University of Central Florida
Quality Online Course Review (6/25/2025)

Section 1: Course Overview and Introduction

Item	Present Developing Absent N/A	Notes
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: a. Course number, section, and name b. Semester and year c. Credit hours *(not required, but recommended)* d. Course modality (e.g., W, M) *(not required, but recommended)* e. Name(s) of instructor(s) f. GTA names (if applicable) g. Methods of contact (e.g., email address, phone number) h. 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 are consistent with the scope and purpose of the course and are aligned with assignments 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, including final exam		
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		
f. Reporting an Incident		
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.		

Section 2: Course Content

Item	Present Developing Absent N/A	Notes
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.		

Section 3: Assessment and Engagement

Item	Present Developing Absent N/A	Notes
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).		

Item		Notes
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.		

Section 4: Accessibility and Usability

Item	Present Developing Absent N/A	Notes
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.		

*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 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.