## **University of Central Florida “Quality” Course Review Standards 1.0**

For each item, the ID selects from four options:

(1) item is absent from course

(2) item is developing, could be enhanced/improved

(3) item is present in course

(4) not applicable

A comment box follows each Section, allowing the ID to provide detailed observations and recommendations. It is expected that a consultation with the instructor-ID would follow.

## Section 1: Course Overview and Introduction

1. The course provides a clear starting point for students to begin accessing vital course components, such as syllabus, course schedule, course content, and assignments.
2. The syllabus includes the following [Provost-required](http://policies.ucf.edu/documents/4-403CourseSyllabi.pdf) course information:
	1. Course title and number
	2. Credit hours
	3. Course modality (W/M)
	4. Name(s) of instructor(s)
	5. Methods of contact (e.g., email address, phone number)
	6. Office location
	7. Office hours (face-to-face or online)
	8. Course description and purpose
	9. Course objectives and/or goals suited to level of course
		1. Course objectives and/or goals are measurable and clearly stated from learners’ perspective.
	10. Required and optional texts/course materials
	11. Grading policies (point/percentage breakdown of assignments, grading scale)
	12. Exam makeup policy
3. Information about academic integrity/honesty (UCF Golden Rule), campus policies, and FERPA are provided.
4. Up-to-date information for students with disabilities to connect with UCF’s Office of Student Accessibility Services (formerly Student Disability Services) is provided.
5. General technical support information is provided for students and how to obtain (e.g., Webcourses@UCF Support contact information, Service Desk contact information).
6. Online etiquette (“netiquette”) expectations for course communication are clearly stated (e.g., discussion boards, email, chat, web conference).
7. Expectations for instructor response time and feedback are clearly stated (e.g., questions, email, assignment feedback).
8. Students are offered the opportunity to meet the instructor (e.g., introduction video, written instructor bio).
9. The course has an explicit pace (e.g., a schedule) to which the students are introduced.

## Section 2: Course Content

1. The course has an explicit structure (e.g., organized in modules, units, and/or topics; tools not pertinent to the course are hidden in the menu) with a logical efficient navigation system throughout.
2. The course offers a variety of instructional materials and media (e.g., external readings, assignments, discussions, videos) aligned with learning objectives and/or goals.
3. Content is displayed in ways that support learning (e.g., chunking, Pages as opposed to Word docs and PDFs, etc.).
4. The course offers opportunities for students to engage with the content, stating connection to learning activities or assessments, to enhance learning.
5. Technical support information (e.g. tutorials, instructions) for using technology tools are provided.

## Section 3: Assessment and Interaction

1. Module objectives and/or goals are measurable, clearly stated from the learner’s perspective, and aligned with course objectives and/or goals.
2. Module objectives and/or goals are aligned with learning activities and assessments.
3. Grading criteria for each learning activity is described (e.g. rubrics).
4. Multiple methods and opportunities for students to demonstrate learning are offered.
5. Technology tools support learning objectives and/or goals.
6. Technology tools support a variety of interactions (e.g., student-to-student, student-to-content, student-to-instructor).
7. The course offers opportunities for students to interact with other students to enhance learning (e.g., discussions, group work).
8. The course offers opportunities for students to interact with the instructor to enhance learning (related to moderation/facilitation aspect).



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