

UF + Quality Matters

Standards for online course design and teaching

Background

In an effort to identify both quality and high-quality online courses across the State University System of Florida, a course review process with two levels of recognition is being established: quality and high-quality. The course review process will emphasize the importance of using quality standards, rubric, and process as the basis of the overall review. As part of this effort, UF's Quality Assurance Committee has adopted the Quality Matters rubric and merged it with the UF standards. Additional standards have been added to support quality teaching in addition to course design.

Quality/High Quality Course Designations

Upon institutional review, online courses may earn a Quality or High Quality designation. These designations will appear in the [Florida Virtual Campus course listing](#). Courses receiving a High Quality designation will be eligible for an institution-level President's Award.

1. To receive a **Quality** Course designation, a course must:
 - a. Successfully complete the *Quality Matters Internal Course Review* process
 - b. Satisfy all 21 essential Quality Matters standards which are each 3 points (63 points)
AND
 - c. Earn 30 out of 50 UF points for a total of 93/149 points (62%)
2. To receive a **High Quality** Course designation, a course must:
 - a. Pass an *Official Florida QM Course Review*
 - b. Earn 21 essential Quality Matters 3-point standards + an overall QM point value of at least 84/99 points AND
 - c. Earn 42/50 points UF points for a total of 125/149 (84%)

Florida Awards Program

The quality and/or high quality course review process will allow the University of Florida to participate in the Florida State University System awards program. Courses that earn a High Quality course designation would be eligible to be considered for state recognition. The program has three levels of recognition:

- President's Award – up to 1 per SUS institution (up to 12 total) annually
- Florida Quality Award – up to 5 annually
- Chancellor's Quality Award – no more than 1 annually

Details about the course review and awards process can be found at teach.ufl.edu.

UF + Quality Matters Rubric

1	COURSE OVERVIEW INTRODUCTION	QM	UF
QM 1.1	Instructions make clear how to get started and where to find various course components.	3	
QM 1.2	Learners are introduced to the purpose and structure of the course.	3	
QM 1.3	Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.	2	
QM 1.4	Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2	
QM 1.5	Minimum technology requirements are clearly stated and instructions for use provided.	2	
QM 1.6	Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1	
QM 1.7	Minimum technical skills expected of the learner are clearly stated.	1	
QM 1.8	The self-introduction by the instructor is appropriate and is available online.	1	
QM 1.9	Learners are asked to introduce themselves to the class.	1	
UF 1.10	A prominent introductory activity confirms student understanding of the syllabus, course requirements and required tools and technologies where appropriate.		1
UF 1.12	Course materials provide written definitions of activities that constitute plagiarism and/or academic misconduct and consequences of committing such behavior.		2

2	LEARNING OBJECTIVES (COMPETENCIES)	QM	UF
QM 2.1	The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3	
QM 2.2	The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3	
QM 2.3	All learning objectives or competencies are stated clearly and written from the learner’s perspective.	3	
QM 2.4	The relationship between learning objectives or competencies and course activities is clearly stated.	3	
QM 2.5	The learning objectives or competencies are suited to the level of the course.	3	

3	ASSESSMENT AND MEASUREMENT	QM	UF
QM 3.1	The assessments measure the stated learning objectives or competencies.	3	
QM 3.2	The course grading policy is stated clearly.	3	
QM 3.3	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3	
QM 3.4	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2	
QM 3.5	The course provides learners with multiple opportunities to track their learning progress.	2	

4	INSTRUCTIONAL MATERIALS	QM	UF
QM 4.1	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3	
QM 4.2	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3	
QM 4.3	All instructional materials used in the course are appropriately cited.	2	
QM 4.4	The instructional materials are current.	2	
QM 4.5	A variety of instructional materials is used in the course.	2	
QM 4.6	The distinction between required and optional materials is clearly explained.	1	
UF 4.7	Presentations are divided into segments with a target length of 4 - 10 minutes.		1
UF 4.8	Instructor provides optional supplemental/remedial resources for those students who may need them (e.g. as follow-up to assignment submissions.)		2

5	COURSE ACTIVITIES AND LEARNER INTERACTION	QM	UF
QM 5.1	The learning activities promote the achievement of the stated learning objectives or competencies.	3	
QM 5.2	Learning activities provide opportunities for interaction that support active learning.	3	
QM 5.3	The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3	
QM 5.4	The requirements for learner interaction are clearly stated.	2	

UF 5.5	Students are given the opportunity to relate personal experiences and apply their background knowledge/skills to the coursework.		1
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6	COURSE TECHNOLOGY	QM	UF
QM 6.1	The tools used in the course support the learning objectives and competencies.	3	
QM 6.2	Course tools promote learner engagement and active learning.	3	
QM 6.3	Technologies required in the course are readily obtainable.	2	
QM 6.4	The course technologies are current.	1	
QM 6.5	Links are provided to privacy policies for all external tools required in the course.	1	
UF 6.6	Any single assessment that comprises 15% or more of the total grade uses appropriate security measures such as plagiarism detection and/or proctoring services.		3

7	LEARNER SUPPORT	QM	UF
QM 7.1	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3	
QM 7.2	Course instructions articulate or link to the institution's accessibility policies and services.	3	
QM 7.3	Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	2	
QM 7.4	Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	1	
UF 7.5	Students are encouraged to be self-directed and take responsibility for their learning.		1
UF 7.6	Provisions are in place to allow for potential failures of technology, and are clearly expressed to students.		2

8	ACCESSIBILITY AND USABILITY	QM	UF
QM 8.1	Course navigation facilitates ease of use.	3	
QM 8.2	Information is provided about the accessibility of all technologies required in the course.	3	
QM 8.3	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2	
QM 8.4	The course design facilitates readability.	2	
QM 8.5	Course multimedia facilitate ease of use.	2	
UF 8.6	When synchronous sessions are included, reasonable accommodations are made for students who cannot participate.		2
UF 8.7	Course meets accessibility standards including but not limited to use of headings and subheadings, alternative image text, and color contrast.		3

9	INSTRUCTOR TEAM PRESENCE	QM	UF
UF 9.1	The instructor team is visibly present throughout the course via frequent text, audio and/or visual communications.		3
UF 9.2	Instructor proactively addresses problems as they emerge and is responsive to student concerns.		3
UF 9.3	Instructor consistently demonstrates enthusiasm for the course subject matter.		2
UF 9.4	Instructor uses a positive, supportive tone in all communications.		3

10	COMMUNITY AND RELATIONSHIPS	QM	UF
UF 10.1	Course includes regular and substantive interaction between the instructor team and students.		3
UF 10.2	Instructor provides space and encouragement for students to develop an online learning community.		2
UF 10.3	Instructor creates an inclusive, supportive, and engaging climate, through a variety of methods.		3
UF 10.4	Course activities are scheduled and available with sufficient time to allow students to manage their workload.		2

