# 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 develop 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.

Required course information is clearly stated in the syllabus (e.g, Simple Syllabus).

Required core policy statements are clearly stated in the syllabus:
- Academic Integrity
- Course Accessibility
- Active-Duty Military Students
- Emergency Procedures  and Campus Safety
- Title IX
- Reporting an Incident

An introduction to the university's academic services and resources available to support student success is provided.

Course objectives describe outcomes that are measurable and clearly stated from the student's perspective.

Technical support information for tools used in the course is provided for students.

Students are offered the opportunity to meet the instructor.

The instructor's plan for interacting with students during the course is clearly stated.

Expectations for course communication and interactions are clearly stated.

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.

The relationship between the use of instructional materials and completion of course activities is clearly conveyed.

Content is displayed in ways that support learning.

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

## ASSESSMENT AND INTERACTION

Module objectives describe outcomes that support achievement of the course objectives.

Module objectives describe outcomes that are measurable and clearly stated.

Module objectives describe outcomes that are aligned with learning activities and assessments.

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

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

The course offers opportunities for students to actively engage with other students to enhance learning.

The course offers opportunities for students to actively engage with the instructor to enhance learning.

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## *ACCESSIBILITY AND USABILITY*

The course content is readily attainable, including external links, resources, and technologies.

Course materials are properly formatted with headings, lists, and other styles to enhance readability and improve the structure of the document.

Color contrast between the text and background has an appropriate ratio to ensure the content can be easily viewed.

Color alone is not used to convey meaning.

Hyperlink text is descriptive and makes sense when read out of context.

A text equivalent is provided for images.

Tables include row and/or column headers.

Multimedia are easy to access and use.

Transcripts for audio content are provided.

Videos have accurate synchronous captions.