Quality Online Review Items

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. Required course information is clearly stated in the syllabus [More Info]:
   a. Course number, section, and name
   b. Semester and year
   c. Credit hours
   d. Course modality (e.g., W, M) [More Info]
   e. Name(s) of instructor(s)
   f. GTA names (if applicable)
   g. Methods of contact (e.g., email address, phone number)
   h. Office, department location, and university phone number (if applicable)
   i. Times and locations for in-person and/or virtual office hours
   j. Prerequisites, co-requisites, and any other enrollment requirements (if applicable)
   k. Course description from undergraduate or graduate catalog
   l. Brief description of scope and purpose of the course
   m. Course objectives
   n. Reference or link with specific program, department, college and/or accreditation standards (if applicable)
   o. Required and optional course materials (e.g., texts, courseware) and how students can access them
   p. Required hardware and/or software (e.g., webcam, microphone, Excel, online tools) and how students can access them
   q. Grading details (point/percentage breakdown of assignments, grading scale)
   r. Methods for submitting assignments
   s. Due dates for major assignments and exams
   t. Makeup exam policy
   u. Link or reference to course schedule
3. Required core policy statements are clearly stated in the syllabus.
   a. Academic Integrity
   b. Course Accessibility
   c. Active Duty Military Students
   d. Emergency Procedures and Campus Safety
   e. Title IX
4. An introduction to the university's academic services and resources available to support student success (e.g., Student Accessibility Services, Writing Center) is provided.
5. Course objectives describe outcomes that are measurable and clearly stated from the student's perspective.
6. Technical support information for tools used in the course is provided for students (e.g., Webcourses@UCF Support, UCF Service Desk, vendor tool help desk).
7. Students are offered the opportunity to meet the instructor (e.g., video/written bio).
8. The instructor's plan for interacting with students (e.g., response time, feedback, communication tool) during the course is clearly stated.
9. Expectations for course communication and interactions are clearly stated (e.g., tone,

civility, spelling/grammar).

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

Course Content

11. 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).
12. The course offers a variety of instructional materials (e.g., readings, videos, web resources) that are aligned with learning objectives and/or goals.
13. The relationship between the use of instructional materials and completion of course activities is clearly conveyed.
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 actively engage with the content to enhance learning.

Assessment and Engagement

16. Module objectives describe outcomes that support achievement of the course objectives.
17. Module objectives describe outcomes that are measurable and clearly stated.
18. Module objectives describe outcomes that are aligned with learning activities and assessments.
19. Multiple methods and opportunities for students to demonstrate learning are offered.
20. Grading criteria for each learning activity is described (e.g., rubrics).
21. The course offers opportunities for students to actively engage with other students to enhance learning (e.g., discussions, group work).
22. The course offers opportunities for students to actively engage with the instructor to enhance learning.

Accessibility and Usability

23. The course content is readily attainable, including external links, resources, and technologies.
24. Course materials are properly formatted with headings, lists, and other styles to enhance readability and improve the structure of the document (e.g., heading levels are not skipped, formatting styles are appropriately applied).
25. Color contrast between the text and background has an appropriate ratio (e.g., 4.5:1) to ensure the content can be easily viewed.
26. Color alone is not used to convey meaning (e.g, italics or bold text are used in addition to color).
27. Hyperlink text is descriptive and makes sense when read out of context (e.g., UCF rather than www.ucf.edu or Click here).
28. A text equivalent (e.g., alt text, a caption, text description) is provided for images.
29. Tables include row and/or column headers.
30. Multimedia (audio, graphics, and video) are easy to access and use (e.g., movement through presentations can be controlled; video can be resized; attainable on mobile devices).
31. Transcripts for audio content are provided.
32. Videos have accurate synchronous captions.

Quality Blended Review Items

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. Required course information is clearly stated in the syllabus [More Info]:
    a. Course number, section, and name
    b. Semester and year
    c. Credit hours
    d. Course modality (e.g., W, M) [More Info]
    e. Name(s) of instructor(s)
    f. GTA names (if applicable)
    g. Methods of contact (e.g., email address, phone number)
    h. Office, department location, and university phone number (if applicable)
    i. Times and locations for in-person and/or virtual office hours
    j. Prerequisites, co-requisites, and any other enrollment requirements (if applicable)
    k. Course description from undergraduate or graduate catalog
    l. Brief description of scope and purpose of the course
    m. Course objectives
    n. Reference or link with specific program, department, college and/or accreditation standards (if applicable)
    o. Required and optional course materials (e.g., texts, courseware) and how students can access them
    p. Required hardware and/or software (e.g., webcam, microphone, Excel, online tools) and how students can access them
    q. Grading details (point/percentage breakdown of assignments, grading scale)
    r. Methods for submitting assignments
    s. Due dates for major assignments and exams
    t. Makeup exam policy
    u. Link or reference to course schedule
3. Required core policy statements are clearly stated in the syllabus.
    a. Academic Integrity
    b. Course Accessibility
    c. Active Duty Military Students
    d. Emergency Procedures and Campus Safety
    e. Title IX
4. An introduction to the university's academic services and resources available to support student success (e.g.,Student Accessibility Services, Writing Center) is provided.
5. Course objectives describe outcomes that are measurable and clearly stated from the student's perspective.
6. Technical support information for tools used in the course is provided for students (e.g., Webcourses@UCF Support, UCF Service Desk, vendor tool help desk).
7. Students are offered the opportunity to meet the instructor (e.g., video/written bio).
   Annotation: *An introduction should be available online for students who missed the initial face-to-face meeting of the course.*

8. The instructor's plan for interacting with students (e.g., response time, feedback, communication tool) during the course is clearly stated.
9. Expectations for course communication and interactions are clearly stated (e.g., tone, civility, spelling/grammar).
10. The course has an explicit pace (e.g., a schedule) to which students are introduced. ***Annotation:** Face-to-face content/activities and Online content/activities should be specifically designated as such.*

Course Content

11. 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). ***Annotation:** Course design is structured for both online and face-to-face components.*
12. The course offers a variety of instructional materials (e.g., readings, videos, web resources) that are aligned with learning objectives and/or goals.
13. The relationship between the use of instructional materials and completion of course activities is clearly conveyed.
14. Content is displayed in ways that support learning (e.g., chunking, Pages as opposed to Word docs and PDFs, etc.). ***Annotation:** The course should be more than a repository of files.*
15. The course offers opportunities for students to actively engage with the content to enhance learning.

Assessment and Engagement

16. Module objectives describe outcomes that support achievement of the course objectives.
17. Module objectives describe outcomes that are measurable and clearly stated.
18. Module objectives describe outcomes that are aligned with learning activities and assessments.
19. Multiple methods and opportunities for students to demonstrate learning are offered.
20. Grading criteria for each learning activity is described (e.g., rubrics).
21. The course offers opportunities for students to actively engage with other students to enhance learning (e.g., discussions, group work). ***Annotation:** Student engagement should occur in both the online and face-to-face portions of the course. Merely being present in the face-to-face course is not engagement.*
22. The course offers opportunities for students to actively engage with the instructor to enhance learning.

Accessibility and Usability

23. The course content is readily attainable, including external links, resources, and technologies.
24. Course materials are properly formatted with headings, lists, and other styles to enhance readability and improve the structure of the document (e.g., heading levels are not skipped, formatting styles are appropriately applied).
25. Color contrast between the text and background has an appropriate ratio (e.g., 4.5:1) to ensure the content can be easily viewed.
26. Color alone is not used to convey meaning (e.g, italics or bold text are used in addition to color).
27. Hyperlink text is descriptive and makes sense when read out of context (e.g., UCF rather

than www.ucf.edu or <u>Click here</u>).
28. A text equivalent (e.g., alt text, a caption, text description) is provided for images.
29. Tables include row and/or column headers.
30. Multimedia (audio, graphics, and video) are easy to access and use (e.g., movement through presentations can be controlled; video can be resized; attainable on mobile devices).
31. Transcripts for audio content are provided.
32. Videos have accurate synchronous captions.

High Quality Online Review Items

Course Overview and Introduction

1. Expectations for prior knowledge and competencies (beyond prerequisite courses) are described in the syllabus.
2. Expectations for digital skills (e.g., technical, information literacy) are clearly stated in the syllabus.
3. An introduction to the university's services and resources that support student success and well-being (e.g., Student Care Services, Health Services) is provided.
4. Accessibility statements for tools that are provided by vendors external to UCF are included.
5. The course provides students with information on protecting their data and privacy related to tools that are provided by vendors external to UCF (e.g., links to privacy statements).
6. An orientation, introduction, or overview is provided for the course (e.g., Canvas Page, video, syllabus).
7. An orientation, introduction, or overview is provided for each module or unit in the course (e.g., Canvas Page, video).

Course Content

8. Instructional materials represent current theory and practice in the discipline.
9. The course models academic integrity by providing citations and permissions for use of instructional materials.

Assessment and Engagement

10. Assessments promote higher-order thinking skills (e.g., apply, analyze, compare and contrast, classify, assess, create, evaluate).
11. 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.
12. Measures to promote academic integrity are included (e.g., authentic assessments, Respondus Monitor, student guidance).
13. An opportunity for students to introduce themselves to develop a sense of community is provided.

Accessibility and Usability

14. Tables include a descriptive title or caption.
15. Videos have accurate synchronous captions, and transcripts are provided.
16. Accessibility items addressed in Quality Review are still present:
    a. The course content is readily attainable, including external links, resources, and technologies.
    b. Course materials are properly formatted with headings, lists, and other styles to enhance readability and improve the structure of the document (e.g., heading levels are not skipped, formatting styles are appropriately applied).
    c. Color contrast between the text and background has an appropriate ratio (e.g., 4.5:1) to ensure the content can be easily viewed.
    d. Color alone is not used to convey meaning (e.g, italics or bold text are used in addition to color).
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    h. Multimedia (audio, graphics, and video) are easy to access and use (e.g., movement through presentations can be controlled; video can be resized; attainable on mobile devices).
    i. Transcripts for audio content are provided.
    j. Videos have accurate synchronous captions.

High Quality Blended Review Items

Course Overview and Introduction

1. Expectations for prior knowledge and competencies (beyond prerequisite courses) are described in the syllabus.
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4. Accessibility statements for tools that are provided by vendors external to UCF are included.
5. The course provides students with information on protecting their data and privacy related to tools that are provided by vendors external to UCF (e.g., links to privacy statements).
6. An orientation, introduction, or overview is provided for the course (e.g., Canvas Page, video, syllabus). **Annotation:** *This should be available online for students who miss an initial face-to-face meeting of the course.*
7. An orientation, introduction, or overview is provided for each module or unit in the course (e.g., Canvas Page, video). **Annotation:** *Face-to-face content/activities and Online content/activities should be clearly defined as such.*

Course Content

8. Instructional materials represent current theory and practice in the discipline.
9. The course models academic integrity by providing citations and permissions for use of instructional materials.

Assessment and Engagement

10. Assessments promote higher-order thinking skills (e.g., apply, analyze, compare and contrast, classify, assess, create, evaluate).
11. 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.
12. Measures to promote academic integrity are included (e.g., authentic assessments, Respondus Monitor, student guidance).
13. An opportunity for students to introduce themselves to develop a sense of community is provided. ***Annotation:*** *Students are provided an opportunity to introduce themselves and the introduction is kept available throughout the duration of the course.*

Accessibility and Usability

14. Tables include a descriptive title or caption.
15. Videos have accurate synchronous captions, and transcripts are provided.
16. Accessibility items addressed in Quality Review are still present:
    a. The course content is readily attainable, including external links, resources, and technologies.
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