University of Central Florida
High Quality Course Review 1.0 (3/29/18)

Section 1: Course Overview and Introduction

1. Course syllabus includes prerequisite knowledge, and/or technical and other competencies (e.g., prerequisite courses to be completed, necessary skills).

2. An introduction to the university's academic services and resources available to support student success (e.g., Therapy Assisted Online [TAO] Self Help, Knights Online, Student Accessibility Services, Writing Center, Tutoring Center) is provided.

3. An introduction to the university's non-academic services and resources available to support student success (e.g., Victim Services, Career Services) is provided.

4. Required hardware and/or software necessary for participating in the course are communicated to students (e.g., microphone, webcam).

5. Links to the privacy policies of third-party tools are included.

6. Links to the accessibility statements of third-party tools are included.

7. An orientation, introduction, or overview is provided for the course (e.g., Canvas Page, video, syllabus).

8. An orientation, introduction, or overview is provided for each module or unit in the course (e.g., Canvas Page, video).

Section 2: Course Content

9. Technologies used within the course are current (e.g., SWF and FLV files have been replaced with newer technologies/methods).

10. Instructional materials are current, best representing the discipline and reflecting current trends.

11. The course content and media are copyright compliant and appropriately cited.

12. The course content is readily attainable, including external links, resources, and technologies.

Section 3: Assessment and Interaction

13. Assessments promote higher-order thinking skills (e.g., apply, analyze, compare and contrast, classify, assess, create, evaluate).

14. Students are given multiple opportunities to self-assess and/or reflect on their learning (e.g., ungraded surveys, practice quizzes/activities, written assignments, discussions) throughout the semester.

15. Measures to promote academic integrity are included (e.g., authentic assessments, multi/varied assignments and quizzes, ProctorHub).

16. An opportunity for students to introduce themselves to develop a sense of community is provided.

Section 4: Accessibility and Universal Design

4a: Text and Tables

17. Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.

18. There is enough contrast between text and background for the content to be easily viewed.

19. Text is understandable when viewed without color (i.e., italics or bold are used for emphasis rather than color alone).

20. Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").

21. Table header rows and columns are assigned.

4b: Multimedia

22. A text equivalent for every graphic is provided (e.g., "alt" tags). No excessive use of images when text can be used instead (e.g., screenshots of PPT slides).

23. Graphics and images are understandable when viewed without color.

24. Multimedia (audio, graphics, and video) is easy to access and use (e.g., presentation pace can be controlled by student; video can be resized; available on mobile devices)

25. Video files have synchronous captions. Prerecorded audio files have available transcripts.