USF Quality Online Readiness Checklist
Spring 2021

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 spring 2021 (only) due to COVID-19.

To complete this checklist, please enroll in the Quality Online Readiness Resource Center where you will be provided step-by-step instructions, examples of each item in action, resources and tips to assist you in conducting your review.

**The items below with asterisks indicate that fulfilling these standards will provide an accelerated pathway for meeting full Florida Quality standards (for online courses delivered post-COVID-19) following spring 2021. These items are not required but highly recommended.

Section 1: Preparing Students for Success (8 items)

1.1 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, if applicable.

1.2 My course provides an explicit description of the structure and instructional method 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.

1.3 My course addresses communication and interaction expectations, specifically how and when I will communicate through announcements or other tools, and when students can expect assignment grades and other responses from me.

1.4 My course provides instructions on how students can access their grades.

1.5 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).

1.6 My course articulates quick and easy ways for students to find appropriate academic student services support offices and resources (Academic Support Services, Library, LinkedIn Learning).

1.7 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).

1.8 My course includes all necessary online exam information including any technical test preparations or requirements and/or rules and expectations for testing environments.

All of the items in this section can be met by using the 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 “One USF Getting Started Module Template”.
3. Select “Import/Download”. This will open a sidebar panel that will allow you to select which course to import the resource into.
Section 2: Guiding Students and their Learning (6 items)

2.1 My course provides measurable course-level learning objectives that are stated clearly and allow my students to understand what is expected of them throughout the course.

** My course provides measurable module-level learning objectives that are stated clearly and are consistent with my course-level learning objectives.

** My course provides learning objectives that are written from the students’ perspective, prominently located within the course, and are suited to the level of the course.

2.2 My course provides resources and/or activities intended to build a sense of class community, support open communication, and establish trust (virtual icebreakers, virtual bulletin boards, raise your hand forums, etc.).

2.3 My course offers opportunities for student-to-student interaction and constructive collaboration promoting student connectedness and engagement.

2.4 My course explains how the learning materials help students to complete course activities and achieve the course learning objectives.

2.5 I specifically explain how each activity or assignment is related to the course objectives and how I will evaluate submitted work.

2.6 My course provides opportunities for my students to get to know their instructor.

2.7 I provide students with timely feedback to enable them to track their learning progress.

Section 3: Teaching Effectively in a New Environment (6 items)

3.1 I utilize short multimedia pieces, if appropriate, for student interaction with content, and make sure students have easy access to any software, plug-ins, etc. they'll need to access the multimedia.

3.2 I provide active learning opportunities and use course tools to meaningfully facilitate students' interaction with the course content.

3.3 My course is organized to guide students along the learning path and help them progressively navigate through the course each week.

3.4 I provide students with information on protecting their data and privacy for tools introduced or recommended throughout the course.

3.5 I provide appropriate citations and permissions for the materials I use in my course.

3.6 I provide alternative means of access to multimedia content in formats that meet the needs of diverse learners.

** My course facilitates readability and provides accessible text and images in files, documents, LMS (Canvas) pages, and web pages to meet the needs of diverse students.

** I use tools and technologies that support the course learning objectives.

For further assistance or additional guidance, please contact facultysupport@usf.edu or join an open help session through Microsoft Teams, where faculty support specialists are standing by to assist M-F 9am-5pm. Visit the usf.edu/facultytoolkit for additional resources.