USF Quality Online Readiness Checklist

This quality checklist is adapted from Quality Matter's Higher Ed Rubric, and provides USF faculty with minimum standards for the transition to online for Fall 2020 (only). Faculty should complete the digital version within DYOC (Designing Your Online Course) to verify their online course meets minimum standards for Fall 2020.

Preparing Students for Success (8 items)

- My course provides a syllabus that reflects accurate information specific to this course in an online environment and includes minimum technology requirements as outlined by USF IT and the class recording notation.
- My course provides an explicit description of the structure of the online course, clearly identifying where students can find course components and what they should do to get started and progress successfully through the course week-by-week.
- My course addresses communication and interaction expectations, specifically how I will communicate with them through announcements or other tools.
- I tell learners what to expect from me and when to expect it.
- My course provides instructions on how learners can access their grades.
- My course identifies where students can receive prompt support for technology used in the course and informs students in advance about what technologies they will need to acquire and/or use, and how to find support (Canvas help, IT help desk).
- My course articulates quick and easy ways for learners to find appropriate academic or student services support offices and resources (Academic Support Services, Library, LinkedIn Learning).
- I explain to students how to access the institution's accessibility services and am responsive to learners who need assistance in accessing digital course materials (SAS).

All of the items in this section can be met by using a USF Syllabus Template and/or a Getting Started Canvas Module Template. Both of these resources can be imported directly into your course(s) through Canvas Commons. Canvas Commons is a Learning Object Repository that makes it easy to share and find Open Educational Resources. To import these resources directly to your own course(s), follow these steps:

1. Login to Canvas Commons (Net ID required).
2. In the search field, type "USF Getting Started". You should see three Getting Started resources specific to each USF campus.
3. Select the appropriate resource according to your campus.
4. Select "Import/Download". This will open a sidebar panel that will allow you to select which course to import the resource into.

Once the resources are imported to your course, they can be customized to fit your needs and the needs of your learners.

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Guiding Students and their Learning (5 items)

- My course provides clearly stated learning objectives that allow my students to understand what is expected of them throughout the course.
- My course provides a sense of community by encouraging and guiding learners to introduce themselves in the online classroom/platform and continually participate in online discussions or other student-to-student interactions, promoting active learning, student connectedness and engagement.
- My course explains how the learning materials help students to complete course activities and achieve the course learning objectives.
- I specifically explain how each activity or assignment is related to the course objectives and how I will evaluate submitted work.
- I provide learners with timely feedback to enable them to track their learning progress.

Several items in this section can be met by using one of the provided module templates in DYOC. Each template, which can be downloaded from **Canvas Commons**, *includes the following pages:*

About Page *– Use this page to provide a brief description of the module, list the module-level learning objectives, and identify specific assignments or activities to show students how these materials connect to the learning objectives.*

Content Page *– Use this page to house and provide context for instructional materials such as readings, lectures, supplemental videos, PDF articles, etc. Placeholders are provided to explain how the materials will help students complete course activities and meet the intended learning outcomes.*

For a description of each module template and instructions for importing these resources from **Canvas Commons**, *visit Importing a Module Structure in DYOC.*

Teaching Effectively in a New Environment (8 items)

- I utilize short multimedia pieces (if appropriate) for students' interaction with content, and make sure students have easy access to any software, plug-ins, etc. they'll need to access the multimedia content.
- When conducting live sessions, I provide students the opportunity to ask questions and interact with me and with peers.
- My course is organized to guide students along the learning path and help them progressively navigate through the course each week.
- My course is clearly organized and presented so learners can easily navigate, read, and interpret it.
- I have planned active learning opportunities and use course tools to meaningfully facilitate students' interaction and active learning.
- I provide learners with information on protecting their data and privacy for tools introduced or recommended throughout the course.
- I provide appropriate citations and permissions for the materials I use in my course.
- I provide alternative means of access to multimedia content in formats that meet the needs of diverse learners.

For further assistance or additional guidance, please contact facultysupport@usf.edu or join an open lab session through Microsoft Teams, where faculty support specialists are standing by to assist.

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