

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 \(GTO\)](#) as well as the [Student Perception of Instruction \(SPI\)](#) and [Faculty Online Observation Form \(FOOF\)](#) 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 essential QM Specific Review Standards (SRS), and providing alternative means of access to course materials in formats that meet the needs of diverse learners.

1. Organization and Content	
Standard	Elucidation
<p>1.1 Course schedule or outline provided within course information or syllabus.</p> <p>[QM SRS 1.2; SPI.1; FOOF.12; GTO A.1, A.3]</p>	<p>QM SRS 1.2 Learners are introduced to the purpose and structure of the course.</p> <p>SPI.1 Class began on scheduled start date and course schedule was provided.</p> <p>FOOF.12 The course has appropriate instructions, evaluative criteria, and due dates for activities or assignments.</p> <p>GTO A.1. “Course Outline/Schedule” GTO A.3. “Navigation” overview of online components of the course</p>
<p>1.2 Contact information and virtual office hours included in syllabus or course information.</p> <p>[SPI.2; Procedure 1001]</p> <p>*RSI</p>	<p>SPI.2 Contact information/office hours are in the syllabus.</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.</p> <p>*RSI - FR §600.2 (5)(i) Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency.</p>
<p>1.3 Course content is presented in a clear and organized manner using modules by: weeks, units, topic etc.</p> <p>[SPI.8; FOOF.1, 6; GTO D.1]</p>	<p>SPI.8 Course content is presented in a clear and organized manner.</p> <p>FOOF.1 The professor communicates course content clearly. FOOF.6 The professor plans and organizes the modules being reviewed.</p> <p>GTO D.1. Modules are in a logical order.</p>
<p>1.4 Course navigation facilitates ease of access to required content.</p> <p>[QM SRS 8.1, 8.2, 8.3; FOOF.7; GTO A.7, D.2; Procedure 5008]</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 Text in the course is accessible.</p> <p>FOOF.7 The course design facilitates readability and ease of course navigation to meet the needs of diverse learners.</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>Procedure 5008 The purpose of this procedure is to establish and implement Board Rules 6Hx21 1.05 and 4.23 for Polk State College services for students with disabilities.</p>

2. Learning Assurance

Standard	Elucidation
<p>2.1 Course materials and resources are professional in appearance and align with course learning objectives as according to the BCI.</p> <p>[Q.M SRS 6.1; SPI.3; FOOF.8; GTO.D.3, GTO.D.7]</p> <p>*RSI</p>	<p>QM SRS 6.1 The tools used in the course support the learning objectives.</p> <p>SPI.3 Course materials and resources are used effectively.</p> <p>FOOF.8 All materials are professional in appearance.</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. <i>Instructors will adhere to appropriate copyright guidelines as explained in Procedure 4004.</i></p> <p>*RSI - FR §600.2 (4)(i) Providing direct instruction.</p>
<p>2.2 Course assignments enhance learning and contribute to mastery of stated learning objectives.</p> <p>[QM SRS 5.1; SPI.4; FOOF.10]</p>	<p>QM SRS. 5.1 The learning activities help learners achieve the stated objectives.</p> <p>SPI.4 Course assignments enhance my learning.</p> <p>FOOF.10 The professor provides opportunities for interaction and tools for learner engagement that support student learning outcomes.</p>
<p>2.3 A variety of learning activities are included in the course i.e., quizzes, discussions, writing, group work, interactive content etc.</p> <p>[SPI.5; FOOF.10]</p> <p>*RSI</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>2.4 The course content shows proficiency and relevancy to the subject matter through use of appropriate instructional materials.</p> <p>[QM SRS 4.1; SPI.6; FOOF.9; GTO.D.8]</p>	<p>QM SRS 4.1 The instructional materials contribute to the achievement of the stated learning objectives.</p> <p>SPI.6 The professor is knowledgeable and prepared for class.</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>GTO D.8. Proficiency is demonstrated in the subject matter through the utilization of appropriate instructional materials and feedback provided to students.</p>
<p>2.5 Course learning objectives (BCI) are clearly stated and are measurable. Module/unit-level objectives should align to course objectives.</p> <p>[QM SRS 2.1, 2.2, 2.3, 2.4, 2.5; SPI.7; FOOF.2]</p>	<p>QM SRS 2.1 The course level learning objectives describe outcomes that are measurable.</p> <p>QM SRS 2.2 The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objective.</p> <p>QM SRS 2.3 Learning objectives are stated clearly, are learner-centered, and are prominently located in the course.</p> <p>QM SRS 2.4 The relationship between learning objectives, learning activities, and assessments is made clear.</p> <p>QM SRS 2.5 The learning objectives are suited to and reflect the level of the course.</p> <p>SPI.7 Concepts and ideas are clearly explained.</p> <p>FOOF.2 The professor provides essential information regarding the objectives, competencies, and/or learning outcomes.</p>
<p>2.6 Course expectations and grading policy are clearly explained, including optional vs. required activities or resources.</p> <p>[QM SRS 3.2, 3.3, 4.2; SPI.9, 13; FOOF.12; GTO A.8, C.4, D.2, D.6, F.1]</p> <p>*Use of rubrics is encouraged to show alignment, if applicable.</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.</p> <p>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 explained.</p> <p>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>SPI.9 Course expectations and grading policy are clearly stated.</p> <p>SPI.13 Grading is according to syllabus, assignment, or rubric requirements.</p> <p>FOOF.12 The course has appropriate instructions, evaluative criteria, and due dates for activities or assignments.</p> <p>GTO A.8. Include netiquette guidelines which outline unacceptable behavior in the online environment. <i>Online conduct expectations aligned with Rule 4.01 II(A-D)*.</i></p> <p>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.</p>

	<p>GTO D.2. Clear explanations regarding which materials, assignments, and resources are required vs. optional, in order for the student to complete course activities and assignments.</p> <p>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.</p> <p>GTO F.1. The course has appropriate instructions, evaluative criteria, and due dates for activities or assignments.</p>
<p>2.7 Visible alignment of course assessments to course learning objectives.</p> <p>[QM SRS 2.4, 3.1; SPI.11; FOOF.2; GTO.D.5]</p>	<p>QM SRS 2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.</p> <p>QM SRS 3.1 The assessments measure the achievement of the stated learning objectives.</p> <p>SPI.11 Tests and assignments relate to course objectives.</p> <p>FOOF.2 The professor provides essential information regarding the objectives, competencies, and/or learning outcomes.</p> <p>GTO D.5. Each module/unit of content should explain the purpose, learning objectives, and align with the assessment measures.</p>
<p>2.8 Course provides diverse opportunities for student interaction and includes tools for engagement that support mastery of learning objectives.</p> <p>[QM SRS 5.2; SPI.14; FOOF.10, 11; GTO D.9, F.2]</p> <p>*RSI</p>	<p>QM SRS 5.2 Learning activities provide opportunities for interaction that support active learning.</p> <p>SPI.14 The professor provides/encourages class participation opportunities.</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>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><i>*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.</i></p>

3. Faculty/Student Interaction

Standard	Elucidation
<p>3.1 Professor is accessible online regularly; availability is listed in the syllabus.</p> <p>[QM SRS 5.3; SPI.15; Procedure 1001; Procedure 1006]</p> <p>*RSI</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>Procedure 1001 D.1.b. - Instructor Information: This section shall contain the name of the instructor, his/her Polk State College telephone number and office location, the instructor's Polk State e-mail address, and the posted office hours for the instructor.</p> <p>Procedure 1006 B.3.k. – Instructor contact hours – Full-time faculty may offer online office hours for online and hybrid courses in proportion to the point load of online courses or the online component of the hybrid course... 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, [Zoom/BBB], email, and/or telephone.</p> <p>*RSI - FR §600.2 (4)(iii) Providing information or responding to questions about the content of a course or competency.</p>
<p>3.2 Response time for email is communicated in the syllabus/course information and should be 24-48hrs excluding weekends and holidays.</p> <p>[QM SRS 5.3; SPI.17; FOOF.3; GTO C.1, C.2]</p> <p>*RSI</p>	<p>QM SRS 5.3 The instructor's plan for interacting with learners during the course is clearly stated.</p> <p>SPI.17 The professor responds to student questions and concerns.</p> <p>FOOF.3 The professor states the time frame for responses and provides timely feedback on assignments.</p> <p>GTO C.1. E-mail will receive a response within 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>*RSI - FR §600.2 (4)(iii) Providing information or responding to questions about the content of a course or competency.</p>
<p>3.3 Intended timeframe and methods for feedback on</p>	<p>SPI.12 Adequate and timely feedback is provided on assignments.</p> <p>FOOF.3 The professor states the time frame for responses and provides timely feedback on assignments.</p>

<p>assignments, as well as information on how to track grade progress is communicated in syllabus or course information.</p> <p>[SPI.12; FOOF.3; GTO C.3] *RSI</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>*RSI - FR §600.2 (4)(ii) Assessing or providing feedback on a student’s coursework.</p>
<p>3.4 Instructions for beginning the course, including due dates and evaluative criteria, are provided to students in syllabus, in course information or on the course home.</p> <p>[QM SRS 1.1, 7.1, 7.2, 7.3; SPI.8, FOOF.12; GTO A.2, B.1, B.2, B.3, B.4]</p> <p><i>*Per Procedure 1001, the syllabus must be published within the “Syllabus” navigation link, or as a link provided on the course homepage, by the first-class meeting.</i></p>	<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>SPI.8 Course content is presented in a clear and organized manner.</p> <p>FOOF.12 The course has appropriate instructions, evaluative criteria, and due dates for activities or assignments.</p> <p>GTO A.2. “Getting Started” message (How to begin the course; appropriate academic support resources, (e.g., Tutoring, Infobase)</p> <p>GTO B.1. Clearly define academic dates/weeks/time units for which student attendance and participation will be determined.</p> <p>GTO B.2. Explain what constitutes attendance in online courses. Attendance in online courses frequently entails the completion of certain academic tasks such as reading or viewing posted lectures and materials, posting/replying, taking quizzes, or submitting assignments.</p> <p>GTO B.3. Clearly identify due dates and times for all assignments.</p> <p>GTO B.4. Alert students that partial completion of academic tasks may (or may not) satisfy the attendance requirement.</p>

Sources:

- [Quality Matters 7th Edition for Higher Education Rubric](#)
- [Student Perception of Instruction](#)
- [Faculty Online Observation Form](#)
- [Guidelines for Teaching in the Online Environment](#)
- [Procedure 1001](#)
- [Procedure 1006](#)
- [Procedure 5008](#)
- [Federal Register on Regular and Substantive Interaction](#)