University of Central Florida
Quality Course Review 3.0 (9/27/18)

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

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

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

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

12. The course has an explicit pace (e.g., a schedule) to which students are introduced.

Section 2: Course Content

13. 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).

14. The course offers a variety of instructional materials and media (e.g., external readings, assignments, discussions, videos), aligned with learning objectives and/or goals.

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

16. Alternative means of access to course materials is provided.

17. The course offers opportunities for students to engage with the content, stating connection to learning activities or assessments, to enhance learning.

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

Section 3: Assessment and Interaction

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

20. Module objectives and/or goals are aligned with learning activities and assessments.

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

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

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

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

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

26. The course offers opportunities for students to interact with the instructor to enhance learning.

*Each item is classified as: Present (3 points), Developing (2 points), Absent (0 points), or Not Applicable (3 points, so as not to unfairly reduce score). Sections 1-3 of the review are equally weighted. A Quality designation is achieved when the resulting score is at least 85%. Please note that a consultation with an instructional designer is an expected part of the Quality review process, regardless of designation status.