**University of Central Florida**
**Quality Course Review 2.0 (3/13/18)**

## 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 course information:

    a. Course title and number

    b. Semester, year, and course section

    c. Credit hours

    d. Course modality (W/M)

    e. Name(s) of instructor(s)

    f. GTA names (if applicable)

    g. Methods of contact (e.g., email address, phone number)

    h. Office location

    i. Office hours (face-to-face or online)

    j. Prerequisite and/or co-requisite courses (if applicable)

    k. Course description from undergraduate or graduate catalog

    l. Course objectives and/or outcomes

        i. Course objectives and/or outcomes are measurable and clearly stated

        ii. Reference or link with specific program, department, college and/or accreditation standards (if applicable)

    m. Course purpose

    n. Required and optional texts/course materials

    o. Grading policies (point/percentage breakdown of assignments, grading scale)

    p. Exam makeup policy

    q. Link or reference to course schedule

3. Information about academic integrity/honesty (UCF Golden Rule), campus policies, and FERPA are provided within the syllabus.

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 within the syllabus.

5. Statement regarding emergency procedures and campus safety are provided within the syllabus.

6. Statement regarding accommodations for active duty military students is provided within the syllabus.

7. General technical support information is provided for students (e.g., Webcourses@UCF Support contact information, Service Desk contact information).

8. Online etiquette ("netiquette") expectations for course communication are clearly stated (e.g., discussion boards, email, chat, web conference).

9. Expectations for instructor response time and feedback are clearly stated (e.g., questions, email, assignment feedback).

10. Students are offered the opportunity to meet the instructor (e.g., introduction video, written instructor bio).

11. The course has an explicit pace (e.g., a schedule).


## Section 2: Course Content

12. 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).

13. The course offers a variety of instructional materials and media (e.g., external readings, assignments, discussions, videos).

14. Content is displayed in ways that support learning (e.g., chunking, Pages as opposed to Word docs and PDFs, etc.).

15. The course offers opportunities for students to engage with the content to enhance learning.

16. Technical support information (e.g. tutorials, instructions) for using technology tools are provided.


## Section 3: Assessment and Interaction

17. Module objectives and/or goals are measurable and clearly stated.

18. Module objectives and/or goals are aligned with learning activities and assessments *(Please note that this review is intended to be brief, so not all modules will be checked if there are many)*

19. Grading criteria for each learning activity is described (e.g. rubrics).

20. Multiple methods and opportunities for students to demonstrate learning are offered.

21. Technology tools support learning objectives and/or goals.

22. Technology tools support a variety of interactions (e.g., student-to-student, student-to-content, student-to-instructor).

23. The course offers opportunities for students to interact with other students to enhance learning (e.g., discussions, group work).