

University of Central Florida
High Quality Blended Course Review (11/21/2023)

Section 1: Course Overview and Introduction

Item	Present Developing Absent N/A	Notes
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). Annotation: <i>This should be available online for students who miss an initial face-to-face meeting of the course.</i>		
7. An orientation, introduction, or overview is provided for each module or unit in the course (e.g., Canvas Page, video). Annotation: <i>Face-to-face content/activities and Online content/activities should be clearly defined as such.</i>		



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Section 2: Course Content

Item	Present Developing Absent N/A	Notes
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.		

Section 3: Assessment and Engagement

Item	Present Developing Absent N/A	Notes
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: <i>Students are provided an opportunity to introduce themselves and the introduction is kept available throughout the duration of the course.</i>		

Section 4: Accessibility and Universal Design

Item	Present Developing Absent N/A	Notes
14. Tables include a descriptive title or caption.		
15. Videos have accurate synchronous captions, and transcripts are provided.		



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<p>16. Accessibility items addressed in Quality Review are still present:</p> <ul style="list-style-type: none"> 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). e. Hyperlink text is descriptive and makes sense when read out of context (e.g., UCF rather than www.ucf.edu or Click here). f. A text equivalent (e.g., alt text, a caption, text description) is provided for images. g. Tables include row and/or column headers. 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. 		
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*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 1-4 of the review are equally weighted. A High Quality designation is achieved when the (1) course has already earned a Quality designation and (2) the resulting score of the High Quality review is at least 85%. Please note that a consultation with an instructional designer is an expected part of the High Quality review process, regardless of designation status.



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