QUALITY ONLINE RUBRIC
UNIVERSITY OF SOUTH FLORIDA

The USF Quality Online Rubric supports the creation and continuous improvement of high-quality online courses at USF. It aligns with the Florida Quality Review Process and the Florida Board of Governor's 2025 Strategic Plan for Online Education. The design standards indicated with bull horns lead to a high-quality USF Gold designation.

Course Overview and Introduction

		Points
1.1	Instructions make clear how to get started and where to find various course components.	3
1.2	Learners are introduced to the purpose and structure of the course.	3
1.3	Communication guidelines for the course are clearly stated.	2
1.4	Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
1.5	Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2
1.6	Technical skills and digital information literacy skills expected of the learner are clearly stated.	1
1.7	Required prior knowledge in the discipline and/or any specific competencies are clearly stated in the course site.	1
1.8	The self-introduction by the instructor is welcoming and is available in the course site.	1
1.9	Learners have the opportunity to introduce themselves.	1

Learning Outcomes

		Points
2.1	The course learning outcomes describe outcomes that are measurable.	3
2.2	The module/unit-level learning outcomes describe outcomes that are measurable and consistent with the course-level outcomes.	3
2.3	Course and module/unit-level learning outcomes are clearly stated, are learner-centered, and are prominently located in the course.	3
2.4	The relationship between course and module/unit-level learning outcomes, learning activities, and assessments is made clear.	3
2.5	The learning outcomes are suited to and reflect the level of the course.	3

Assessment and Measurement

		Points
3.1	The assessments measure the achievement of the stated course and module/unit-level learning outcomes.	3
3.2	The course grading policy is stated clearly, available at the beginning of the course, and consistent throughout the course site.	3
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.	3
3.4	The course includes multiple types of assessments that are sequenced and suited to the level of the course.	2
3.5	The types and timing of assessments provide learners with multiple opportunities to track their learning progress with timely feedback.	2
3.6	The assessments provide guidance to the learner about how to uphold academic integrity.	1

Instructional Materials

		Points
4.1	The instructional materials contribute to the achievement of the course and module/unit-level learning outcomes.	3
4.2	The relationship between the use of instructional materials in the course and completion of learning activities and assessments is clearly explained.	3
4.3	The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials, where attribution is required.	2
4.4	The instructional materials represent up-to-date theory and practice in the discipline.	2
4.5	A variety of instructional materials is used in the course.	2
4.6	Images and representations in the course are reflective of the USF student population.	2
4.7	Course activities encourage students to analyze representations and self-reflect on their preconceptions about content, as appropriate.	2

QUALITY ONLINE RUBRIC
UNIVERSITY OF SOUTH FLORIDA

The USF Quality Online Rubric supports the creation and continuous improvement of high-quality online courses at USF. It aligns with the Florida Quality Review Process and the Florida Board of Governor's 2025 Strategic Plan for Online Education. The design standards indicated with bull horns lead to a high-quality USF Gold designation.

Course Activities and Learner Interaction | Points

5.1	The learning activities help the learners achieve the course and module/unit-level learning outcomes.	3
5.2	Learning activities provide opportunities for interaction that support active learning.	3
5.3	The instructor's plan for regular interaction with learners in substantive ways during the course is clearly stated.	3
5.4	The requirements for learner interaction are clearly stated.	2
5.5	Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust.	2
5.6	Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.	2
5.7	Learners have multiple opportunities to get to know the instructor.	2
5.8	Learners are encouraged to share resources and inject knowledge from different sources of information in their course interactions.	2

Course Technology | Points

6.1	The tools used in the course support the course and module/unit-level learning outcomes.	3
6.2	Course tools promote learner engagement and active learning.	2
6.3	A variety of technology is used in the course.	1
6.4	The course provides learners with information on protecting their data and privacy.	1

Learner Support | Points

7.1	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
7.2	Course instructions articulate or link to the institution's accessibility policies and accomodation services.	3
7.3	Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	3
7.4	Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	1
7.5	Learners are given the opportunity to provide descriptive feedback on course design, course content, course experience, and ease of online technology.	2

Accessibility and Usability | Points

8.1	Course navigation facilitates ease of use.	3
8.2	The course design facilitates readability.	3
8.3	Text in the course is accessible.	3
8.4	Images in the course are accessible.	3
8.5	Video and audio content in the course is accessible.	3
8.6	Multimedia in the course is easy to use.	3
8.7	Vendor accessibility statements are provided for the technologies used in the course.	1