

UCF Quality Rubric

These items are used to assess online or blended/mixed courses for quality designation.

- Quality items (**bold**)
 - Course must meet all Quality items for designation (60 points).
- High-Quality items (non-bold)
 - Achieved when all Quality items are met and at least 13 High-Quality points are earned (26 points possible).

Course Overview and Introduction

1. **A clear starting point is present which orients learners to the course.** (3 points)
2. **Learners are clearly introduced to the purpose and structure of the course.** (3 points)
3. Guidelines for communication are clearly stated. (2 points)
4. **Learners are directed to the official course syllabus for institutional policies and course grading policies.** (3 points)
5. Expected prerequisite knowledge and experience, technical skills, and digital literacy skills are clearly stated. (1 point)
6. **Instructor provides a welcoming self-introduction.** (3 points)
7. Learners are given the opportunity to introduce themselves. (1 point)

Learning Objectives

8. **Course objectives describe measurable outcomes that correspond to the level of the course.** (3 points)
9. **Module objectives describe measurable outcomes that are consistent with course objectives.** (3 points)
10. **Course and module objectives are clearly stated, learner-centered, and prominently located in the course.** (3 points)
11. **The connection between objectives, activities, and assessments is made clear.** (3 points)

Assessment

12. **Assessments are aligned with the stated learning objectives.** (3 points)
13. **Evaluation and grading criteria for assessments is clearly stated.** (3 points)
14. Multiple assessment types and opportunities are provided and appropriately sequenced throughout the course. (2 points)
15. Learners are provided with timely and meaningful feedback throughout the course. (2 points)
16. Assessments and activities reflect real-world applications. (1 point)

Materials

- 17. Instructional materials are aligned with assessments, activities, and objectives.** (3 points)
- 18. Instructional materials model academic integrity through appropriate citation and permissions. (2 points)
- 19. Instructional materials are varied, current, and offer multiple perspectives. (2 points)
- 20. Instructional materials are provided at no or low cost to learners. (2 points)

Activities and Interaction

- 21. Instructional activities include opportunities for peer collaboration that result in meaningful products. (2 points)
- 22. Learners are provided with opportunities for practice and iterative skill and knowledge-building. (2 points)
- 23. The course includes opportunities for interactive engagement and requirements for interactions are clearly stated.** (3 points)
- 24. The instructor's plan for regularly scheduled substantive interaction is clearly communicated.** (3 points)

Course Technologies

- 25. Technology tools are varied and support learning objectives and/or outcomes.** (3 points)
- 26. Course technologies promote active engagement. (2 points)
- 27. Links to the privacy policy statements of third-party tools are included. (1 point)

Learner Support

- 28. Learners are directed to resources for technical support, accessibility and accommodation, academic success, and well-being.** (3 points)
- 29. Learners are invited to shape the course design through participation and feedback. (2 points)

Accessibility and Usability

- 30. The course design facilitates ease of navigation and readability.** (3 points)
- 31. Text is accessible.** (3 points)
- 32. Images are accessible.** (3 points)
- 33. Video and audio content is accessible.** (3 points)
- 34. Multimedia is accessible across devices and provides learner controls.** (3 points)
- 35. The course demonstrates a purposeful, cohesive design. (2 points)