Course Rubric

Course/Instructor Introduction

Criteria	Identified
Instructions are provided and clearly define where students should begin.	
Clear distinction of online expectations/activities is provided. (Also face-to-face expectations if mixed-mode.)	
Protocols for class behavior related to email, discussions, and class chats are included.	
Course Introduction or Instructor Introduction/Bio is provided (optional).	
Course Software/Hardware requirements are established for students.	
Notes:	

Course Tools

Criteria	Identified
Webcourses@UCF tools and 3rd party tools support a variety of interactions (***e.g.,*** student-to-student, student-to-content, student-to-instructor, and student-to-other).	
Webcourses@UCF Tools and 3rd party tools support learning objectives and course activities/interaction.	
Notes:	

Accessibility/Copyright/FERPA

Criteria	Identified
Syllabus or Protocols include a notification for students with disabilities to register with UCF's Office of Student Disability Services.	
The course content is accessible (Section 508 and ADA compliant), for example, alt text for images, captions for video, and table headings are included.	
Course content is copyright compliant.	
Course interactions and communications are FERPA compliant.	
Notes:	

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Course/Module Objectives

Criteria	Identified
Course learning objectives and outcomes are measurable and clearly stated.	
Module learning objectives and outcomes are measurable and clearly stated.	
Course assessment strategy aligns with expected course outcomes.	
Module assessment(s) measures module outcomes.	
If mixed mode (M), clear objectives for face-to-face and online expectations are provided.	
Notes:	

Course Activities/Interaction

Criteria	Identified
Student-to-**content** activities promote learning outcomes.	
Student-to-**student** activities promote learning outcomes.	
Student-to-**instructor** activities promote learning outcomes.	
Student-to-**other** activities promote learning outcomes (**e.g.,** guest speakers, field trips).	
Activity instructions deliver clear student expectations and match course objectives.	
Activities/Interactions promote learning on all domains of Bloom's Taxonomy of Educational Objectives.	
Rubrics are used for activities/interactions with instructions to define expected outcomes prior to assessment grading (optional).	
Notes:	

Assessment Strategy

Criteria	Identified
Assessments match learning objectives.	
Course grading policy is defined in syllabus.	
Grading policy is clearly defined for each course assessment.	
Rubrics define activity expectations/grading (optional).	
Self-assessments are incorporated when applicable (optional).	
Instructor grading/feedback protocol is clearly stated with all activities/interactions. (When will students know their grades/progress?)	
Notes:	

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Course Administration/Student Support

Criteria	Identified
Technical support information is provided for students (***e.g.,*** Online@UCF Support contact information, UCF Learning Online, Service Desk contact information).	
Clear tutorials, directions and student technical support information for using Webcourses@UCF tools (***e.g.,*** Webcourses@UCF Orientation) and 3rd party tools are provided.	
Protocols for student questions (content/assignment/assessment) are clearly defined (e.g., 3-before-me, technical help discussion forum, office hours, Online@UCF Support).	
Tutorials are provided for students: • Knights Online • LMS Tutorials • UCF Information Fluency Modules • All 3rd Party tutorials (If applicable)	
Notes:	

General Notes:

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