UF Pathway to Online Teaching Excellence

Background

In an effort to identify both quality and high-quality online courses across the State University System of Florida, a course review process has been established. As part of this effort, UF's Quality Assurance Committee has adopted the Quality Matters rubric and merged it with the UF standards. Online course reviews are available by request.

Quality/High Quality Course Designations

Upon institutional review, online courses may earn a Quality, High Quality or Exemplary designation.

1. To receive a **Quality** Course designation, a course must:
   a. Successfully complete a *Florida Quality Online Course Review*
   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%)AND
   d. The course instructor "Pays it forward" by reviewing two other courses

2. To receive a **High Quality** Course designation, a course must:
   a. Complete a *Florida Quality Online 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%) AND
   d. The course instructor "Pays it forward" by reviewing two other courses

3. To receive an **Exemplary** Course designation, a course must:
   a. Receive 141/149 (95%) or more total points
   b. Provide evidence that demonstrates exemplary and/or innovative practices
   c. The course instructor "Pays it forward" by reviewing two other courses

UF + Quality Matters Rubric

The Quality Matters Rubric provides research-driven guidance for the design of online courses. The UF Quality Assurance Committee has added 12 additional items that support online teaching in the areas of: Instructor Team Presence, Community and Relationships and Feedback.

The full UF + QM rubric with annotations is available via a [Canvas course site](#) with Gatorlink authentication. Due to QM license restrictions, only the UF-specific elements may be made publicly available. The UF standards are listed below.

NOTE: In the event that a standard is not appropriate for a specific course, the instructor may provide a brief explanation along with an alternate measure.

UF-Specific Standards

1	COURSE OVERVIEW INTRODUCTION	UF
UF 1.10	A prominent introductory activity confirms student understanding of the syllabus, course requirements and required tools and technologies where appropriate.	1
UF 1.11	Course materials provide written definitions of activities that constitute plagiarism and/or academic misconduct and consequences of committing such behavior.	2
4	**INSTRUCTIONAL MATERIALS**	**UF**
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**	**UF**
UF 5.5	Students are given the opportunity to relate personal experiences and apply their background knowledge/skills to the coursework.	1
6	**COURSE TECHNOLOGY**	**UF**
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**	**UF**
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**	**UF**
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**	**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	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
11	FEEDBACK	UF
UF 11.1	Feedback is provided in sufficient time for students to progress.	3
UF 11.2	Instructor team provides constructive and balanced feedback that acknowledges strengths as well as areas for improvement.	3
UF 11.3	Instructor requests student feedback on the course (assignments, materials and/or presentations).	3
UF 11.4	Instructor demonstrates ongoing changes and improvements based on constructive student feedback provided in current or previous term.	2
12	ADDITIONAL EXEMPLES OF QUALITY	UF

Total UF Points Available	50