Online Course Pre-Flight *Checklist*

Is your online course ready for take-off? Use the checklist below to find out. Items in the checklist come from the Quality Online Course Review. Click on each item to access a brief entry that describes the item in greater detail and provides real-life examples. If you are credentialed to create online courses at UCF, you are likely paired with an instructional designer who would be happy to discuss these items with you. If you aren't sure who your instructional designer is, visit the ID Lookup Tool. If you've checked off most of these boxes, consider requesting an official Quality course review.

COURSE OVERVIEW AND INTRODUCTION

- [ ] The course provides a clear starting point for students to begin accessing vital course components, such as syllabus, course schedule, course content, and assignments.

- [ ] The syllabus includes the provost-required course information and core policy statements.

- [ ] Information about academic integrity/honesty, campus policies, and FERPA are provided within the syllabus.

- [ ] Up-to-date information for students with disabilities to connect with UCF's Office of Student Accessibility Services is provided within the syllabus.

- [ ] Statement regarding emergency procedures and campus safety are provided within the syllabus.

- [ ] Statement regarding accommodations for active-duty military students is provided within the syllabus.

- [ ] General technical support information for students is provided.

- [ ] Links to the accessibility statements of third-party tools are included, if applicable.

- [ ] Online etiquette expectations for course communication are clearly stated.

- [ ] Expectations for instructor response time and feedback are clearly stated.

- [ ] Students are offered the opportunity to meet the instructor.

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

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COURSE CONTENT

- [ ] The course has an explicit structure (e.g., organized in modules, units, topics).

- [ ] The course offers a variety of instructional materials and media aligned with learning objectives.

- [ ] Content is displayed in ways that support learning.

- [ ] Alternative means of access to course materials is provided.

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

- [ ] Technical support information for using technology tools is provided, if applicable.

ASSESSMENT AND INTERACTION

- [ ] Module objectives are measurable and clearly stated.

- [ ] Module objectives are aligned with learning activities and assessments.

- [ ] Grading criteria for each learning activity are described (e.g., rubrics).

- [ ] Multiple methods and opportunities for students to demonstrate learning are offered.

- [ ] Technology tools support learning objectives and/or goals.

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

- [ ] The course offers opportunities for students to interact with other students to enhance learning.

- [ ] The course offers opportunities for students to interact with the instructor to enhance learning.