, and due dates for activities or assignments.</p> <p>SPI 1: Class began on scheduled start date and course schedule was provided.</p> <p>SPI 7: Concepts and ideas are clearly explained.</p>
1.2 A course schedule or outline is clearly stated.	<p>QM 1.2: Learners are introduced to the purpose and structure of the course.</p> <p>GTO A.1: "Course Outline/Schedule"</p>

	<p>FOOF 5: The professor provides course materials in a timely manner. FOOF 12: The course has appropriate instructions, evaluative criteria, and due dates for activities or assignments.</p> <p>SPI 1: Class began on scheduled start date and course schedule was provided.</p> <p>Procedure 1001: B.2.h: Description of major assignments Procedure 1001: B.2.h: Course calendar - This section may include: a tentative schedule of topics, a tentative schedule of tests, the due dates for major assignments.</p>
<p>1.3 Course content is presented in a clear and organized manner using modules.</p>	<p>QM SRS 1.2: Learners are introduced to the purpose and structure of the course. QM SRS 8.1: Course navigation facilitates ease of use.</p> <p>GTO D.1: Modules are in a logical order.</p> <p>FOOF 5: The professor provides course materials in a timely manner. FOOF 6: The professor plans and organizes the modules being reviewed.</p> <p>SPI 7: Concepts and ideas are clearly explained. SPI 8: Course content is presented in a clear and organized manner.</p>
<p>1.4 The course design is accessible and facilitates ease of use. Accessibility information is clearly stated.</p>	<p>QM SRS 8.1: Course navigation facilitates ease of use. QM SRS 8.2: The course design facilitates readability. QM SRS 8.3: The text in the course is accessible.</p> <p>GTO A.7: "Accessibility Information" to align with Procedure 5008. GTO D.2: The course designed facilitates readability and ease of course navigation to meet the needs of diverse learners.</p> <p>FOOF 7: The course design facilitates readability and ease of course navigation to meet the needs of diverse learners. FOOF 8: All materials are professional in appearance.</p> <p>SPI 8: Course content is presented in a clear and organized manner.</p> <p>Procedure 5008: Accommodation for Students with Disabilities</p>
<p>Section 2: Learning Assurance</p>	
<p>Standard</p>	<p>Elucidation</p>

<p>2.1 The course-level learning objectives (CLOs) are clearly stated and are measurable. The module/unit-level learning objectives (MLOs) are clearly stated, are measurable, and are consistent with CLOs.</p>	<p>QM SRS 2.1: The course-level learning objectives describe outcomes that are measurable. QM SRS 2.2: The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives. QM SRS 2.3: Learning objectives are clearly stated, are learner-centered, and are prominently located in the course. QM SRS 2.5: The learning objectives are suited to and reflect the level of the course.</p> <p>FOOF 2: The professor provides essential information regarding the objectives, competencies, and/or learning outcomes.</p>
<p>2.2 The relationship between learning objectives, materials, assessments, and tools is clearly stated.</p>	<p>QM SRS 2.4: The relationship between learning objectives, learning activities, and assessments is made clear. QM SRS 4.2: The relationship between the use of instructional materials in the course and completion of learning activities and assessments is clearly explained.</p> <p>GTO D.5: Each module/unit of content should explain the purpose, learning objectives, and align with the assessment measures.</p> <p>FOOF 2: The professor provides essential information regarding the objectives, competencies, and/or learning outcomes.</p>
<p>2.3 A variety of instructional materials is utilized and contribute to the achievement of the stated learning objectives.</p>	<p>QM SRS 4.1: The instructional materials contribute to the achievement of the stated learning objectives. QM SRS 6.1: The tools used in the course support the learning objectives.</p> <p>GTO D.3: Materials are professional in appearance and text is clear of spelling and grammatical errors. GTO D.7: Source materials used in the course must be clearly identified and appropriately cited. All instructors will adhere to appropriate copyright guidelines as explained. GTO D.8: Proficiency is demonstrated in the subject matter through the utilization of appropriate instructional materials and feedback provided to students.</p> <p>FOOF 5: The professor provides course materials in a timely manner.</p> <p>SPI 3: Course materials and resources are used effectively. SPI 7: Concepts and ideas are clearly explained.</p> <p>RSI FR 600.2 (4)(i): Providing direct instruction.</p>

<p>2.4 Learning activities contribute to the achievement of the stated learning objectives.</p>	<p>QM SRS 5.1: The learning activities help learners achieve the stated learning objectives.</p> <p>FOOF 11: The professor uses diverse learning activities and assessment instruments to support instruction and enable students to track their progress.</p> <p>SPI 5: A variety of teaching activities are included in the course.</p> <p>RSI FR 600.2 (4)(iv): Facilitating a group discussion regarding the content of a course or competency.</p>
<p>2.5 Course assessments enhance learning and measure the achievement of the stated learning objectives.</p>	<p>QM SRS 3.1: The assessments measure the achievement of the stated learning objectives.</p> <p>FOOF 11: The professor uses diverse learning activities and assessment instruments to support instruction and enable students to track their progress.</p> <p>SPI 4: Course assignments enhance my learning.</p> <p>SPI 11: Tests and assignments related to course objectives.</p>
<p>2.6 The course content shows proficiency of the subject matter through the use appropriate instructional materials that contribute to the achievement of the stated learning objectives.</p>	<p>QM SRS 4.1: The instructional materials contribute to the achievement of the stated learning objectives.</p> <p>GTO D.3: Materials are professional in appearance and text is clear of spelling and grammatical errors.</p> <p>GTO D.7: Source materials used in the course must be clearly identified and appropriately cited. All instructors will adhere to appropriate copyright guidelines as explained.</p> <p>GTO D.8: Proficiency is demonstrated in the subject matter through the utilization of appropriate instructional materials and feedback provided to students.</p> <p>FOOF 9: The professor demonstrates proficiency in the subject matter through utilization of appropriate instructional materials and feedback provided to students.</p> <p>SPI 6: The professor is knowledgeable and prepared for class.</p> <p>SPI 7: Concepts and ideas are clearly explained.</p>
<p>2.7 The course supports learning variability and promotes active learning through a variety of learning activities.</p>	<p>QM SRS 5.2: Learning activities provide opportunities for interactions that support active learning.</p> <p>GTO D.9: There are opportunities for interaction and tools for learner engagement that support student learning outcomes (i.e., discussion boards, chat, simulations, games, etc.)</p> <p>GTO F.2: The course includes diverse learning activities and assessment instruments that align to course learning outcomes to support instruction and enable students to track progress.</p>

	<p>FOOF 10. The professor provides opportunities for interaction and tools for learner engagement that support student learning outcomes.</p> <p>FOOF 11. The professor uses diverse learning activities and assessment instruments to support instruction and enable students to track their progress.</p> <p>SPI 5: A variety of teaching activities are included in the course.</p> <p>SPI 14: The professor provides/encourages class participation opportunities.</p> <p>RSI FR 600.2 (4)(iv): Facilitating a group discussion regarding the content of a course or competency.</p> <p>RSI FR 600.2 (5)(ii): Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.</p>
Section 3: Faculty/Student Interaction	
Standard	Elucidation
<p>3.1 The professor is available online regularly and availability is clearly stated.</p>	<p>QM SRS 5.3: The instructor's plan for regular interaction with learners in substantive ways during the course is clearly stated.</p> <p>SPI 15: The professor is accessible during dates/times stated in the syllabus.</p> <p>RSI FR 600.2 (5)(ii): Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.</p> <p>RSI FR 600.2 (4)(iii): Providing information or responding to questions about the content of a course or competency.</p> <p>Procedure 1006: B.3.k: Instructor contact hours - Online office hours must be synchronous, regularly scheduled office hours. Faculty must be logged into [Canvas] during this time. Faculty will information students in the course syllabus how students may contact faculty members during online office hours which might include the following methods: [Canvas] chat room, email, and/or telephone.</p>
<p>3.2 Instructor contact information, preferred method of contact, and office hours are clearly stated. Communication</p>	<p>QM SRS 5.3: The instructor's plan for regular interaction with learners in substantive ways during the course is clearly stated.</p> <p>GTO C.1: E-mail will receive a response within 24-48 hours, excluding weekends and holidays.</p> <p>GTO C.2: Questions via other communication tools (i.e. discussion boards, text, Canvas inbox, etc.) will receive a response in a reasonable amount of time. Anticipated-response time will be clearly stated in course introductory information.</p>

<p>expectations are clearly stated and include response time for emails as within 24-48 hours).</p>	<p>FOOF 2: Contact information/office hours are in the syllabus. FOOF 17: The professor responds to student questions and concerns. FOOF 18: My questions are answered in a manner I can understand.</p> <p>RSI FR 600.2 (5)(ii): Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student. RSI FR 600.2 (4)(iii): Providing information or responding to questions about the content of a course or competency.</p> <p>Procedure 1001: B.1.b: Instructor Information - This section must contain the name of the instructor, and his or her Polk State College telephone number, office location, and e-mail address, as well as posted office hours. Procedure 1006: B.3.k: Instructor contact hours - Online office hours must be synchronous, regularly scheduled office hours. Faculty must be logged into [Canvas] during this time. Faculty will inform students in the course syllabus how students may contact faculty members during online office hours which might include the following methods: [Canvas] chat room, email, and/or telephone.</p>
<p>3.3 Course expectations, grading policy and evaluative criteria are clearly stated.</p>	<p>QM SRS 3.2: The course grading policy is stated clearly, available at the beginning of the course, and consistent throughout the course site. QM SRS 3.3: Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly stated.</p> <p>GTO A.8: Include netiquette guidelines which outline unacceptable behavior in the online environment. Online conduct expectations aligned with Rule 4.01 II(A-D). GTO C.4: Course grading policy and rubrics are clearly communicated in the syllabus or course information, including how students can access grade progress information. GTO D.6: For each assignment, the instructor's expectations should be clearly expressed. Assignments and tasks should be distributed over the term with regular deadlines. GTO F.1: The course has appropriate instructions, evaluative criteria, and due dates for activities or assignments.</p> <p>FOOF 3: The professor states the time frame for responses and provides timely feedback on assignments. FOOF 11: The professor uses diverse learning activities and assessment instruments to support instruction and enable students to track their progress. FOOF 12: The course has appropriate instructions, evaluative criteria, and due dates for activities or assignments.</p>

	<p>SPI 9: Course expectations and grading policy are clearly stated.</p> <p>Procedure 1001: B.1.f. Evaluative Criteria (i.e., the instructor's grading policy)</p>
<p>3.4 Feedback mechanisms, including intended timeframe for feedback and how to track grade progress is clearly stated.</p>	<p>QM SRS 5.3: The instructor's plan for regular interaction with learners in substantive ways during the course is clearly stated.</p> <p>GTO C.3: Assignment feedback will be provided in a reasonable amount of time. The anticipated time for assignment feedback should be clearly expressed to students in course introductory information or in the syllabus.</p> <p>FOOF 3: The professor states the time frame for responses and provides timely feedback on assignments. FOOF 9: The professor demonstrates proficiency in the subject matter through utilization of appropriate instructional materials and feedback provided to students.</p> <p>SPI 12: Adequate and timely feedback is provided on assignments. SPI 13: Grading is according to syllabus, assignment, or rubric requirements.</p> <p>RSI FR 600.2 (5)(ii): Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student. RSI FR 600.2 (4)(ii): Assessing or providing feedback on a student's coursework.</p>

Ancillary Resources:

- [Quality Matters 7th Edition for Higher Education Rubric \(QM SRS\)](#)
- [Guidelines for Teaching Online \(GTO\)](#)
- [Faculty Online Observation Form \(FOOF\)](#)
- [Student Perception of Instruction \(SPI\)](#)
- [Federal Register on Regular and Substantive Interaction \(RSI\)](#)
- [Procedure 1001](#)
- [Procedure 1006](#)
- [Procedure 5008](#)
- [FL Senate Bill 7044](#)
- [FL House Bill 1285](#)